

LE SUEUR HIGH SCHOOL COMMENCEMENT
LE SUEUR, MINNESOTA

MAY 28, 1970 001970

ADDRESS ----- - By The Honorable Hubert H. Humphrey

INTRODUCTION: By Mr. Kenneth M. Ashpole, Superintendent of Schools

INTRODUCTION

Graduates, ladies and gentlemen. It is extremely rare that an event as significant as a high school commencement is complimented by the presence of one of the most prominent political figures ever to appear on a Minnesota scene. We are deeply honored by this graduating class and we are deeply honored by the presence of this extraordinary American. Let us thus begin by extending the warmest of welcomes to the former Vice President of the United States, The Honorable Hubert H. Humphrey.

ADDRESS

Thank you very much. My thanks to your superintendent, Mr. Ashpole, for his gracious and generous introduction and a very special greeting, of course, to the honored guests of the evening, the graduates of the class of 1970; and, to your principal, Mr. Von Wald; and to the Chairman of your Board of Education, Mr. Mollenhauer; members of the Board, faculty and the families---mothers and fathers, brothers and sisters of these graduates; and my fellow Americans.

First, I want to express my thanks to the band. I hear pomp and circumstance and I've heard it many, many times. You did extraordinarily well. And I like it. I'm sure that by the end of this season I'll be able to hum and whistle every note going from one commencement to another.

Today I celebrated my 59th birthday so I like to "commence" as often as

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I can. It makes me feel just a little bit younger and just a little bit better every time I have the privilege of associating with young people. I want to express my thanks to Reverend Dundas not only for his prayer but for his message. Many times I feel that the commencement speaker is the one person not needed on a program but according to protocol and practice and tradition required. I say that because often I hear in the invocation the message that we need and if I don't hear it from the minister or pastor that gives us the prayer then I generally hear it from the salutatorian or valedictorian or one of the honored students.

I want to be a little more helpful to my friends of the graduating class tonight than my graduation speaker was to me when I graduated from high school. I remember him but I don't remember what he said and I wouldn't want to tell you why I remember him because if I do, I'm afraid that is what will stick in your memory. I remember at one time during that message somebody said, "What comes after Dr. so and so?" I heard somebody in the back say, "Saturday." This was a Friday commencement, I want you to know, and I'm aware of that. I'm aware of the fact that there are 91 graduates here and what I have to say, if the audience will permit me, is primarily to them even though I shall not at all times look at them. They are the important ones here. I remember when Bob Hope gave the commencement address at Georgetown University some years ago in Washington, D. C. He looked over at the class and said, "Those of you who are about to graduate and go out into the world my advice to you is---don't go." Now, the problem is that advice or no advice, you will have to go. There was an old British philisopher

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and sort of critic, kind of a sour personality at times, by the name of Aldous Huxley. He looked out on an audience of students on one occasion and said, "I have peered into the future. It won't work." Now, again may I say that whether it works or not we're going to have a future. And I suppose much of what happens about it is going to be in your hands. I say to this audience that this graduating class is not necessarily typical but it is one of thousands across this country. There is no nation in the world that is making a larger investment in education than this nation and yet having said that the investment is still not enough. When we use the term "Commencement" we ought to pause for a moment and ask ourselves what we really mean by it because I am sure these young graduates have said to themselves, "Gee, we've been at this work a long time, we're not commencing." In a sense what they are really doing is "graduating." That is what they would like to believe, but then I am sure when they really think about it they know that really they are just commencing. And let me tell you why I think that's the case. These young graduates are very much like the astronauts. I am very familiar with our astronauts. I was, for four years, chairman of the National Space Council. I got to know the astronauts better than anyone in this audience---anyone that I know here. When Neil Armstrong put his foot down on the moon it was a friend of mine that was walking there. When James Lovell in Apollo 13 was in dire trouble after that explosion I can tell you that I was as heartsick as if it had been my own brother. I know James Lovell as well as I know anybody outside of my immediate family. When Pete Conrad went to the moon he came to me---I was with him at dinner in Los Angeles when President Nixon gave the dinner for all of the astronauts,

