

001683

REMARKS OF
SENATOR HUBERT H. HUMPHREY
TESTIMONIAL DINNER
BARRY COLLEGE
MIAMI, FLORIDA
MAY 10, 1971

↓

Sister Dorothy, Miss Miller
Maurice Ferrer - David Walter
Tonah WE HONOR A DEVOTED SERVANT OF THE CHURCH AND

A DISTINGUISHED LEADER IN THE FIELD OF HIGHER EDUCATION.

Sister Dorothy, the
Sister Dorothy THE REMARKABLE SUCCESS OF BARRY COLLEGE

TRULY REFLECTS THE HIGH CALIBER OF YOUR ACCOMPLISHMENTS.

Your DEDICATION TO NURTURING THE SPIRIT AND THE MIND OF

YOUNG WOMEN MERITS FAR MORE THAN THIS BRIEF MOMENT OF

SINCERE RESPECT EXPRESSED OR QUIETLY FELT BY ALL OF US

GATHERED AT THIS DINNER, AND BY YOUR ^{many} FRIENDS THROUGHOUT

FLORIDA AND THE NATION.

The TEACHING ACTIVITIES OF THE DOMINICAN SISTERS GO

BACK TO THE CREATION OF THE ORDER SOME SEVEN-AND-A-HALF

CENTURIES AGO.

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DOMINIC SAW THE CENTRAL NEED OF THE FAITH, IN HIS TIME,
AS BEING EFFECTIVE PREACHING AND THE ACHIEVEMENT OF THE
HIGHEST SCHOLARSHIP IN BRINGING ETHICAL DEMANDS TO BEAR
UPON THE AFFAIRS OF MEN. BUT ONE VITAL FACT TOO OFTEN
OVERLOOKED BY HISTORIANS IS THAT THESE GOALS WERE NOT
TO BE ACHIEVED THROUGH MONASTIC WITHDRAWAL. THE IDEAL
WAS NOT CONTEMPLATION APART FROM THE WORLD, BUT ACCESS
TO PEOPLE IN THEIR NEEDS.

CERTAINLY, IN THIS TIME OF PROFOUND HUMAN NEED, IT
IS ESSENTIAL THAT EDUCATION SHOULD MOLD NOT ONLY THE
SKILLS OF MEN, BUT THAT IT SHOULD ALSO REACH OUT TO THEIR
SPIRIT AND WILL, CHALLENGING THEM WITH THE OPPORTUNITY AND
DEMAND FOR A BETTER WORLD IN WHICH ALL OUR PEOPLE CAN
ENJOY LIVES OF MEANING, OF PURPOSE, AND OF FULFILLMENT.

L IT MUST HAVE BEEN TRUE THAT THE DOMINICANS, AS WELL
 AS THE FRANCISCANS AND JESUITS, WHO BEGAN MISSIONARY
 WORK IN FLORIDA IN THE LATE 1500'S, HAD THIS VISION OF
 A BETTER WORLD, WHERE THE VISION OF MEN COULD BE RAISED
 TO A NEW HORIZON, AND THEIR FACULTIES DEVELOPED TO THEIR
 FULL POTENTIAL.

L BUT ~~THIS VISION, THIS OPPORTUNITY~~ ^(Barry Singer) THIS VISION, THIS OPPORTUNITY
 FOR EDUCATING THE WHOLE PERSON, IS FACING A SEVERE
 CHALLENGE TODAY. L OUR INSTITUTIONS OF HIGHER EDUCATION
~~are confronted by a~~ ^{are confronted by a} FINANCIAL CRISIS.
THROUGHOUT AMERICA

L HUNDREDS OF AMERICAN COLLEGES NEED HELP NOW IF THEY ARE
 TO SURVIVE, MUCH LESS UNDERTAKE THE MAJOR EXPANSION
 DEMANDED IN THE PRESENT DECADE.

