

REMARKS BY SENATOR HUBERT H. HUMPHREY

ST. JOHN'S UNIVERSITY

Jamaica, New York

November 4, 1971

It is an extreme honor for me to accept this degree which bears the name of one of the most prestigious universities in our nation. A university earns its prestige through a slow and delicate process of total devotion to the general goal of educating the human mind.

When St. John's University was first conceived, its foundation was already built. It had the principles of the Family of St. Vincent to follow and uphold. When Vincent de Paul formed his "double family," he propagated a movement of service to the poor throughout the world. After his death, the work of his followers has throughout history become synonymous with charity in its highest sense -- life and service for every man.

Fathers Edward M. Smith and John T. Landry, founders of St. John's University, applied this Vincentian sense of service to the field of higher education. Through compelling belief in their own faith and in humanity, they established this fine university, which today is an exemplary institution in the field of education.

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.

It must have been true that the Dominicans had this vision of a better world. Men could be developed to their full potential.

But I submit to you that this vision, this opportunity for educating the whole person, is facing a severe challenge today. The challenge of facts and figures and the challenge of our on-rushing mode of society.

There must be a total redefinition of institutional purposes, a sharp upgrading in the quality of curriculum and methods of teaching, and a total re-evaluation of the administration and employment of resources by our centers of higher learning.

But we cannot begin to address these demands unless we immediately solve the problems of escalating enrollments and potential bankruptcy facing many of our colleges.

The student enrollment increase in public institutions has jumped over 163 percent between 1960 to 1970. There will be between 9 to 10 million students enrolled by 1975 in public and private universities.

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 percent 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 opportunity ought to be the hallmark of American higher education, a principle clearly enumerated in the President's Task Force on Education in its report of 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."

The report moves right on to the second concern I have raised here this evening.

"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."

I read 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, the immediate answer to both these problems is substantial federal assistance to all our institutions of higher education.

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 post-secondary education offered our young people.

Over the last century we have experienced a swing in the pendulum away from 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 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.

Certainly, St. John's is dedicated to the education of the total person. Its seal with the emblazoned three books -- Religion, Culture, and Knowledge -- personified this pursuit. And the theme of your centennial celebration propels this great challenge into the future: "Question, Believe, Build Tomorrow -- the spirit of the Vincentian priests. They aspire to assist the unsatisfied mind in quest of a broadening education, resulting in the increase of knowledge and the improvement of our world."

We must not let that sense of dedication be sacrificed today.

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.

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, 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 diversity of America's colleges and universities be maintained. I 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.

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 that follows the student to the college of his choice. This is why I joined in sponsoring 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. I intend 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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- Rev. Father Cahill
- members of Board Trustees
- ~~members of~~
- Distinguished Clergy -
- Faculty - Students

Saul
Mr. Frompke - Law Center
REMARKS BY SENATOR ROBERT H. HUMPHREY
(name of 10 of 3 aunts - St. Hubert)

ST. JOHN'S UNIVERSITY

- Mr. Krulik & family | Presidents medal
- Mr. Johnson | JAMAICA, NEW YORK

NOVEMBER 4, 1971

Mr. Eugene Sullivan - The Pietas Medal

St. John's - Redmen -

U of Maryland - Playing Harvard!

NO Harvard in Minn

Bishop, his Excellency

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Rev Father Cahill, Board of Trustees,
ministers of the clergy, Faculty, Students

IT IS AN ~~ENTIRE~~ ^{great} HONOR FOR ME TO ACCEPT THIS DEGREE WHICH

BEARS THE NAME OF ONE OF THE MOST PRESTIGIOUS UNIVERSITIES

IN OUR NATION / A UNIVERSITY EARNS ITS PRESTIGE THROUGH

A SLOW AND DELICATE PROCESS OF TOTAL DEVOTION TO THE GENERAL

GOAL OF EDUCATING THE HUMAN MIND.

When ST. JOHN'S UNIVERSITY WAS FIRST CONCEIVED, ITS
FOUNDATION WAS ALREADY BUILT / IT HAD THE PRINCIPLES OF THE FAMILY
OF ST. VINCENT TO FOLLOW AND UPHOLD / When VINCENT DE PAUL FORMED
HIS "DOUBLE FAMILY," HE PROPAGATED A MOVEMENT OF SERVICE TO
THE POOR THROUGHOUT THE WORLD / AFTER HIS DEATH, THE WORK OF
HIS FOLLOWERS ~~WAS THROUGHOUT THE WORLD~~ ^{has} BECOME SYNONOMOUS WITH
CHARITY IN ITS HIGHEST SENSE -- LIFE AND SERVICE FOR EVERY MAN.

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L FATHERS EDWARD M. SMITH AND JOHN T. LANDRY, FOUNDERS OF
ST. JOHN'S UNIVERSITY, APPLIED THIS VINCENTIAN SENSE OF SERVICE
 TO THE FIELD OF HIGHER EDUCATION. THROUGH COMPELLING BELIEF IN
 THEIR OWN FAITH AND IN HUMANITY, THEY ESTABLISHED THIS FINE
UNIVERSITY, WHICH TODAY IS AN EXEMPLARY INSTITUTION IN THE FIELD
OF HIGHER
EDUCATION.

L 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.~~

-3-

~~IT MUST HAVE BEEN TRUE THAT THE VINCENTIANS HAD THIS VISION~~

and let
 OF A BETTER WORLD, MEN COULD BE DEVELOPED TO THEIR FULL
 POTENTIAL.

