

PRESIDENT Bill HARLEY NAEB

NOTES OF COMMENT BY VICE PRESIDENT HUBERT H. HUMPHREY
AT "DROP-IN" TO
NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
WEDNESDAY AFTERNOON -- AROUND 3:15 PM
PARK ROOM -- SHERATON PARK HOTEL

President Jack White
~~ADD TO~~

↳ I just want Bill Henry to know that I have not

come here to demand "equal time."

Nov. 3

Every member of this fine panel should know that I am
not here as a "mystery guest" on "What's My line" or "I've Got a
Secret."

↳ I do have a few secrets, but word has come to me from
a Ranch in Texas not to tell them.

↳ Seriously, I did not want to miss this opportunity to
say "hello" to a great organization which is so very close to my
heart.

↳ You know I had hoped to address your banquet tonight. But
last week I had to call for a "pinch hitter" because I was scheduled
to be out of town. I know you will enjoy Secretary Udall's address
tonight.

Udall

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I just want you to know that I think your organization is ~~the~~ one of the most important in the United States.

What you ladies and gentlemen of educational broadcasting are accomplishing -- and can achieve -- for the public interest, is one of the most thrilling stories in America today.

I want Bill Henry and every member of the FCC to know that what the Commission accomplishes for Educational TV should strike a

respondent chord in the heart of every thinking citizen of this nation.

As an independent regulatory agency, the Commission comes to its own decisions in its own way. But I do want to express my appreciation for the Commission's assistance.

This is I understand N.A.E.B.'s -- biggest -- greatest Convention ever.

Thirteen years ago, almost to the date, I had the opportunity to address a small group of about 100 educational radio broadcasters who were attending the annual convention of the National Association in Minneapolis.

↳ Quite a bit has happened to both of us since that time.

You're twenty times bigger, and I'm twenty times busier.

↳ Like many of you, I work for an outstanding Teacher.

I can assure you that the President of the United States is proud of educational broadcasting and is determined that it shall flourish further.

↳ ~~I hope you are as encouraged as I am to know that~~

↳ Educational radio and television have been assigned prominent responsibilities in the legislation which the President proposed and Congress enacted this year. ↳ In the Elementary and Secondary Education Act; in the Higher Education Act; in the National Arts and Humanities Foundation legislation; in all of these, educational radio and television are included as essential means for achieving the important objectives that are set forth in those bills.

↳ Great progress has been made in the development and use of educational radio and television. These are powerful educational resources. They will receive our further support because these media

can and should be fundamental parts of good -- life-long --
education for all our citizens. This is true for urban, suburban
and rural America. It is true for the school drop-out, for the
handicapped child, for the gifted child, for the illiterate adult,
for the factory worker replaced by automation, for citizens in
depressed areas, for the college graduate who should continue his
education, for scientists, engineers and for teachers themselves.

I am proud of what educational radio has already achieved
not only in education areas, but in culture, medicine and countless
other fields.

As to television, the 105 educational TV stations now
on the air represent some of the most important instruments in
the "arsenal" of American progress.

The arsenal for a well-informed, enlightened, active,
dynamic citizenry. The arsenal of economic, political, social, cultural
and yes, moral progress.

Educational broadcasting has so many tremendous important roles to play. It should ^{carve} out its unique niche , complementing and supplementing what commercial broadcasting provides.

Channel 26
Here in our nation's Capital, one of the most gratifying experiences in these past 2 years has been watching the growing role -- the success and acceptance of Channel 26--a truly outstanding station.

I commend it and all the other ^{educational} broadcasting pacemakers in the nation.

I commend the dedicated community leaders whose cooperation has been so crucial to your progress.

L The Ford Foundation deserves a special vote of public thanks for its inspired support to educational television.

Now, let us proceed, Let us build Great Educational Broadcasting for a truly Great Society.

I hope you will go forth from this Convention determined to send your signals "loud and clear" to every classroom and every home.

I hope you will be bold, that you will innovate, ~~experiment~~, dare to break new ground -- to reach new audiences as well as to contact "old" audiences in greater depth and with still higher quality.

Assist your public officials in every state -- your Governors, your mayors, your legislators to help official agencies -- achieve the best for our people -- all our people.

It is my hope, in turn, that Government Agencies, Federal, state and local will help give you the wherewithal and encouragement to do the best possible job.

Every thinking citizen -- in private life -- must help do his or her part.

I assure you that I will be in touch with Federal Agencies engaged in the War Against Poverty,

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in efforts for Civil Rights, in "Discover America"
and for many other worthy missions -- so as to make
more use of your great potential.