COSTS HAVE BEEN RISING SHARPLY, AND COLLEGE ADMINISTRATIONS
 HAVE BEEN FORCED TO ESCALATE TUITION CHARGES SIMPLY TO
 KEEP PACE WITH THESE FINANCIAL DEMANDS. AND THE FUTURE
 OF OUR HIGHER EDUCATION INSTITUTIONS IS BEING MORTGAGED
 AS THEY ARE FORCED TO DRAW UPON THE PRINCIPAL OF THEIR
 ENDOWMENTS TO MEET CURRENT OPERATING COSTS.

THE U. S. OFFICE OF EDUCATION HAS REPORTED THAT
 ENROLLMENTS IN AMERICA'S PUBLIC AND PRIVATE COLLEGES
 AND UNIVERSITIES INCREASED BY OVER 115 PER CENT DURING
 THE LAST DECADE. WE HAVE YET TO GRASP THE IMPLICATIONS
 OF THIS FANTASTIC RISE IN COLLEGE enrollment

3 Million
 +
 7 Million

↳ IT DEMANDS A TOTAL REDEFINITION OF INSTITUTIONAL PURPOSES,

A SHARP UPGRADING IN THE QUALITY OF CURRICULUM AND

METHODS OF TEACHING, AND A TOTAL REEVALUATION OF THE

ADMINISTRATION AND EMPLOYMENT OF RESOURCES BY OUR CENTERS

OF HIGHER LEARNING

↳ BUT WE CANNOT BEGIN TO ADDRESS THESE DEMANDS UNLESS

WE ~~WILL~~ SOLVE THE PROBLEMS ^{related to} OF ESCALATING ENROLLMENTS

AND POTENTIAL BANKRUPTCY FACING MANY OF OUR COLLEGES.

↳ THERE WILL BE BETWEEN 9 TO 10 MILLION STUDENTS ENROLLED

BY 1975 -- A FURTHER INCREASE, BEYOND THAT OF THE PAST

DECADE, OF OVER 25 PER CENT.

BT OTHER STATISTICS REVEAL SPECIAL PROBLEMS THAT
OUGHT TO TROUBLE US DEEPLY. FIRST, THE STUDENT
ENROLLMENT INCREASE IN PUBLIC INSTITUTIONS HAS BEEN
FAR HIGHER THAN THE TOTAL INCREASE I HAVE CITED -- FROM
1960 TO 1970, IT WAS 163 PER CENT. PRIVATE INSTITUTION
ENROLLMENTS ROSE BY ONLY 44 PER CENT OVER THE SAME PERIOD.
THIS IS ONLY ONE OF THE STATISTICS THAT CLEARLY ESTABLISH
THE FACT THAT OUR PRIVATE COLLEGES ARE IN TROUBLE.

SECOND, WHILE THE PROPORTION OF YOUNG PEOPLE FROM
OUR LOW-INCOME FAMILIES, WHO HAVE BEEN ENTERING COLLEGE
HAS INCREASED OVER THE PAST DECADE, IT IS STILL TRUE THAT
ONLY 7 PER CENT OF ALL OUR COLLEGE STUDENTS COME FROM POOR
FAMILIES.

WE HAVE A LONG WAY TO GO IN PROVIDING HIGHER EDUCATION

OPPORTUNITIES FOR THE BLACK AND THE POOR. MANY OF OUR

COLLEGES ARE STRAINING THEIR FINANCIAL RESOURCES TO

EXPAND THESE OPPORTUNITIES, BUT IT IS DEEPLY DISTURBING

THAT OUR BLACK COLLEGES ARE GENERALLY IN EXTREMELY

POOR FINANCIAL CONDITION

DIVERSITY AND FULL ACCESS ^{to} OPPORTUNITY OUGHT TO BE

THE HALLMARK OF AMERICAN HIGHER EDUCATION.

