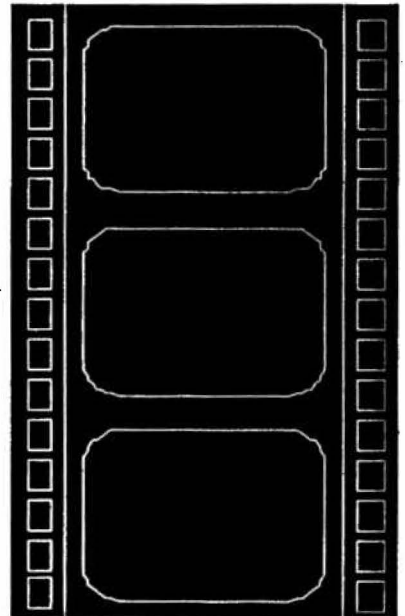
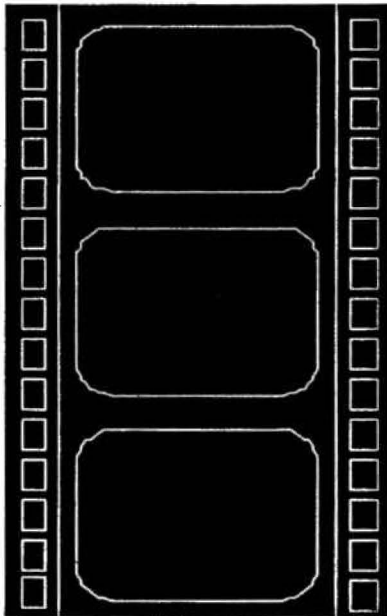
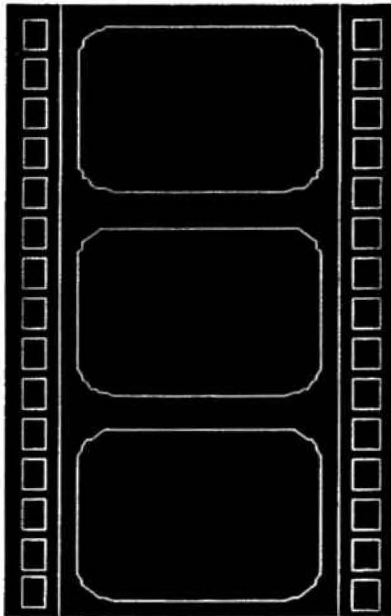


SUPPLEMENTAL MATERIAL

N.E.C.C.



STATE OF NEVADA
DEPARTMENT OF HUMAN RESOURCES

GER S. TROUNDAY, DIRECTOR

MIKE O'CALLAGHAN, GOVERNOR



MYRL NYGREN, ADMINISTRATOR

HEALTH PLANNING AND RESOURCES
DEVELOPMENTAL DISABILITIES COUNCIL
505 EAST KING STREET, ROOM 604
CARSON CITY, NEVADA 89710

March 2, 1977

The Honorable John Vergiels
Nevada State Assemblyman
Chairman, Committee on Education
Legislative Building
Carson City, Nevada 89710

Dear Mr. Vergiels:

On March 7, 1977, your Committee will be considering AB 324, AB 325 and AB 326.

AB 325 concerns construction of the Nevada Educational Television Network. Within the framework of programming on this system is a portion of a schedule which will be designed to provide captioned programming for deaf viewers and the interconnection of National Public Radio stations in Nevada via the microwave system for special programming for the blind.

The Nevada Educational Communications Commission also has available within its programming teacher in-service series related to teaching children with special needs.

With the availability of these services in mind the Developmental Disabilities Planning Council of Nevada supports AB 324, AB 325 and AB 326.

Sincerely,

Bill Hammer, Chairman, Legislative Committee
Developmental Disabilities Planning Council

BH:cc

cc: Members of the Assembly Education Committee

The NECC has been in existence since 1967. It was created by the Governor and the Legislature to provide educational telecommunications to the people of the State of Nevada.

The NECC has expended \$570,000 to prepare the educational television network plan for federal and legislative submission.

The NECC has 5 Commissioners, 2 of which have served since 1967.

NECC filed their FCC-HEW application in 1971. The application has had 24 amendments and 6 deferrals.

The NECC has met 60 times since 1967.

The Commission staff has 3 full-time people.