But
~~BUT I SUBMIT TO YOU THAT~~ THIS VISION, THIS OPPORTUNITY FOR
 EDUCATING THE WHOLE PERSON, IS FACING A SEVERE CHALLENGE

TODAY, THE CHALLENGE OF FACTS AND FIGURES AND THE CHALLENGE

OF OUR ON-RUSHING MODE OF SOCIETY.

many of us believe
 THERE MUST BE A TOTAL REDEFINITION OF INSTITUTIONAL PURPOSES,

A SHARP UPGRADING IN THE QUALITY OF CURRICULUM AND METHODS OF

TEACHING, AND A TOTAL RE-EVALUATION OF THE ADMINISTRATION AND

EMPLOYMENT OF RESOURCES BY OUR CENTERS OF HIGHER LEARNING.

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L BUT, WE CANNOT BEGIN TO ADDRESS THESE DEMANDS UNLESS WE
~~IMMEDIATELY~~ SOLVE THE PROBLEMS OF ESCALATING ENROLLMENTS AND
POTENTIAL BANKRUPTCY FACING MANY OF OUR COLLEGES.

L THE STUDENT ENROLLMENT INCREASE IN PUBLIC INSTITUTIONS
HAS JUMPED OVER 163 PERCENT BETWEEN 1960 TO 1970 THERE WILL BE
BETWEEN 9 TO 10 MILLION STUDENTS ENROLLED BY 1975 IN PUBLIC
AND PRIVATE UNIVERSITIES.

L 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 PERCENT OF ALL
OUR COLLEGE STUDENTS COME FROM POOR FAMILIES.

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WE HAVE A LONG WAY TO GO IN PROVIDING HIGHER EDUCATION

the Chicago, the P. Rican
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.

+ educational
 DIVERSITY AND FULL ACCESS OPPORTUNITY OUGHT TO BE THE
 HALLMARK OF AMERICAN HIGHER EDUCATION. ~~A PRINCIPLE CLEARLY~~

~~ENUMERATED IN THE PRESIDENT'S TASK FORCE ON EDUCATION IN ITS~~
~~REPORT OF AUGUST, 1970.~~

The Presidents task force on higher education
 surrounds this that -

"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."

(THE REPORT MOVES RIGHT ON TO THE SECOND CONCERN I HAVE

RAISED HERE THIS EVENING.

"AMERICAN INSTITUTIONS ARE NOT SERVING LARGE NUMBERS OF

QUALIFIED YOUNG PEOPLE WHO COULD BENEFIT FROM POST HIGH

SCHOOL EDUCATION.

L 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.

L I READ THAT AS SAYING THAT A COLLEGE EDUCATION REMAINS
PRIMARILY THE PREROGATIVE OF THE YOUNG PERSON FROM AN UPPER *n middle*
INCOME FAMILY. AND I FIND THIS TO BE MORALLY, SOCIALLY, AND
ECONOMICALLY WRONG.

L NOW, THE IMMEDIATE ANSWER TO BOTH THESE PROBLEMS IS
SUBSTANTIAL FEDERAL ASSISTANCE TO ALL OUR INSTITUTIONS OF
HIGHER EDUCATION.

So, 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 POST-SECONDARY EDUCATION OFFERED OUR YOUNG PEOPLE.

Over the last century, we have experienced a swing in the
pendulum away from 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.

L IN 1852, CARDINAL NEWMAN DEFINED THE "IDEA OF A UNIVERSITY"
AS BEING BROADLY TO PREPARE YOUNG MEN ^A 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,

L BUT TODAY, WE TOO OFTEN HAVE REPLACED THIS "SHARP BOUNDARY"
FOR HIGHER EDUCATION ~~WITH~~ 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 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.

L CERTAINLY, ST. JOHN'S IS DEDICATED TO THE EDUCATION OF THE
 TOTAL PERSON L ITS SEAL WITH THE EMBLAZONED THREE BOOKS -- RELIGION,
CULTURE, AND KNOWLEDGE -- PERSONIFIES THIS PURSUIT L AND THE THEME
 OF YOUR CENTENNIAL CELEBRATION PROPELS THIS GREAT CHALLENGE INTO
 THE FUTURE: "QUESTION, BELIEVE, BUILD TOMORROW -- THE SPIRIT OF
 THE VINCENTIAN PRIESTS L THEY ASPIRE TO ASSIST THE UNSATISFIED
 MIND IN QUEST OF A BROADENING EDUCATION, RESULTING IN THE INCREASE
 OF KNOWLEDGE AND THE IMPROVEMENT OF OUR WORLD."
 L WE MUST NOT LET THAT SENSE OF DEDICATION BE SACRIFICED
TODAY.

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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.

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L 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,

L A FREE SOCIETY REQUIRES MORE THAN POWER AND WEALTH.

L IT MUST BE BASED ON JUSTICE AND OPPORTUNITY ^P THE MODERN
 INDUSTRIALIZED NATION NEEDS, 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,

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

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↳ 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 DIVERSITY OF AMERICA'S
COLLEGES AND UNIVERSITIES BE MAINTAINED, I 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 Knowledge & Truth.

L 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.

L TO MAINTAIN A BALANCE BETWEEN THE UNIVERSITY'S INDEPENDENCE
AND THE NEED FOR SOCIAL STABILITY REQUIRES A SELF-DISCIPLINED
AND WELL-EDUCATED CITIZENRY.

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

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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. *We can - We must.*

and I BELIEVE IT IS TIME TO INAUGURATE A MAJOR NEW SOURCE OF
FINANCIAL ASSISTANCE THAT FOLLOWS THE STUDENT TO THE COLLEGE
OF HIS CHOICE. THIS IS WHY, I JOINED IN SPONSORING VITAL
 LEGISLATION THAT WILL PROVIDE DIRECT FEDERAL ASSISTANCE TO
STUDENTS AS A MATTER OF RIGHT, AND ON THE BASIS OF NEED.

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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. *This is the Direction* I INTEND TO MAKE EVERY

we are taking tonight.
~~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.

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~~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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