Thanks so much to the panel for allowing
me to be your guest today.

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INTRODUCTION

Back in 1952, the NAEB held its national convention in Minneapolis, and on that occasion we were addressed by a dynamic young senator who traveled all the way back to his home city just to speak to us. Since that time, both NAEB and he have come a long way, and today, through a happy confluence of circumstances, we are able to meet again. Ladies and gentlemen of the NAEB, back again for a return appearance, a great, good friend of education and of educational broadcasting, the Vice President of the United States.

TRANSCRIPT OF COMMENTS BY VICE PRESIDENT HUBERT H. HUMPHREY
AT CONVENTION OF NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, NOVEMBER 3, 1965

Thank you very much. Thank you, Bill Harley, for your gracious introduction, and your gentle reminder of history. I want to say to both Mr. Harley and Mr. White and to all the officers of the NAEB how very pleased I am to be here, and to participate in this - I was just looking - the 41st annual convention. Well, that's just the prime of life. Anywhere from 41 on up, I call the prime of life. Yes, it was about 13 years ago, Bill, that I recall addressing the convention of the National Association of Educational Broadcasters, and as I recollect, there were slightly more than 100 representatives or delegates in attendance at that convention. It was the third year that I had served in the United States Senate. Since that time, you're about 20 times larger in size and I am about 20 times busier! So everything has been working out just fine. I want to congratulate you on your success and I hope that you feel equally kindly toward me at this particular moment.

I think I should announce before I go any further that I ought to reassure Bill ~~Harley~~ ^{HENRY} that I am not here under any auspices - commercial or educational - ~~I am just here~~ and I am not here to demand equal time either, Bill, nor am I here as a mystery guest ~~at~~ even on "What's My Line" or "I've Got a Secret". I have a couple, but there's some gentleman who tells me I ought not say anything about them, so I think I had better keep all those to myself, ~~but~~ ^{so} I am here just to say hello and to tell you that, at one time, I had hoped to address your banquet this evening, but there were some duties ~~I had at the time~~ that indicated I could not be with you.

I thought you deserved the best, ~~and that is~~ you really didn't have the best, because you would have had the President if you had had the best, ~~and~~ ^{so} I decided that you ought to have the best that the Cabinet has to offer, so you're going to have Stu Udall, and he'll do a good job for you. There isn't any doubt about that at all. Secretary Udall's address tonight ought to be one of the most stimulating that you'll hear, because he is a very stimulating person.

There are many things on my mind relating to your work. I think that you know that I am keenly interested in educational television and educational radio. I'm interested in the public service aspect of radio and television. I'm interested in commercial radio and television, and I might say before I proceed one second further that I do not look upon educational radio and t.v. as a competitive force ~~in~~ ^{with} commercial television and radio.

I look upon it as supplemental. It's ^a an addition, and it sets a standard of its own. And in setting that standard, I think it improves the general standards of commercial radio and television. We have plenty of room ^{on} on all of the dials. We in Congress saw that you had enough ~~settings~~ ^{channels} on the dial to take care of everybody. We have plenty of room on the airways and plenty of room in our minds and plenty of room in our public and private life for all the ^{or} modern media can offer. A free society depends upon ~~the~~ freedom of choice, ~~and~~ it depends upon a wide range of ideas and it depends upon a free flow of information and ^{and} the resources of the press, of television and of radio, public ~~and~~ private, and, of course, we depend primarily upon private resources. These resources are basic to the health, welfare and strength of our democratic institutions.

So if I were to select ~~out~~ a group in America that could really be called the front line fighters for freedom and democracy - and those are broad terms, but they have an explicit and very personal meaning to us - I surely would want to point to the National Association of Educational Broadcasters as one of the great forces in this country that's in the front line of ^{the} battle for freedom and the right of the people to know the truth. Not only to seek it, but to know it.

There are at least two educational t.v. services or stations that I'd like to single out for a little personal reference. First of all, I have justifiably, I believe, some

parochial pride in KTCA-TV out in Minneapolis and St. Paul. It does a grand job and it is a powerful force in the educational structure and public information service of the entire Midwest, ~~and~~ particularly in the State of Minnesota. I believe that more people in our state have received an insight into the political, social, cultural, and economic forces at work in our nation through KTCA-TV ~~than~~ almost any other source I can think of. And I want to say once again that we are very proud of our commercial stations, the manner in which they cooperate and participate.