The NECC is the State's representative for educational telecommunications to the: Federal Communications Commission; Department of Health, Education, and Welfare; Corporation for Public Broadcasting; Public Broadcasting Service; National Association of Educational Broadcasters; Joint Council for Educational Telecommunications; National Institute of Education.

The NECC is the license authority for educational broadcasting facilities to serve Nevada statewide.

The NECC has programmed instructional materials to Northern, Eastern, and Central Nevada for 3 years.

The NECC contracts, assists with funding, acquisition, and programming of "Sesame Street" on KOLO-TV to Reno, Carson City, and 23 Nevada communities.

The NECC assisted in the formation of many local translator districts for commercial and educational television services.

The NECC manages, funds, and coordinates the ATS-6 and CTS Satellite programs in Nevada. The NECC-TV Satellite program is operating with 9 sites in Nevada; presently pending is a request for program user status with NASA-NIE.

The NECC provides production and distribution services to the legislative sessions.

The NECC represents Nevada before Congress in matters related to educational media.

The NETN has support from every educational and public entity in the State of Nevada.

The NECC has submitted 3 bills: 1. For the continuation of the NECC's activities; 2. For the continuation of the NECC-TV Satellite program's activities; and 3. For the construction of the Nevada Educational Television Network.

The Nevada State Satellite Project has been in existence since 1973, an eight-state project created by a federal grant to the Federation of Rocky Mountain States.

The Nevada Educational Communications Commission has assumed the responsibility for administering the program since its inception.

During the planning and operational years of 1973 to 1975, two full-time positions and one half-time secretary were maintained. During 1976 to 1977, one full-time position was maintained. Approximately \$146,000 has been expended for the Nevada State Satellite Project since its inception up to the present time.

Since July of 1975, two positions have been funded by the legislature.

During the ATS-6 Satellite operational year, seven closed sites and two open sites participated in the Demonstration.

At the closed sites, Winnemucca, McDermitt, Battle Mountain, Elko, Owyhee, Ely, Carlin/Ruth (half-year each), 429 seventh and eighth grade students received thirty-minute career education programs five-days-a-week via the ATS-6 Satellite.

It is estimated that 2,620 students viewed these programs at the open sites, primarily the Las Vegas and Reno areas.

Approximately fifty-five adults took the Satellite Technology Demonstration Emergency Medical Technician refresher course via the ATS-6 Satellite.

Fifty-two teachers were in-serviced in career education, some for university credit, others for recertification.

Over 500 films were recorded for later viewing by students grades K-12. A total of 162 hours of Satellite time was used for materials distribution.



Capitol Complex
Carson City, Nevada 89710
Telephone (702) 885-4490



- Robley E. Burns, Jr., Chairman*
Elko County School District
- Dr. Donald G. Potter, Vice Chairman*
University of Nevada, Reno
- John R. Gamble, Member*
State Department of Education
- Helea C. Cannon, Member*
Clark County School District
- Dr. Robert McQueen, Member*
Washoe County School District

- Jack A. Lemen*
Executive Director
- Bernard R. Vidmar*
Telecommunications
Coordinator
- Patricia G. Stephens*
Office Manager

M E M O R A N D U M

TO: Bruce D. Arkell, State Planning Coordinator

FROM: Jack A. Lemen, Executive Director

SUBJECT: Commission Recommendation For Repeal

DATE: December 13, 1976

First of all, we would like to thank you for your concern, suggestions, and criticism concerning the NECC and the proposed television network. The Commission and staff have spent a great deal of time considering your recommendation for repeal and its ramifications on the future of telecommunications development in Nevada. Obviously, we don't agree with the recommendations for many reasons, some of which you may not be familiar with.

The study was designed to combine common program goals to achieve centralization on some boards, to combine where duplicative activities exist, to tighten responsibilities and authority, and to eliminate unneeded boards and those not active.

The central theme to the study seems to apply to most of the boards listed, with the exception of the NECC. We can only assume that in your memo heading the study, the statement on page two at the bottom, "the responsibilities of the Board could be assumed by a line agency or another existing board," is the criteria by which the NECC recommendation was made. This obviously ties in with the recommendation underneath the repeal recommendation, which states that we should become part of the Department of Education if our funding for the network is successful. We are confused by this recommendation, because obviously if the network is funded by the Legislature and we follow your recommendation, bills designed to set up an ECC type statute at the State Department of Education level would have to be submitted in January of 1977, not after we find out what happens with the network. As you know, the Department of Education has been extremely supportive of the television network, and for that matter, the ECC and the Satellite project.

