

SUMMARY OF A COMMENCEMENT ADDRESSED DELIVERED BY EUGENE H. LEHMAN, PRESIDENT OF HIGHLAND MANOR JUNIOR COLLEGE, TARRYTOWN, N.Y., AT THE GRADUATION EXERCISES OF THE CLASS OF 1927, HUNTER COLLEGE, IN THE COLLEGE CHAPEL, 68 St and Park., Ave., New York City, ON THURSDAY MORNING, JUNE 16, 1927 at 10:30.

This is one of the four outstanding occasions of your lives, the other three being the dates of your birth, of your marriage, and of your death. The present event differs from these other three in this important aspect. You know not what is happening to you at the hour of your birth, nor at the moment of your death, and men at least are no fully aware of what is happening to them at the time of their marriage nor of what will happen afterwards. But you are fully alive and mentally alert to what is taking place during this graduation ceremony.

I am bound to Hunter by various ties--by the tie of love for I married a Hunter graduate. By the tie of education, for we have gladly offered important positions on our Highland Manor staff to Hunter graduates; and one member of the class is now on our staff, while another received her high school diploma from our own school. Since therefore I cannot be a graduate of this college, I hope if you ever adopt anyone you may adopt me as a son; it would be too much perhaps to hope that the class would adopt me unless as a father.

I am associated with Hunter therefor by ties of love and by ties of education, the two subjects that have interested mankind perhaps more than any others. It is of education however that I intend to speak this morning--not the old style of education, but the education of the future, the education of a forward-looking mind, not the education of the schools and colleges, but the education that will help the world move onward, the kind of education by which mankind has advanced in the past and has learned such things as it now knows.

The old style of education, indeed the present popular conception of it regards the pupil's mind as a barrel into which knowledge should be poured. The teacher is a conveyor of information; it is her job to get this book into the mind of that child. In this sense, education is a passive process, or at best a listening process, a reciting process, in which the pupil develops his memory primarily; education of this type concerns and deals with the mind. But boys and girls who are really alert rebel against this method of being taught. A study should be made of the injury and harm done by these conservative schools. Such men as Edison, Lindbergh, Byrd, Ford, etc., refused to be cramped or suppressed by such schools.

The new education is active; the pupil does things; it is a doing process. It consists not in training the memory, or reproducing facts or thoughts in a book, but it concerns right habits. The educated man or woman is the one with right habits. Let us cite merely some homely illustrations to make this thought clear. How you do live your day? If ~~you~~ you sleep according to the rules of hygiene, if you exercise, eat, work properly you are educated; if not you are uneducated. What is your daily attitude toward others? If you can cooperate not merely with those who agree with you but with those who disagree with you, you are educated. If as a Republican you can try to understand a Democrat

If as a Protestant, you can work with a Catholic; if as a Jew who can appreciate the feelings of a Christian, you are in that degree educated; but if you show narrowness, intolerance, bigotry, prejudice, you are uneducated. If fear, envy, malice, hatred, desire are in your heart, you are ignorant. The Hebrew definition ~~is~~ of sin is the missing of the mark. If you cannot face an operation in the hospital ~~mainly~~ courageously, if you become excited when things go wrong, if you run down your competitor in business, if you hate your rival, you are ignorant.

No, education even goes deeper than this; it concerns your feelings, your emotions, your impulses, your imagination. That is the stuff with which the teacher deals, the very inmost recesses of your being. How far removed is this conception from that of regarding the teacher as a conveyor of knowledge. Nay, I would look at education from another angle. That person is educated who knows how to control the future, who understands the ~~is~~ laws that govern the science with which he is dealing, who understands the forces of nature, who understands the emotion of men, and knows how to guide and control these so as best to serve his fellow man.

Have there ever been men and women thus educated. Yes indeed, there are institutions in and especially out of the official system that try to do these things--the Kindergarten, the Seminar, the Boy Scouts, the service clubs, Ford School, Antioch, Rollins, in modern times. But for the best examples we must go back to the Biblical Period--to the Prophets and to Rabbi Jehuda.