AS THE PRESIDENT'S TASK FORCE ON HIGHER EDUCATION STATED
IN ITS REPORT IN AUGUST, 1970:

"THE DIVERSITY OF AMERICAN HIGHER EDUCATION IS CENTRAL
TO ITS STRENGTH. THIS DIVERSITY HAS GROWN FROM
A TRADITION THAT ENCOURAGES INSTITUTIONAL INITIATIVE,
CREATIVITY, SELF-DETERMINATION, AND AUTONOMY.

THESE CHARACTERISTICS ARE VITAL TO THE STRENGTH OF
OUR INSTITUTIONS AND SHOULD EXPLICITLY BE ENCOURAGED
AND STRENGTHENED BY NATIONAL POLICY."

THAT BRIEF PARAGRAPH IN THE TASK FORCE REPORT SHOULD
BE SEARED INTO THE MIND AND CONSCIENCE OF EVERY AMERICAN
WHO CARES AT ALL ABOUT WHAT HAPPENS TO EDUCATION BEYOND
THE HIGH SCHOOL LEVEL.

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↳ BUT THEN THE REPORT MOVES RIGHT ON TO THE SECOND
CONCERN I HAVE RAISED HERE THIS EVENING, ↳ ~~THE CAREFUL CHOICE~~
~~OF WORDS HIDES THE REALITY AND DESPAIR OF HUMAN~~
~~DEPRIVATION, BUT THE LANGUAGE STATES THE CASE BLUNTLY.~~ ↳ THE

REPORT STATES:

"AMERICAN INSTITUTIONS ARE NOT SERVING LARGE NUMBERS
OF QUALIFIED YOUNG PEOPLE WHO COULD BENEFIT FROM
POST HIGH SCHOOL EDUCATION. THE STRUCTURE OF OUR
SOCIETY AND THE PATTERNS OF FINANCING HIGHER EDUCATION
FOR THE INDIVIDUAL HAVE OPERATED TO EXCLUDE LARGE
NUMBERS OF QUALIFIED YOUNG PEOPLE FROM HIGHER EDUCATION."

974

∟ I READ ^{this} ~~that~~ AS SAYING THAT A COLLEGE EDUCATION

REMAINS PRIMARILY THE PREROGATIVE OF THE YOUNG PERSON

FROM AN UPPER INCOME FAMILY, AND I FIND THIS TO BE

MORALLY, SOCIALLY, AND ECONOMICALLY WRONG.

~~Now as I have suggested~~ ∟ THE IMMEDIATE ANSWER TO

BOTH THESE PROBLEMS -- THE THREATENED DECLINE OF

DIVERSITY AND AUTONOMY IN AMERICAN HIGHER EDUCATION,

AND THE CONTINUING DENIAL OF ACCESS TO HIGHER LEARNING

OPPORTUNITIES FOR YOUTH OF OUR POOR FAMILIES -- ~~it~~ IS

MONEY, ^{which means - Greater Private Support and} ~~it~~ IS SUBSTANTIAL FEDERAL ASSISTANCE TO ALL OUR

INSTITUTIONS OF HIGHER EDUCATION. o

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now

LET ME SPELL OUT MY IMMEDIATE CONCERN ABOUT SUSTAINING
 THE PRIVATE, LIBERAL ARTS COLLEGES OF AMERICA. I STRONGLY
 BELIEVE THAT A HETEROGENEOUS POPULATION, A PLURALISTIC
 SOCIETY, DEMANDS THAT THERE BE AN EQUAL PLURALISM IN THE
 OPPORTUNITIES FOR ^{Higher} ~~higher~~ EDUCATION, ~~OPPORTUNITIES~~
 FOR ~~THE~~ PEOPLE.

BUT SECONDLY, I BELIEVE THAT THE RICHNESS OF
 DIVERSITY IN AMERICAN HIGHER EDUCATION IS SERIOUSLY
 THREATENED. ^{from} FREEDOM ~~from~~ LEGISLATIVE SUPERVISION
 HAS MADE AMERICAN HIGHER EDUCATION STRONG AND EXCITING.