Memorandum to Bruce D. Arkell
Page 2
December 13, 1976

To suggest that the Board of Education statutes and mandates should be changed in order to absorb the activities of this office is an extremely major problem and one that we feel is next to impossible to attempt.

On the same page as the repeal recommendation, you also recommend repeal of the three committees involved with planning and advice to the NECC. For the record, the Nevada Legislative Communications Council was deactivated in 1970. The Nevada Educational Community Development Council was deactivated in 1973. However, the Nevada Instructional Television Planning Council has been active as long as the agency has, and has provided a great deal of input over these past ten years. Your recommendation on these three councils is the first time we have seen any reference to the fact that statutory authority is not needed by the agency in order to set up these councils. As you know, we can only refer to the Nevada Revised Statutes in reference to these authority functions.

Although I have a great deal more information to provide, I think we should list some of the concerns involved with a possible absorption of the agency into the State Board and Department of Education.

The Board of Education has the mandate to serve K-12 in this State and special vocational and gifted needs. The network is designed to serve all individuals in the State, not just the K-12 students.

The Network Manager according to law (FCC and HEW) has to answer directly to the licensee. This works within the policies, procedures, and regulations of the NECC. However, at the State Board level, that person would have to answer to the Superintendent of Public Instruction, which would not meet the criteria of the federal agencies.

We have serious concerns over the possibility that the State Board of Education could not administer the network from the standpoint of construction, long-range ten-year equipment obligation, being able to conduct fund raising appeals, parties, etc., and of course, program insulation from the funding source.

Our agreement with the State Department of Education spells out the type of role that should be conducted in the operation of a television network in this country, whereby there is a certain amount of insulation in the funds and yet a great deal of involvement between the two parties to benefit the network and the State Department's activities.

The relation of the State Department with the network from the

Memorandum to Bruce D. Arkell
Page 3
December 13, 1976

standpoint of the partnership is that the Department of Education will be funding a biennium grant to operate, and for that matter, construct a television network in this State. Within five years of that point, approximately \$275,000 will be raised on the outside from public sources through fund raising, grants from Washington, grants from Nevada, and membership campaigns. We feel very frustrated from the standpoint that this information was not provided to the executive branch, as the State Department of Education is not funding all of the network operation. We would be selling out our community viewership if we attempted to fire up the television network for K-12 programming and not expect to provide programs to the community and the adult viewers.

I'd like to ask you to read the attachment, which is a list of activities that the Commission handles in the State and nationwide. The common executive branch thinking at the time during the budget process has been that we have worked so hard and spent so much time on the development of the television network, that this is really our only goal. It certainly is true that we have spent a great deal of time on this because we firmly believe that a lot of our activities cannot go forward without the network capability. But to suggest that it's our only activity simply implies ignorance.

The Educational Communications Commission is the only telecommunications planning agency in this State. A mandate was written in 1967 with honest, faithful intent by the Legislature and by the Governor at that time. Since then, we have provided video-tape programs to schools, seminars, workshops, Congressional hearings, advisory consultancy services, and of course, planning for the television network. Because we've spent such a long time on this process, and because we have considered a number of alternatives, we have always come back to the suggestion that the television network would provide us with the basis by which we could expand our services.

But let's not stop there. We were instrumental in the formation of many translator districts in this State. We formed the Nevada Translator District Association quite a few years ago. We programmed instructional programs for school districts on Channel 2 in Reno. We program Sesame Street. We testify in Congress on the Copyright Bill, long-range funding for the Corporation for Public Broadcasting, the future of the Office of Telecommunications policy in the White House, and the frequency battle which is going on next year in Geneva. We testified before HEW and FCC concerning the development of the small public radio station in Battle Mountain, Nevada. We testified and assisted with Board meetings and the development of the National Public Radio Station in Las Vegas. We've assisted KUNR-FM in their quest for more funds and grants from

Memorandum to Bruce D. Arkell
Page 4
December 13, 1976

Washington. We have discussed inequities in commercial broadcasting with commercial and cable broadcasters throughout the State. The list goes on and on.