Q Here in the District of Columbia, I have been keenly interested in Channel 26, and I want to take a moment to salute the really self-sacrificing and the dedicated and ~~the~~ devoted citizens here in the District, the people who are giving of themselves and their resources, ~~and~~ their time and their talent to make this channel one of the most important educational t.v. channels operating in the United States. I think it does great honor to the Federal City, to the District of Columbia, and to educational t.v. ~~at~~. I also want to say that while government surely has a role to play in all of this, ~~that~~ I can't imagine how we would be where we are, I can't imagine a conference like this, were it not for the Ford Foundation. The Ford Foundation has either poured in or committed resources ~~to~~ ^{through} its many services and funds. ^{Now} Almost, I think, around one hundred million dollars. This is really a remarkable service to the American people. It represents sort of what the Carnegie Library ~~represented~~ ^{was} years ago, only in a larger nation. Sometimes, I think we Americans fail to pay appropriate respect and tribute to these great

would do so much good

corporate institutions through their trust funds, ~~and through~~
their philanthropies and ~~through~~ their charitable funds ~~and~~ ~~through the many funds that they set aside,~~ this great resource
of capital and talent for the general good. ~~of~~ American capitalism
is different. American capitalism is public oriented. In most
instances it has done for the American people things that have
long needed to be done, and once again may I say that it is a
partner with Government. In many ways, it leads. As a matter
of fact, there is a great deal less timidity, understandably,
in the private funds, in the great philanthropies, the trust
funds, the foundations. ~~There is a great deal less timidity~~
and more courage, more innovation, more creativeness than there
is in Government. And we rely upon these foundations, and we
rely upon private effort to pioneer, to take the chance. You're
not under the same public scrutiny, and generally speaking,
I might add, public criticism that a public institution or a
governmental institution finds itself.

Recently

delegates of the

~~Now,~~ when I talked to the White House Conference on Education,
~~that is, the delegates to that conference,~~ I underscored my deep
commitment to and belief in the worthwhileness and the effectiveness
of audio-visual aids in the field of education. ~~I~~ I want to
repeat here what I said there. This nation could do much better.
Our educational structure needs to be re-examined in terms of
modern needs and modern techniques. I consider radio and television
basic tools in education. ~~and~~ When I think of the War on Poverty,
that we are waging, the real war on poverty today is not the

poverty of the purse. Let me be very frank with you. The poverty of the purse is the easiest thing to remedy. It can even be remedied as some people have suggested, (and it's not Hubert Humphrey that suggested it,) by just handouts. That isn't the kind of an answer that we want, however.

most common
But the kind of poverty that faces America today is the poverty of illiteracy; the poverty of despair; the poverty of hopelessness; the poverty of, believe you me, helplessness; the poverty of not finding one's place in this society, ~~and~~ that kind of poverty cannot be answered by just another federal grant of money or just another loan. It is the kind of poverty that has to be answered by communication. You have to arouse in that kind of individual who is the victim of this poverty a sense of wanting to do something different. You have to, first of all, ignite the spark in that individual's mind and heart that he has the capacity to do something with his life.

It just boils down, frankly, to reaching into the minds and hearts of people through communication and through ideas, through the spoken word, through the visual aid, through the photograph, through the dramatic event, through ~~the~~ constant patient counseling, advice and indicating that there is place for people, that these individuals can be moved into the mainstream of American life. I feel so strongly about this. I have a feeling that we are not doing all we should about this. I have a feeling that we are not doing all we should with our communication facilities. ~~Let~~ Let me give you an example. ~~That~~ What makes any American believe that we can really do something in Africa if we can't do something in Harlem. What

uneducated
makes you believe that we can really educate ~~the~~ masses in Latin America ~~and~~ ~~then~~ educate them if you can't educate the few that are left in America that are in that small band we call the illiterates. Sometimes illiterate in terms of reading and writing, and sometimes illiterate in terms of technical understanding. They are industrially illiterate, occupationally illiterate. I sort of feel that we have people who reach out to remedy the problems of the world because they are afraid to touch the problems at home. Now I am not one of the "either/or-people," as you know. I don't believe that you have to say "well all of our problems are just here and that is all we have to do." I happen to believe that we have the know-how, the resources, the ability, the capacity, and indeed the necessity of working in foreign fields as well as domestic. But I am convinced of one thing. That if you can't make a project effective here where you speak the same language, where you can at least feel that you are a part of the same human family, with a sense of intimacy and personal contact, what makes you feel that you can really do things elsewhere? Therefore, to give me the kind of security and assurance that I need to do an effective job, I believe that I have to demonstrate it at home. I am a man in public life. I believe that for me to have any valuable, any worthwhile judgment in the field of politics, I have to have demonstrated, at least to myself, if to no one else, that the theories I hold and the principles to which I adhere and the tactics that I use and the strategy that I develop, that ~~these have~~ ^{these have} been worked out effectively in my home precincts. ~~and if it~~ ^{and if it} work there, there is a chance ^{they} it might work somewhere else.