THE COMPETITION BETWEEN THE FORMS OF INSTITUTIONS
~~OF HIGHER LEARNING HAS INSURED CONTINUOUS UPDATING AND~~
~~REFORM, LEADING TO EXPANDING HORIZONS OF WHAT CONSTITUTE~~
~~COMPREHENSIVE AND IN-DEPTH LEARNING EXPERIENCES FOR~~
~~SUCCESSING GENERATIONS OF OUR PEOPLE.~~

~~BUT ^{late} THE LAST CENTURY WE HAVE EXPERIENCED A SWING
 IN THE PENDULUM AWAY FROM ^{an} ~~A STRICT~~ EMPHASIS UPON A LIBERAL
 ARTS EDUCATION AND TOWARD AN OBSESSION WITH PROFESSIONALISM
 AND TECHNOCRACY.~~
 IN 1828, THE YALE COLLEGE "MANIFESTO"
 DEFINED EDUCATION AS BEING STRICTLY NON-TECHNICAL AND
 NON-PROFESSIONAL. IN 1852, CARDINAL NEWMAN DEFINED THE
 "IDEA OF A UNIVERSITY" AS BEING BROADLY TO PREPARE YOUNG
 MEN "TO FILL ANY POST WITH CREDIT, AND TO MASTER ANY SUBJECT
 WITH FACILITY."

IT WAS HIS BELIEF THAT A UNIVERSITY OUGHT NOT ATTEMPT TO
PROVIDE A PROFESSIONAL AND TECHNICAL EDUCATION.

↳ BUT TODAY WE TOO OFTEN HAVE REPLACED THIS SHARP
BOUNDARY FOR HIGHER EDUCATION ~~IN AMERICA~~ WITH AN EQUALLY
HIGH FENCE THAT SEES THE DEMANDS OF A TECHNOLOGICAL
SOCIETY, COUPLED WITH THE SOURCES OF FINANCIAL ASSISTANCE
WHICH THESE DEMANDS GENERATE, AS DEFINING IN ADVANCE
WHAT AN AMERICAN COLLEGE OR UNIVERSITY SHOULD BE ALL
ABOUT.

↳ ~~THERE CAN BE NO QUESTION THAT WE MUST CONTINUE TO~~
of course,
EXPAND OPPORTUNITIES FOR PROFESSIONAL, TECHNICAL, AND
VOCATIONAL EDUCATION IN AMERICA.

ONE CASE IN POINT IS THE SERIOUS NEED TO SUBSTANTIALLY
 EXPAND THE HEALTH MANPOWER RESOURCES OF AMERICA, PROVIDING
 MORE DOCTORS AND NURSES AND PARA-PROFESSIONAL PERSONNEL.

BUT WE MUST ALSO COME TO RECOGNIZE AGAIN THE VITAL
 IMPORTANCE OF THE EDUCATION OF THE WHOLE MAN, WHICH IS
 THE GENIUS OF THE LIBERAL ARTS CURRICULUM OF OUR PRIVATE
 COLLEGES. THAT IS REALLY WHAT WE MEAN WHEN WE TALK ABOUT
 MAINTAINING THE THREE BRANCHES OF KNOWLEDGE FOR THE

"A. B. GENERALIST": THE HUMANITIES; THE PHYSICAL AND
BIOLOGICAL SCIENCES AND MATHEMATICS; AND THE SOCIAL SCIENCES.

best CERTAINLY, MONSIGNOR BARRY'S DEDICATION TO THE EDUCATION
OF THE TOTAL PERSON TO PLAY A RESPONSIBLE ROLE IN THE
BETTERMENT OF SOCIETY, WAS IN THE MIND OF THE FOUNDERS

OF BARRY COLLEGE 30 YEARS AGO.

and

WE MUST NOT LET THAT SENSE OF DEDICATION BE SACRIFICED

Bees

TODAY.