and Pete came up to our room afterwards. He was getting ready to go on the next Apollo flight and he said, "Hubert, what do you want me to take to the moon? Do you have anybody you'd like to send?" I said, "Oh my, have I ever, but as a matter of fact, I'm glad you asked me because if you'd asked some other people they'd maybe want to send me." I said, "How big a ship are you going to have?" He said, "Just room enough for three." I said, "What if I send along just a little medallion?"---which we did from the University of Minnesota with the shield or the insignia of the University of Minnesota on it and it's now been to the moon, came on back and is over at the University in plastic. We're keeping it there at least for some time. These astronauts, Frank Borman, McDevitt, Lovell, Aldren, you name them---Conrad. These men, in a sense, were graduates. They were "commencers." I think that I can use an analogy here tonight which will be somewhat helpful to our young friends. I hope that all of you will get to visit what is known as Cape Kennedy, formerly Cape Canaveral. I hope all of you will have a chance sometime to visit the Houston Space Center because this young generation lives in the electronic age and the space age---in the age of the jet and the supersonic jet, in the age of instant communication. As a matter of fact, the people in this audience tonight are the first audience, the first group of people that is, we of this time, of this last half of the 20th century---we're the first group of people that can have instant information---

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instant, within one-thousandth of a second, In fact, we get so much of it--it's partly, I think, the reason for some of our restlessness. We are engulfed in a flood tide, a typhoon of information. Information does not necessarily bring you wisdom. It sometimes doesn't even bring you understanding. It can even bring you confusion. Understanding is the compound out of information and experience and wisdom is the precious---the precious gift to a God chosen few that have information, that have experience, that have understanding, that have judgment and then have that something extra which is known as wisdom. These young men and women here that are graduates tonight are going to live from here on out in a period of time in which there will be more information shoved at them, into them than any other group up until this moment and their big job is going to be the task of being able to distinguish between that which is meritorious, that which is of value and that which is inert, which is unworthy, which is useless, which is half truth, which is fiction, which is rumor and which is utterly worthless---a tough task! One of the purposes, therefore, of education---to refine one's judgment. One of the purposes of education---to improve your sensitivity and selectivity. When I was a boy, a young man graduating from high school we had old radios. Some of you will remember them---the Crosley, the Triadine, the old Philco and so on, and you had more static than you had music and we spent 20 years trying to get the static out of

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the radio signal and after some 20 to 25 years we have today perfected a solid state-type of radio and television in which we have a clear tone, in which the static has been removed from the talk and the music or from the program. It took us a quarter of a century to do it. It's going to take us longer than that, I'm sure, to remove the static from the information that's worthwhile, to remove the nonsense from the sense, and to remove that which is useless from that which is useful, but an education helps make it possible. Now I said our astronauts---they are men of great balance, spiritually, mentally, physically, socially---they are the best we can produce in this country---and yet those astronauts would tell you that the most dangerous and the most exciting and the most challenging and the most demanding part of their whole professional life is the commencement of a flight---the lift-off, the launch. I remember the time I saw the lift-off of Apollo 8---7,500,000 pounds of thrust---it shook the earth for miles. And that moment of commencement---the separation from the land into the atmosphere, into the stratosphere into space was the most interesting, challenging, demanding, dangerous period of the entire space flight. Astronauts will tell you it's at that moment that's life or death---it's that moment the whole thing---the launch, the missile, the rocketry can explode---it's at that moment that all the systems in the satellite can go wrong and yet it's at that moment they say that you feel that incredible power; that new sense of a new

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dimension in life. Well, graduation is sort of a lift-off. It's at this moment that this graduating class, in a sense, "lifts-off" the launching pad of home. It's at this time that they leave the connections they have had for a long period of time---that were feeding in, so to speak, into their fuel and emotional and spiritual systems---their parents, their old friends, their community, their old neighborhood---those things to which they are accustomed. And, for a little while at least, through college and through the early days of life it's going to be dangerous, exciting, demanding, uncertain, challenging and anything can happen---anything can happen. But once you get your projectory worked out, once you've made the adjustments, once you have moved away from earth's gravity pull, once you've moved away from mother and father's hold and pull, once you've adjusted yourself and once you get into orbit, that's the easiest part of the whole experience. That's after you have settled down, gotten your education, maybe you'll have trouble with jobs, etc., but that's the easier part. Then the next part that's dangerous, challenging, exciting, after you have viewed the whole world around you, just like an astronaut---that picture of the earth from the moon---the most important and dangerous part again is re-entry. And, really this young audience here tonight has to figure out whether or not it can re-enter, in a sense, or enter the 21st century safely. The next 30 years---right now they have a period of time in which they are going to have