If the agency is abolished, those activities will cease. There is really no agency in this State that can handle the activities that we've handled in the past, and that's the reason it was set up in the first place. We don't feel someone can simply pull our plans off the shelf three to four years from now and reactivate and file in Washington. It's an ongoing process. There is ongoing planning, and of course, there are changes which have to be made as we go along. Once again, the time is this year, the money is available, both State and Federal, and without the Commission, Nevada will probably slip ten years behind again.

Whether or not the agency and its programs continue, the need goes on. If the executive branch feels it's foolish to continue for support or for budget reasons, then where is planning's proposal to meet these needs? The NECC is the planning agency, and after ten years, it certainly deserves more than a cursory recommendation in the repeal document.

JAL/pgs

Enclosures



Capitol Complex
Carson City, Nevada 89710
Telephone (702) 885-4490



Jack A. Lemen
Executive Director

Robley E. Burns, Jr., *Chairman*
Elko County School District
Dr. Donald G. Potter, *Vice Chairman*
University of Nevada, Reno
John R. Gamble, *Member*
State Department of Education
Helen C. Cannon, *Member*
Clark County School District
Dr. Robert McQueen, *Member*
Washoe County School District

M E M O R A N D U M

TO: Nevada State Legislators
FROM: Jack A. Lemen, Executive Director
SUBJECT: Governor's Agency Abolishment Recommendations
DATE: September 22, 1976

On September 18, 1976, the Governor and the State Planning Director announced their recommendations for abolishment of forty-three State boards and commissions which have outlived their usefulness. Included in this report is the Nevada Educational Communications Commission and its three mandated committees (NRS 398), two of which were de-activated in 1970 and 1973.

The report suggests that many boards and commissions have not met in several years and that the boards are filled with citizens, no State full-time workers.

The NECC has met sixty times since 1967, averaging six meetings a year, and the Commission staff has three full-time people. The Nevada Instructional Television Planning Council has met thirty-five times, averaging three meetings per year.

A brief review of the NECC's functions might help put our agency in perspective:

1. The NECC is the State's representative for educational telecommunications to the:
 - a. Federal Communications Commission
 - b. Department of Health, Education, and Welfare
 - c. Corporation for Public Broadcasting
 - d. Public Broadcasting Service
 - e. National Association of Educational Broadcasters
 - f. Joint Council for Educational Telecommunications
 - g. National Institute of Education

- h. Public Service Satellite Consortium
 - i. Federation of Rocky Mountain States
 - j. Western Educational Network
 - k. Western Educational Society for Telecommunications
 - l. United States Congress
2. The NECC is a clearinghouse for all Nevada educational media applications to HEW and FCC.
 3. The NECC is the license authority for educational broadcasting facilities to serve Nevada statewide.
 4. The NECC maintains an information flow and programming service for school districts, higher education, communities, and government.
 5. The NECC has programmed public instructional materials to Northern, Eastern, and Central Nevada for three years.
 6. The NECC contracts, assists with funding, acquisition, and programming of "Sesame Street" on KOLQ-TV. to Reno, Carson, and twenty-three Nevada communities.
 7. The NECC provides audio-visual acquisition, production, and distribution statewide.
 8. The NECC assisted in the formation of many local translator districts for commercial and educational television services.
 9. The NECC manages, funds, and coordinates the ATS-6 and CTS Satellite programs in Nevada.
 10. The NECC provides consultant services to governments, communities, schools, and individuals in all educational telecommunications matters.
 11. The NECC provides production and distribution services to the legislative sessions.
 12. The NECC, through its councils, provide research and development, curriculum planning and utilization of instructional materials.
 13. The NECC receives grants to carry out satellite activities, programming development, and telecommunications activities.
 14. The NECC represents Nevada before Congress in matters related to educational media.
 15. The NECC has developed engineering, contracted, and proposed the Nevada Educational Television Network for the purposes of meeting its mandate to provide telecommunications services statewide.

The Commission and staff are dedicated to improving the educational materials available to the State through broadcasting. After ten years of planning, proposal development, and submission, we think the agency should certainly continue and serious consideration be given to the NETN proposal.

If you need further information, please let us know.

According to KLRN, Austin, Texas, in an article written by Charles Boyd, cognitive gains in reading skills in the following chart represents the results of a study with a group of second graders in Fresno, California. Students' growth in 19 curriculum areas designed by Children's Television Workshop, producers of THE ELECTRIC COMPANY, was measured for viewers of 130 daily programs in the first broadcast season. For each learning objective the chart shows the pretest level for all students, the percentage gain by non-viewers, and finally the additional gains made by viewers (which averaged 8.7%).