Now I am not so foolish to believe that just because something works in Minnesota that it's going to work in East Africa or in the Far East or in the Middle East. I am not at all sure it will work in Los Angeles or New York or Chicago, but I think that I have good reason to believe that it might work; at least there is a practical, pragmatic pilot project experience, so boiling it down again and summarizing it ~~for~~ ^{in terms of} ~~National Educational~~ ^{educational} broadcasters, t.v. and radio facilities, ~~and~~ ^{and} ~~stations~~, let me say that I am of the opinion that the effectiveness of the educational aspects of t.v. and radio can be demonstrated right here at home much better than ~~it has~~ ^{they}.

Now I know that the Peace Corps, for example, has been using ^{very} effectively in the Republic of Colombia, in Latin America, educational t.v. to ^{INSTRUCT} ~~educate~~ some 300,000 people there in at least the fundamentals of education. ~~That~~ That is a good experiment, and it's doing well. I think our government could do much more of this. I don't know if I am stepping out of line in saying this or not, but I believe that I sense some of the ~~thoughts~~ ^{thoughts} of this government and the feeling of Mr. Leonard Marks, for example, of the U.S.I.A. and others and of our ^P president when I say to you that I am confident that we can do more than we have done in the information and educational field abroad. ^Q I want to see more done at home, ^{too} I call upon the National Association of Educational Broadcasters to develop programs and techniques that get at ^{the} ~~this~~ ^{hardcore} problem ~~that~~ we are working on in America: ^{the} educational limitations, the inadequacies of education and communication amongst what we call our poor;

These serious problems PERSIST.

~~and~~ make no mistake about it --- ~~it exists~~.

I was talking today to the publisher of one of the largest papers in this country, ~~and~~ one of the ^{best} ~~best~~ ones. He was telling me what was happening in some of the core cities [!] ~~that~~ today ^{NEWSPAPER} the circulation ~~of the newspaper~~ in the core city ^d drops ^{and} it ~~goes~~ ^{while} and increases in the suburbs. Now who ^{has} moved into the core city? Who ^{has} moved into the old city? The poor, the underprivileged, and in many instances ~~because~~ because of being poor and under privileged [^] the Negro. The question is what kind of an educational penetration can you make into those areas, because you're not going to get every one of them ^{disadvantaged people INTO} a classroom. You're just kidding yourself if you think so. You're not going to round them up in this free society and say, "now sit down, I am going to educate you." They're just not going to react that way. And I'm opposed to rounding them up anyway. ^{It} I think that what we have to do is find how we can use what we have in terms of modern communication, techniques, and facilities to penetrate into ~~the~~ ^e home, whatever kind of home it may be, and into ~~that~~ ^e mind and into ~~that~~ ^e heart and soul. That's our task. And not to be so concerned about brick and mortar.

^{It} I don't say that it isn't important to have better cities. I don't want anyone to misunderstand my remarks. It is important to have open spaces. It is important to have clean air. It is important to have modern sanitation facilities. ~~But~~ it is ^{more} important that people learn. And once they have the spark of learning in their hearts and minds, they'll

start to change that city. ~~And~~ they'll start to improve their environment. I doubt that you can improve the environment over the long run by ^{just} starting with ~~the~~ bricks and mortar. I think ~~against that~~ they work hand in hand. But ~~I don't think~~ ~~the~~ we have to get to the heart and mind of the people.

Now I want to conclude my remarks here today -- which are very much unplanned and fully extemporaneous -- by commending you on what you are doing and by telling you that this Administration is wholeheartedly, thoroughly, and unqualifiedly committed to the concept of the teacher and education. ~~We~~ We can prove it in more ways than one. First of all, the President of the United States is a former school teacher. ~~and~~ I know of no man who is more proud of the fact that he was once a teacher than the President of the United States. He mentions it again and again. He remembers his little school. He remembers his little Teachers college and if there is any one thing that has motivated this president in the field of educational legislation, it is his understanding of the educational needs of the people who never had a chance. That's why we have an elementary and secondary education act. That's why we have a higher education act. At least in part, not wholly. But this president is not committed only intellectually. I've seen a lot of intellectual commitments, my dear friends, what you need to be is committed emotionally. You need to be committed with your whole being to get anything done and to make it effective. Intellectual commitment is but a little ^{part} of ~~the~~ total commitment. You need the physical commitment, the emotional commitment, you need the political commitment,

the intellectual commitment to do anything in this big country. Otherwise what you seek to do is lost by the time it gets through the many layers, the buffers that prevent the penetration of an idea.