to go through all the preparations---it's going to be very difficult because, as John Kennedy said, "We live in times of peril and change and uncertainty." It isn't going to be any easier and we ought not to tell them it is. The difference is, they are better equipped---they are better equipped physically, mentally, emotionally, educationally than any other generation. And, mothers and fathers, that's where you come in. When I hear a great deal, as I do, about the generation gap, I have to remind them it's nothing new. It started out with the first family. Not a thing new, but there is one thing that is constant also and that is that each generation helps the other and each contests with the other. It's as natural for young to contest with their elders as it is for new forms of life in the change of seasons to contest with that which is leaving. So, this is their commencement. And, like that old Chinese proverb, and I think it serves so well---"The longest journey begins with a single step." The long life journey begins with a step, not just at birth. Really, this is the very important step because these young men and women now are launched out into careers. They are going to go to college, institutes or to jobs or they're going to go into some kind of vocational pursuit or professional work. It's going to be very different. I had a chance to visit with a number of students at the University of Minnesota where I now teach and at Macalester College and, by the way, they are both fine educational institutions. Our Univer-

sity is one of the ten outstanding universities in the world, fellow Minnesotans. We take it so much for granted. It is one of the ten in the world, not the United States---in the world. I think Minnesotans ought to be very proud that they have financed that great institution to such a degree that it is today one of the outstanding institutions of graduate education, higher education---it wears the badge of "excellence." Fortunately, we have a number of fine liberal arts colleges in this state sponsored by denominational groups and private groups as well as state colleges. I happen to teach in one of them---Macalester. I can say that---having talked with individual students and I have visited with hundreds of them; many of them have come to me very privately and they say things privately that they don't say collectively, mothers, fathers, friends---we all do. They have talked to me about the change of experience, how different it is here than it was where I lived before---the difference between high school and college---how different it is to be on the launch pad at Cape Kennedy---how much different it is to be in orbit---how very much different it is to adjust one's projectory, one's line of flight and wonder whether you're doing it the right way, the right time, so that you can be safe. And this is the whole story of their life. And might I say as we sit here in this wonderful new school, in this rather warm auditorium, may I say that we are riding tonight on a space ship called "earth"---it's just the same as Apollo 13. Really, the only difference is that this was made by

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divine providence and nature and Apollo 13, the last one we heard about, was made by man. Apollo 13 had an accident that almost was critical. The earth has had a dozen of them in your life time, World War II, First World War I, world depression, Korea, Vietnam, industrialization, racial problems, population explosion--- why, we've had explosions on this space ship that it's a wonder it even is in orbit. I want to tell you one thing that we'd better learn from Apollo 13---when they had their explosion they didn't decide to have a riot to see whether or not the system was any good. No, no, there were three men aboard and they didn't say, well, the system is all loused up and the folks that built it for us were stupid and materialists and so therefore, let's riot. Let's destroy it. Oh no, they said, "Look, it's not too good. Somebody loused it up. Somebody missed on this one but let's get back to earth. It isn't too good but if we get it back safely we'll fix it. We'll adjust it. We'll change it." They were a restless crew---like young people. And what did they do? They tapped their past, used their present knowledge and prayed for a future. They didn't get up there in that Apollo 13, and say, well, I don't care what they say out of Houston, we're just going to fly this old rig. Oh no, they consulted with Mr. McDivitt---Astronaut Jim McDivitt whom I went to Paris with to the Paris Air Show, a personal friend---he'd been to the moon; he'd been in an accident, and they said, "Hey Jim, what did you learn out of your experience?" They talked to Slayton, they talked

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to Carpenter, they talked to Borman and they said, "Hey fellows, what did you learn out of your experience? What did tradition and heritage and experience give you?" And they got it---every bit of it. They used the computer and then they used their own know-how and then they used their own ingenuity; they used their own abilities---and then they hoped and prayed that the system they had, if they took good care of it even with an accident, would fulfill the purpose of the day of a safe re-entry. And, by the way, they watched every consumable. They didn't use too much air, they didn't pollute it. They didn't use too much food, they didn't pollute it. They didn't use too much water and they didn't pollute it, and they didn't sit up there and say to one another, are you Catholic? If you are, I don't like you. Are you black? If you are, I don't like you. They said, "Listen boys, let's all pray together. Let's get this machine back to earth." In other words, the system wasn't too good but they were going to use it. They used it and they got it back to earth and we've learned a lot about it. They made a safe entry and re-entry and it'll be a better machine from here on out. Ladies and gentlemen and my fellow students, that's what we've got as a country---it isn't perfect---it's had a lot of accidents---the system isn't perfect, but it's the one we have and we have a way of fixing it. It's had many explosions. We can change it if we get into a safe entry into the 21st century---if in the next 30 years we don't destroy ourselves with nuclear