CURRICULUM AREAS	PRETEST ACHIEVEMENT LEVEL	POST-TEST ACHIEVEMENT LEVEL	ACHIEVEMENT LEVEL WITH ETV
Consonants	80%	90%	95%
Vowels	63%	87%	90%
Consonant Blends (bl, ch)	61%	80%	85%
Vowel Combinations (ae, io)	40%	59%	65%
Consonant Digraphs (2 consonants forming one sound, sh, ch)	30%	59%	75%
Controlled Vowels (1 vowel dependent upon another in order to make the sound, <u>create</u>)	29%	41%	55%
Letter Spelling Patterns	45%	68%	80%
Sight Words (words that are taught independent of structural analysis)	39%	65%	75%
Final E	32%	51%	71%
Double Consonants (bl, st)	28%	35%	41%
Open Syllables (1 syllable - boy)	45%	68%	72%
Morphemes (prefix, suffix, smallest base word that cannot stand independent)	42%	65%	72%
Linear Blending (extension and inclusion of several blends)	39%	62%	71%
Syntactic Units (arrangement of word forms)	39%	70%	76%
Situation	29%	49%	51%
Context Total	49%	65%	71%

CURRICULUM AREAS	PRETEST ACHIEVEMENT LEVEL	POST-TEST ACHIEVEMENT LEVEL	ACHIEVEMENT LEVEL WITH ETV
Context Vocabulary	35%	65%	75%
Context Sentences	34%	63%	72%
Sentence Questions	28%	59%	65%

The following article is from Focus Magazine, February 1977 Issue:

KIDS READ BETTER AFTER WATCHING EDUCATIONAL TV?

One study says some do

Educational television programs seem to have contributed to improved reading skills among nine-year-olds, according to a national survey. The National Assessment of Educational Progress, a private organization financed by the Educational Commission of the States, recently reported that 50,000 more nine-year-olds were able to respond correctly to a typical reading item in 1975 than in 1971.

The National Assessment also found that black nine-year-olds, as a group, showed a "dramatic improvement" in reading skills. The average percentage of black nine-year-olds answering reading items correctly increased 4.8 percentage points,

while the average reading performance of white nine-year-olds increased by 1.2 percentage points.

Dr. Roger Farr of Indiana University, one of six reading specialists who evaluated the results of the survey for the National Assessment, hypothesized that "after being exposed to *Sesame Street* and other good television shows, kids are coming to school able to do more."

Dr. Farr added: "It's important to see changes in education as only one facet of broader societal changes. What we're seeing here is kids who come to school with a relatively good background in language and reading because of the influence of television and other societal factors."

Though the National Assessment discovered improvement at the nine-year-old level, it reported that the reading performance of 13- and 17-year-olds changed

little over the four year period. Dr. Farr suggested that "it's paradoxical that television can improve the language development of younger children, while it keeps older kids from reading that requires higher levels of comprehension."

The national study echoed one taken by New York state's education department which reported last year that third graders, both in New York City public schools and in other large city school systems in the state, had registered "substantially improved" reading achievement scores.