Keep

WE MUST NOT CONFUSE MEANS AND ENDS IN OUR EDUCATIONAL PURPOSES. WHAT DO WE SEEK FOR MAN ON EARTH? WE SEEK HUMAN DIGNITY, PERSONAL EXPRESSION AND FULFILLMENT, FREEDOM, AND JUSTICE. TECHNOLOGY IS ONE INSTRUMENT BY WHICH TO ACHIEVE THESE ENDS. AND THE VALUE OF THAT TOOL DEPENDS ON THE INTELLIGENCE, THE JUDGMENT, AND THE CREATIVITY OF MAN HIMSELF.

EDUCATION OUGHT TO INVOLVE MAN IN IDEAS AS WELL AS THINGS; IN ETHICS AS WELL AS ENGINEERING.

WE NEED A SOCIETY OF COMPASSION AS WELL AS COMFORT; OF HUMANISM AS WELL AS HARDWARE; AND OF FREEDOM AS WELL AS FOOD.

Now, MORE THAN EVER, THE LIBERAL ARTS ARE NEEDED
 TO HUMANIZE MAN, TO STIMULATE WHAT SHAKESPEARE CALLED
 THE "BETTER ANGELS OF OUR NATURE." / AND THE LIBERAL
ARTS ARE THE FOUNTAIN OF IDEALISM -- FROM WHICH SPRING
 THE GOALS WHICH TECHNOLOGY SHOULD SERVE.

∟ IT IS WHEN ETHICS AND MORALITY SHAPE OUR ENVIRONMENT
 THAT SCIENCE AND TECHNOLOGY WILL BE SEEN AS AN INVENTION
 TO BE WELCOMED, RATHER THAN A THREAT TO BE FEARED.

∟ A FREE SOCIETY REQUIRES MORE THAN POWER AND WEALTH.

∟ IT MUST BE BASED ON JUSTICE AND OPPORTUNITY / THE MODERN
 INDUSTRIALIZED NATION NEEDS ^{above all} ~~TOO~~ A SENSE OF COMPASSION
 AND CONCERN -- THAT SENSE, IF YOU WILL, OF HEIGHTENED
MORAL SENSIBILITY WHICH STEMS FROM THE ARTS AND HUMANITIES,
 AND FROM RELIGION.

↳ A TRUE LIBERAL EDUCATION INFUSES AN ELEMENT OF
HUMILITY AND COMPASSION, OF HUMANISM AND SOCIAL CONSCIOUSNESS.

↳ THAT LESSON IS CENTURIES OLD, AS WE READ IN THE BOOK OF
MICAH: "AND WHAT DOES THE LORD REQUIRE OF YOU, BUT TO
DO JUSTICE, AND TO LOVE MERCY, AND TO WALK HUMBLY WITH
YOUR GOD."

↳ IT IS FOR THESE REASONS THAT I AM SO DEEPLY
CONCERNED THAT THE FREEDOM, THE AUTONOMY, AND THE DIVERSITY
OF AMERICA'S COLLEGES AND UNIVERSITIES BE MAINTAINED. ↳

DO NOT BELIEVE THAT GOVERNMENT SHOULD ATTEMPT TO DICTATE

THE AIMS OF UNIVERSITY EDUCATION. ↳ IN A DEMOCRATIC SOCIETY

THOSE WHO GOVERN, CAN GOVERN WELL ONLY IF THEY RECOGNIZE

THAT THE UNIVERSITY SERVES SOCIETY BY PURSUING THE TRUE AIM

OF THE UNIVERSITY -- THE PURSUIT AND DISSEMINATION OF TRUTH.

IT IS PRECISELY THE INDEPENDENCE OF THE UNIVERSITY AND
THE COLLEGE THAT ENABLES THEM TO STAND IN JUDGMENT OVER
THE ACTIONS OF GOVERNMENT AND TO SPEAK TO THE COURSE
DEMANDED OF A FREE SOCIETY.

