

V.P. Hugh Hall

~~Bill Nelson~~ Albert

REMARKS

~~Mr H in
moorhead~~
man

BY

HUBERT H. HUMPHREY

Albert Lea

MINNESOTA EDUCATION ASSOCIATION, ST. MARY'S COLLEGE

MINNESOTA, MINNESOTA

- Home of ~~Max Conrad~~

NOVEMBER 11, 1969

Bill
Ferry Beckman
Rick Nelson
Gene Erickson
Pres-elect

Supt Loren Ward
Principal Ken Peterson
Robert Moller

Not very long ago when I came to meetings like this and talked to gatherings of educators, I spoke about the importance of Federal legislation and Federal appropriations in our mutual effort to improve the quality of public education.

It is with much pleasure that I come today as one of you - as a practicing pedagogue. You might say I'm on a reverse Sabbatical, on leave from Washington to academia --
I hope on leave???

2 1/2 Million
Dollar
addition
to S.M.H.

Reverse
Sabbatical

Shall
continue
to do
so
need
more.

In any event, as a result of this occupational change,

Mobile Science Lab
Construction of Vocational-Technical Center
Lee College - comm. college

I have a rather different, and I think usefully different, vantage point from which to speak.

Talk to Teachers, Administrators
Parents & Students.

The education community is a many-splintered thing

America's education professionals are as diverse in attitude and resources as the plural American culture

But as educators, I think there is one thing on which we can agree:

that we should not want to -- and probably find it increasingly difficult to -- confine ourselves to the limitations of the academic program as we try to impart ~~wisdom~~ ^{Information + Knowledge} to the young.

Broader duties

In these less than temperate times, I think we all find ourselves obliged to relate what we teach -- and how we teach -- to the major concerns of contemporary life

War & Peace
Country & Race
Cities & Environment

How we teach? Yes indeed. For if we are to be wise and faithful stewards of the minds of the Nation's young, it is essential that we give serious attention to the way in which we and our students live and study together -- and it is together

~~my friends.~~ I find myself studying all the time else I should never be able to keep up with these fine young minds!

↳ As teachers, we must nurture our common humanity in a world increasingly dehumanized by sheer size, by mass media and massive construction, by shrinking distance and a rambunctious explosion of the population.

and ↳ As teachers, we owe our youth the spirit of honest inquiry; we must join in open-minded examination of the treasured shibboleths of our generation -- painful or not.

↳ We cannot dust off this difficult generation with patronizing tolerance - or impatient intolerance - else we shall lose them altogether.

I'm sure you agree that This is not a time when young people are noted for passivity. *But* ↳ If we do not have a constant concern for the quality of our discourse, we are apt to find ourselves in a desperate

last-ditch dialogue with disaffected dissidents.

< We must struggle unceasingly for comprehension --
theirs and ours *at all we must do this* -- at a time when our communication, though
constant, is too often trite, meaningless, repetitive and even,
on occasion, evasive or dishonest. *— just good talk even*

about dialogue or confirmation
We must let the lecture platform serve as a form and a

fulcrum, remembering always that education is not an end in
itself, but serves the intellectual, moral, cultural, social and
material progress of mankind. *"The quest for life is not knowledge, but action. Cardinal Newman."*

see
1

< We must teach -- by word and deed -- that civilization
is of consequence and concern is not corny, and our students
must in turn recognize that the generations that preceded them
had these qualities in large measure.

< I am under no illusion that the ills of society will respond
early & finally with placidity to such academic medicine, but when those of us
who act as transmitters not only of our own but of the world's
culture, join our serious students in seeking honest and

relevant answers to the important concerns of their generation, there is bound to be a therapeutic impact.

↳ We hear a great deal about the new breed of youthful rebels these days. I am not sure that this generation differs qualitatively from those that preceded it. I don't know if they are different -- or only more so!