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war---if in these next 30 years we don't bleed ourselves to death in violence and hatred, we have a chance to build a better world-- to build a better space ship called earth. That's what it's all about. Every generation is the steward for that which is given to them and each generation must add onto it. And I know of no better way to add onto it then through education. Diogenes, you know the fellow with the lantern that ran around. Diogenes said, "The foundation of every state is the education of its youth." Jefferson said, "You cannot be both ignorant and free---you've got to make a choice." We want to be free so that means we have to be educated. H. G. Wells put it another way. He said, "Civilization is a race between education and catastrophe." And I'm here to tell you that education is one of the highest forms of patriotism. We are now just about at the point where we are going to celebrate or commemorate Memorial Day. And, might I be, just for a moment then, just a little old fashioned as I conclude my message to this graduating class about a subject called patriotism. When I talk about patriotism I'm not having you stand up here now and salute---even though that's alright---I'm not telling you to march every time you hear a band play marshall music---even though that's alright. I'm not saying that patriotism is all wound up in one package if you know the words of the Star Spangled Banner and reach the high notes. I'm not saying that patriotism is the pledge of allegiance to the flag either.

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I'm not saying that patriotism is that you are just patriotic, period. It's all that---it's all of that and more. Woodrow Wilson looked at the flag of the United States and he said, "The flag of the United States is not only the flag of this nation, it is the hope of mankind." He was obviously paraphrasing what Lincoln said when he said it was the last best hope on earth, speaking of our country because this nation does represent something---it represents a lot more than just money. It represents something more than a wobbly, dropping stock market. It represents something more than sheer military power. What it represents is---that people are important. Now, we haven't always practiced it---that's the trouble. But this whole story of democracy is the overcoming of shortcomings---the whole purpose of democracy is the emancipation of man. Winston Churchill, you know, was such a wonderful speaker with such a brilliant mind. He got into a debate one time in the House of Commons about forms of government and one of his opponents thought he really had Winston on the rack, so to speak. Winston Churchill came back saying, "Yes, I know. I know democracy is the worst possible form of government except all others that have ever been tried." What he was saying is that it is a human instrument filled with all the fallibility of mankind but it's the best out of the worst. It's the best of all that have ever been tried and each of us has a special responsibility to better it. Now, Memorial Day comes, it's only two days, three days off. I'm sure many of you

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will go to the cemetery, pay your respects to loved ones; we remember those who died for our country; we remember those of our personal lives, our families that have departed from us. I guess I must have had 25 or 30 invitations to make a speech some place on Memorial Day. I said, "No, this is one time I can be with my family." I lost a brother, my father is gone---I'd like just to take that day to just sort of be folks. It's a wonderful day! Let me say in the next month and a half there is Memorial Day, Flag Day, Fourth of July and I know a lot of my younger friends and other friends today and some people think you prove yourself intellectual when you are just sort of negative. I don't think that at all. I think an intellectual is one who sees positive things, who is a constructive critic, not a destructive one---who has some positive attitudes, not merely some negative, carping criticism. And on these three days, Memorial Day, Flag Day and Fourth of July, I hope that millions of Americans, I wish every family would have what my grandfather used to have---he was a Norwegian immigrant and he used to put up on every patriotic day in this country; he loved this country---the American flag. Kind of simple, but fundamental---very much so. Like Einstein once said---you know he had all of these equations and every night the equations would be erased from the blackboard---these fantastic equations of relativity---and up in the corner there was a little $2 + 2 = 4$, and Einstein had a card tacked up there that said, "Don't erase."