TO MAINTAIN A BALANCE BETWEEN THE UNIVERSITY'S
INDEPENDENCE AND THE NEED FOR SOCIAL STABILITY REQUIRES
A SELF-DISCIPLINED AND WELL-EDUCATED CITIZENRY. THE
GENERAL EDUCATION OFFERED BY THE LIBERAL ARTS COLLEGE
AND UNIVERSITY IS THE BEST GUARANTEE THAT THIS BALANCE
WILL BE MAINTAINED.

I CALL FOR THE ESTABLISHMENT OF A MAJOR COMMITMENT
BY OUR FEDERAL GOVERNMENT TO MAINTAINING THE STRENGTH
AND DIVERSITY OF AMERICA'S INSTITUTIONS OF HIGHER EDUCATION.

I CALL FOR SUBSTANTIAL FEDERAL FINANCIAL ASSISTANCE
 TO ALL OUR COLLEGES AND UNIVERSITIES. It IS ESTIMATED
 THAT THE RESOURCES AVAILABLE TO OUR COLLEGES AND
 UNIVERSITIES MUST MORE THAN DOUBLE DURING THE NEXT DECADE
~~TO A LEVEL OF \$41 BILLION.~~ AND THE RESPECTED CARNEGIE
 COMMISSION ON HIGHER EDUCATION HAS CALLED FOR A DECISIVE
 EFFORT TO ELIMINATE RACIAL AND ECONOMIC BARRIERS TO HIGHER
EDUCATION BY 1976,

I BELIEVE IT IS TIME TO INAUGURATE A MAJOR NEW
SOURCE OF FINANCIAL ASSISTANCE ^{- one that} ~~that~~ FOLLOWS THE STUDENT
TO THE COLLEGE OF HIS CHOICE. THIS IS WHY I JOINED
~~WITH CONGRESS DELEGATE~~ IN THE SPONSORSHIP OF
VITAL LEGISLATION, THAT WILL PROVIDE DIRECT FEDERAL ASSISTANCE
TO STUDENTS AS A MATTER OF RIGHT, AND ON THE BASIS OF NEED.

~~PARTICULAR EMPHASIS IS PLACED ON CREATING EFFECTIVE~~

~~EDUCATIONAL OPPORTUNITIES FOR YOUNG PERSONS FROM LOW-INCOME~~

~~FAMILIES~~ ~~AND, OF SPECIAL IMPORTANCE, STUDENT ASSISTANCE~~

UNDER THIS LEGISLATION WOULD BE COUPLED WITH COST-OF-

INSTRUCTION AID TO THE RESPECTIVE INSTITUTION.

~~THIS IS THE DECISIVE NEW DIRECTION WE SHOULD BE~~

TAKING IN FEDERAL AID TO HIGHER EDUCATION. ~~TO~~

~~MAKE EVERY POSSIBLE EFFORT TO ASSURE PASSAGE OF THE~~

~~LEGISLATION TO ACCOMPLISH THIS GOAL.~~

~~LET US RESOLVE HERE AND NOW TO MAKE HIGHER EDUCATION~~

IN AMERICA -- PRIVATE AS WELL AS PUBLIC INSTITUTIONS --

THE FINEST IN THE WORLD.

WE IN CONGRESS NEED YOUR HELP NOW IF THIS JOB IS TO BE
DONE. BUT YOU WILL BE COMMITTING YOURSELVES TO A TASK
OF THE HIGHEST IMPORTANCE TO ALL THE PEOPLE OF THIS
GREAT LAND OF OPPORTUNITY.  THE CHARGE IS LAID BEFORE
US BY THOMAS CARLYLE, IN THOSE WELL-REMEMBERED WORDS:

"THAT THERE SHOULD ONE MAN DIE IGNORANT
WHO HAD THE CAPACITY FOR KNOWLEDGE,
THIS I CALL A TRAGEDY."



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