~~I'll tell you you can talk about~~ maybe this is a rationalization for my own inadequacies, but I still believe that you have an idea ^{that} you ~~want~~ ^{have} to be heard. This is a noisy civilization that we live in. It is a very distracting one, too. You better keep chattering about it ~~because~~ ^{had} because there may be a moment when other people are silent and listening. Don't bet on it, but it could happen. This is an administration and a country today ^{where} ~~by the way~~ ^A committed to education.

~~I saw a Gallup Poll I guess it was Gallup, I don't want to put in a commercial for pollsters here.~~

~~I saw a public opinion poll~~ ^{what} ~~that off the~~ ^{what} ~~record here~~ ^{indicated that} and for the first time, the American people put at the top of the list of their concern in America education. They had concerns foreign ^{h/s} The war in Viet Nam, ^{our} foreign aid program, our military commitments, etc. ~~et cetera~~.

But, on the domestic front, the top commitment ^{for the} first time, in polling public opinion, ~~the first time was~~ ^{IN} ~~this year~~ this past winter, the American Public thought that education was ^{the} top priority.

And they're going to think more about it all the time, because people are now beginning to understand that

education is as important to the future of a man as his physical health, as anything anybody can do for him.

And you are a part of that educational process. ~~_____~~

^{until}
~~educators~~ by the way, I'd like to remind you of the fact that I was ^{once} too once an educator.

Politics is a very uncertain and very precarious business. ~~And I have~~ ^A may I say that I have some rare talent as far as educational t.v. and radio ^{are} concerned. I have some natural inborn talent that could be developed with proper attention. ^B But I guess one shouldn't show any signs of weakness or insecurity these days. There's a whole new philosophy about that, too. You shouldn't admit your limitations, but I do.

^{have indicated}
I ~~said~~ ^A this ~~was~~ a teachers' administration. Your President is a teacher. Your Vice President is a refugee from the classroom, a teacher. The Majority Leader of the U.S. Senate is a professor from the University of Montana. The Majority Leader in the House of Representatives is a teacher. You just go through the top leadership in your government today, and you'll find teacher after teacher. By the way, after they leave government, a goodly number of them go out to become presidents of universities. Somebody told ~~him~~ ^{them} along the line that this was "a quiet way of life." They have been disillusioned, may I assure you. ~~It's~~ ^{How} years ago, ~~when~~ it was a quiet life. They're fully prepared for anything that can happen to them once they have left Washington.

Mr. Harley, ~~and~~ Mr. White and others, I wish that I could be with you this evening for your concluding session. I know that you have with you the ^A Armed Forces ^T Television conference. I know that you have many ^{distinguished} people here from public and private life. And I want to commend you in your work. ^Q Remember this: you have a great ally today. For the first time you have a real ally. Many of the people overseas understand the importance of this ally. I have heard many times that we provide the umbrella of protection for nation after nation. I don't want you have an umbrella of protection from your government, but I do want your government to be a working partner with you. [✓] Not a dominating partner, but a working partner. And I must say that I think the Federal Communications Commission has clearly understood that philosophy ^X being a working partner. ~~But~~ you have the whole government of this country, the most powerful government, and I think the most enlightened government in the world, working along side you as a friend, ~~and~~ as a compatriot, ~~and~~ a partner ~~and~~ in progress in education. You have ^{med} elementary and ^{of} secondary education, ^{Adv. High} Higher Education ^{Act} National Science Foundation ^{of} the great programs of research and development of the many agencies of the government ^{which} ~~all that~~ tie into radio ~~broadcasting~~ and television broadcasting. All of them depending on you. All of these legislative ^{advances} ~~proposals~~ have a tie-in with what you're doing.

^{AD} It wasn't always thus, was it? Not ten years ago, [✓] Not thirteen years ago when we met in Minneapolis. I was a young man looking ahead, and you were a young organization wondering if there was a future. I am happy to tell you that your future looks even brighter than mine, and I am perfectly

contented with what I have. Thank you very much.

ACKNOWLEDGEMENT

Thank you, Mr. Vice President. We will be glad to have you back at our convention of the NAEB anytime. In fact, every time, if possible. We're so grateful for your expression of confidence in our capability to use the facilities at our command to contribute to the work that must be done to develop the kind of society and world order you have so eloquently articulated, and we pledge you the best that we have in us to respond to that stimulating challenge that you've issued to us. We will be good working partners.



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