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One of his students came in and said, "But, Dr. Einstein, these fabulous equations, you let the janitor erase them every night. They're lost. They're gone. How stupid can you be? There you've got a sign up there that says $2 + 2 = 4$, don't touch." Einstein said, "Well, if $2 + 2$ doesn't equal 4, then all of these equations mean nothing. So, we'll keep fundamentals, and then we can work out new equations." There are some fundamentals, and one of the fundamentals is love of country, patriotism. Now, what is patriotism? Well, Adlai Stevenson was one of my heroes and he said, "Patriotism is not the short and frenzy outburst of emotion." You know, just getting all jazzed up. He said, "It is the tranquil, the quiet, the steady dedication of a lifetime, education, work, community service." Patriotism, yes, love of country. Let me remind you of what a great English philosopher said, "Let a man have nothing to do for his country and he will have no love for it." Cut people out of the action, deny them political participation, keep them out of jobs because they're black or Puerto Rican or Mexican American, deny them the chance to be involved and they won't love America because to them it's not America. America is a place where you can be involved, where you can have your rights and your liberties---where you can have opportunity and if you are not permitted to do something for your country you will have no love for it. So, patriotism is love of country---patriotism is love---patriotism is service, serving others, serving

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community. Patriotism is respect of our heritage, but even more so, it's building on that heritage with a restless sense of urgency---to build a better country, a better world. Patriotism is taking an active part in politics, my young friends. How often I have read that politics is dirty business. As a matter of fact, they had a public opinion poll here sometime ago and over 80% of students felt that politics was something they didn't want to have anything to do with. Well, let me tell you, if that's the case, then freedom is gone because politics is the people's business. Politics is another word for community and I want to say quite respectfully for those that feel that politics is dirty, if you think it is---get out your bar of political ivory soap and get in and clean it up. Don't sit up there in the bleachers and look at those of us out here in the field of battle getting scarred up and say, well, well, I sure didn't like the way they did it. There are more smart quarterbacks in the grandstands than there generally are on the field except when they get out on the field. Everybody knows how to win the game on Monday. What we need are some good Saturday players. We need people to take an active interest, run for office, join a political party. I can tell you, having been in it a long time, that both political parties are in need of repair. I know one that is, at least---very definitely. You are going to have two experiences in these months ahead. Every so often you'll think that one party is the paragon of virtue and wisdom according to its proponents and

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then when you listen to the opposition you'll think they are all filled up with crooks and fools. Well, no party has a monopoly on virtue or wisdom and none on crooks or fools. What we need are new people. What we need are young idealists. What we need are people who do want to get things done. You know, there is this old Greek paraclete---a great Greek general. He looked at a young student one time who came to him; the student had been very active---a kind of a student militant, and the paraclete said, "You know, I was once young too and when I was young I wanted to do everything. I was an idealist; I wanted to get things done right now. But, now that I'm older, I found out that it couldn't be done. I found out that it took so much time. I found out that it was better not to be so involved and so on and so on." The student waited until old paraclete was through and paraclete said, "Now, what do you have to say, young man?" The young student said, "I wish I had known you at your best, when you were young." We need this youth. We need to know that patriotism is helping the needy---that patriotism is protecting the weak---that patriotism is restraining the powerful from the abuse of that power---that patriotism is defending not only your own rights but the rights of others. We need to know that patriotism is even just fulfilling the ordinary obligations of citizenship like working and voting and paying taxes, having family and working in community. We need to know that patriotism is what some of you did here a few weeks ago---waging war on pollution---

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Earth Day---trying to keep clean air, water and land, our precious resources. But, also, it's waging war on pollution of mind and spirit. Patriotism is striking down every form of tyranny over the mind of man---ignorance, fear, prejudice, poverty, injustice. Patriotism is not only serving this nation in defense or in war and some of these young men will be called, undoubtedly, and they won't like it. And, it's time America began to understand that patriotism is also dedicating our lives to peace because if there isn't peace, there isn't very much else we can do. John Adams, a great patriot of this country, spoke of patriotism as the spirit of public happiness and what did he mean by it? He defined it for all of us. He said, "It's a joy in citizenship." I've traveled all over the world. It's one of the privileges I've gotten out of public life. I've been in every continent; I've been in 52 countries; I've met with the leader of the Kremlin, the Pope, the Queen of England, the President of India--- I have been with all of the great leaders of this country, of this world, and I have seen country after country, I've traveled a million, two hundred and fifty thousand miles in six years and I'll tell you one thing I got out of it. The greatest title in the world is not emperor, not president, not king, not prince but "Citizen of the United States of America"---Oh boy, is that good! When you travel around a little bit and see it, you'll love it, and that's what Adams meant when he said, "It's a joy in citizenship, in self government, in self control, in self dedication and self discipline." And finally, patriotism is