I do know that I am tired of generalities from both generations. There are lots of turned-on middle-aged Americans and there are lots of square kids.

anyway

↳ The young paint with a very broad brush. Phoniness and materialism -- the most frequent targets of the young -- are hardly endemic to my generation. They have been with us always, as have treachery and perfidy and other human frailties.

youth is not a matter of age - it is spirit

↳ To me, candor is a virtue, and tactlessness is not and the line between them is thin indeed.

*as old as your fears
as young as your hopes*

*as old as your doubts
as young as your faith
as old as your cynicism
as young as your ideals*

L To me patience is a virtue; to the young it appears
 to be anathema. ^{But,} I do not ask patience of them -- they are
 the agents provocateur of progress, and patience would hardly
 be appropriate to this role -- but I do ask that they recognize
 and respect the efforts and achievements of those who preceded
 them in this activist arena. ^{you know,} We haven't been cooling our heels
 waiting for them; we've been pretty busy.

But Concern and outrage ^{must not be} ~~are~~ ~~no~~ ~~means~~ the special
 province of the young. ^{both} ~~resent~~ ~~apathy~~ ~~and~~ ~~anger~~ ~~?~~

and civil disobedience. But I know too the other side of this coin:

that the right to dissent carries with it the obligation to permit
 others the right of advocacy. - <sup>"a respect for the opinions
 & ideas of others"</sup>

L I'm not afraid of disagreements, they are the healthy sign
 of an open society. Tension doesn't scare me; physical tension
 is a good thing, it holds up our bridges. Inner tension is
 responsible for much of our great creative expression. A certain
adversary quality in the pupil-teacher relationship can be con-

" Colleges not meadows of meditation
but acres of action
Involvement

structive -- so long as there is mutual respect.

SO ⁺ To the young I say: it is not enough to speak with great moral indignation if we do not make morality the basis of our personal dealings with each other.

< To my co-professionals I say: it is not enough to teach the intricacies of Constitutional interpretation if we cannot practice its essentials in our daily life. ~~Assent to theory is meaningless when the heart is dissident.~~ < If we believe in majority rule and minority voice, we must not only practice it, but enforce it, each of us, in our classrooms as elsewhere. This kind of classroom is active democracy, ~~its what~~

freedom is all about.

< As educators we cannot secrete ourselves in the scholar's study. Intellectual contemplation for its own sake is a luxury; we must act on what we believe. < It is good to

study history. It is even better to make it. But we must take

The great end of life is not knowledge, but action.
(Said Cardinal Newman)

care to be sure of our data and of our value judgments before we move to action.

↳ Knowledge without commitment may be wasteful, but commitment without knowledge is dangerous!

No Instant answers

↳ If we are going to solve the tough problems facing society today it will take study, self-doubt, hard work - and passionate involvement.

↳ These things we owe our students - and ourselves - plus comprehension and the ability to communicate it.

The work of self government is never done. The ordeal of democracy is continuing!

So

As we mark the beginning of American Education Week, 1969, it is good to note that the United States today provides more education for more citizens than any nation in history.

Student Popul-

↳ Education has come a long way since our founding fathers first contemplated the relationship between self-government and public enlightenment.

Jefferson - ↓ grant a free

↳ But we cannot rest on our numerical laurels, we cannot

let our schools deteriorate into adolescent storage bins. Our
 schools must be incubators for tomorrow's leaders, and we
 who deal with minds must be especially careful to make our
 schools shaping institutions that reach out to the individual,
 to the community, and to the world.

*(If well-conducted
 is now between Educ +
 catastrophe.)*

Education is a social tool and educators must act with

Environment

an eye for the national interest as well as the community
 concern.

*(Community + school)
 Parents + Children*

*HeadStart
 upward Bound*

If we can provide education that is relevant to life in
 our infinitely complicated contemporary world, we will have
 done much to preserve the strength and vitality of our society.

###



Minnesota Historical Society

Copyright in this digital version belongs to the Minnesota Historical Society and its content may not be copied without the copyright holder's express written permission. Users may print, download, link to, or email content, however, for individual use.

To request permission for commercial or educational use, please contact the Minnesota Historical Society.



www.mnhs.org