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what these young people have been doing since the day they were in pre-school to kindergarten to elementary and secondary school. Now, this school board, I'm sure, and I hope it has, Mr. Mollenhauer has asked and I hope that the authorities of this school have asked young men and women to take what we call the pledge of allegiance. You know, we sing the Star Spangled Banner and God Bless America and we pledge allegiance and it's, you know, just like breathing---we just take it for granted. But, I want to remind this audience and particularly our young graduates tonight that the pledge of allegiance is not just another recitation. The pledge of allegiance is all that we have been talking about---and more. It is a contract. It is a solemn obligation. It is what our founding fathers said when they pledged their lives, their fortunes and their sacred honor to the defense of certain inalienable rights amongst which were life, liberty and the pursuit of happiness. The pledge of allegiance is not a recitation for a six year old or a ten year old. It is a solemn oath and obligation for a mature citizen or a young man or woman that is in the process of maturing. What it says is not only that I pledge allegiance to the flag of the United States and the republic for which it stands, which is just the opening line. The contract is this---one nation, not two separate and unequal, rich and poor. One nation, under God---not under the democrats or the republicans and not even under a constitution but recognizing that that quality of human dignity which comes through

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man's creation and the image of his maker. And, then it says, "indivisible"---not north, not south, not black, not white but, --- indivisible. It didn't say "unanimous" but, "indivisible with liberty"---not with license. Liberty requires respect for the rights of others; and with justice---not just for those of us here, myself and our relatives but, ---for all. I think one of the truly great promises for mankind which really defines the word "hope" which is the high form of patriotism is when one can honestly say that we have a symbol---just a symbol in cloth, in silk, in rayon or whatever it may be---or nylon. We have a symbol called a flag and that flag means a whole lot more than just wars and it means a good deal more than just celebrations and Fourth of July. That flag symbolizes something this nation has offered to the world as the last best hope and it means a great deal around this world, believe me! It must not mean power for power's sake and it must not mean money for the sake of economic luxury. What it means is---that we are trying to build one nation of citizenship with equal opportunity. What it's saying is that we recognize that as great as we are and as much as we do, we are but nothing without spirit and without faith. What it says is that we must be indivisible, not alienated from those who are satisfied, not youth from the eldermen, but indivisible. And, it also says, "with liberty and justice for all," and that means for the lowliest of the low and the richest of the rich, the blackest of the black, the whitest of the white. It's a tremendous

order and we have to ask ourselves one question---do we contribute anything to its fulfillment? The thing that I have always liked about this thing called democracy is that its business is never done. As the father of three sons and a daughter, I have said to my family, "Look, your dad didn't do too well, I know. You've told me so, but I want you to know that it's your job then to do better." It is not enough to point out the inadequacies of one's elders or one's juniors. The task is to raise your own standards. Now, this young audience here tonight---it's their world. Ninety-five percent of them are going to be alive in the year 2000---oh boy, do I wish I were going to be! As a matter of fact, I had my birthday yesterday and they asked me, "What is your birthday wish?" I might just as well tell you I didn't want to say it right then but I wish I could live to the year 2000, because what's going to happen between now and then is going to be so interesting. I hope it's going to be constructive, but whatever it is, it's going to be very, very different and this young audience is going to be right in the full blossom of life going great guns with full steam ahead, hopefully, in the year 2000, and I want them to know that I've been taking large doses of vitamins and even sippin on Geritol in the hopes that I'll make it and if I do I want to be able to look at you and say, "Did you do better than your fathers and your mothers? You'll be surprised; you'll have young ones that will be pointing at you and saying, "Why didn't you fix it up?" And your

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answer to them is simply this---democracy is like a tree; it has new seasons every year---it grows, it's different every year and each year someone else, each generation---someone else must give it life. Good luck to you. It's great to see you. This is a fine looking graduating class. I hope as many of you as possible will go on to college. Those who don't---be proud of your work, be proud of yourself, take care of yourself---that's your first obligation. To care for one's self makes it possible to care for someone else. Take care of your temple and then maybe there will be temples for others. Thank you very much.



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