CLARK COUNTY SCHOOL DISTRICT
INTER-OFFICE MEMORANDUM

CC-52A

TO: Ronald D. Hawley

FROM: John K. Hill

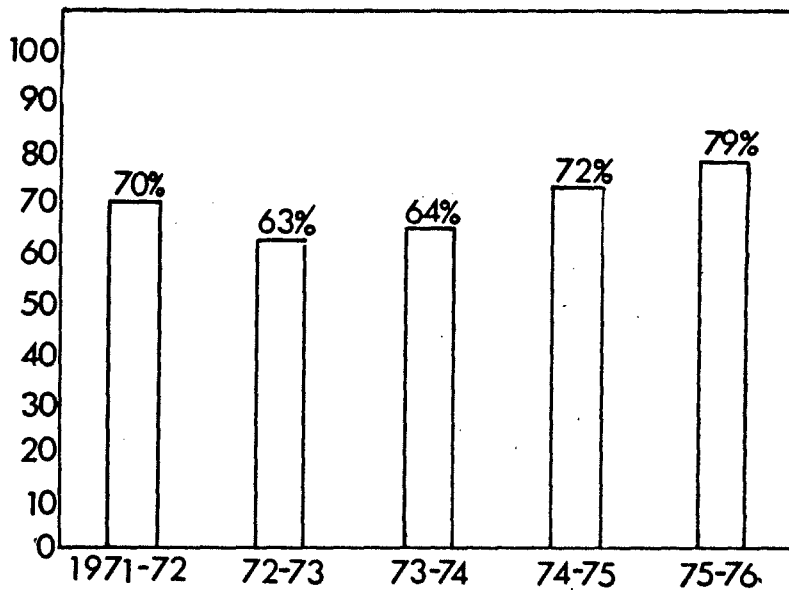
DATE: June 15, 1976

SUBJECT: 1975-76 Instructional Television Report

This school year has demonstrated the best utilization of Instructional Television that we had in several years. I attribute this to two factors: (1) a good usable ITV schedule and (2) direct service to classroom teachers.

Below is a graph which shows the general utilization figures of ITV for the past five years.

TEACHERS USING ONE OR MORE ITV SERIES WEEKLY (K-5)



REPRINTED WITH PERMISSION FROM
WGBH BOSTON, THE PEOPLE'S BUSINESS,
VOLUME 1, NUMBER 1.

We The Undersigned

Public Broadcasting
must be a pipeline, a teacher
and a work of art.



The following served on the Task Force on Educational Broadcasting and Public Responsibility which produced this report: John W. Taylor, formerly manager, WTTW, Chicago, Illinois; Robert F. Schenkkan, general manager, KLRN, Austin, Texas; Kenneth A. Christiansen, director of broadcasting, University of Florida, Gainesville, Florida; Hugh V. Cordier, director of broadcasting, University of

Iowa, Iowa City, Iowa; William H. Siemering, formerly director of programming, National Public Radio, Washington, D.C.; Warren F. Seibert, University of Michigan, Ann Arbor, Michigan; Arthur Hungerford, The Pennsylvania State University, University Park, Pennsylvania; and Frederick Breitenfeld, executive director, Maryland Center for Public Broadcasting, Owings Mills, Maryland.

This statement is an attempt to start a process of giving expression to the principles that underlie educational broadcasting. It aims to be not a collection of rules but a systematic formulation of the basic thoughts behind customs. Since the principles of educational broadcasting must grow out of practice, not dogma, this statement will be valuable insofar as it is useful to those educational broadcasters who will carry the process further toward clarification and guidance.

THE PRINCIPLES OF EDUCATIONAL BROADCASTING

I.

The necessity for educational broadcasting is entailed in the American people's need to know and to understand so that they can govern themselves. Educational uses of broadcasting are based on the American people's fundamental rights to both the means for education and the means for communication. These rights were formally stated at the beginning of our nation. The Northwest Ordinance of 1787 commands, ". . . schools and the means of education shall be forever encouraged." The Preamble to the Constitution gives legal justification to the encouragement of education. The First Amendment explicitly guarantees the people's right to communicate and to receive communication. The Supreme Court has repeatedly interpreted the intent of that amendment to be the preservation of an "uninhibited market place of ideas" not monopolized by either government or private interests. In the *Red Lion Case*, June 1969, the Supreme Court unanimously extended that guarantee to include broadcasting.

The encouragement of the means of education, the free exercise of religion, freedom of speech, freedom of the press, the right peaceably to assemble, and the right peaceably to petition the government for redress of grievances — each of these elements, and all of them together, must be redefined in new and broader ways to take account of the greater capacities that the electronic media provide. They provide greater capacities both for the exercise of these rights *and* for their abridgement. Therefore, the necessity for educational broadcasting grows corresponding to the growth of both the opportunities and the dangers.

II.

The justification of educational broadcasting is its single-minded service to the "public interest, convenience or necessity." "Single-minded" service means that it regards the listeners and viewers as the ends and itself as the means; that it has an economic base consistent with its social purposes; and that it has a set of purposes coherent, not conflicting, one with another.

For educational broadcasting the "public interest, convenience or necessity" can be defined essentially, though not precisely. The essence is its attempt to be a positive and constructive force in the lives of the people who listen and view. Only the listeners and viewers can decide what is positive and constructive, al-

though broadcasters must give leadership and use judgment and skill in offering opportunities; in all education the learners are the final judges of the value of their education, and educators must give guidance and assistance.

To exert a salutary influence on the lives of the people embraces all the areas of educational broadcasting. Defined broadly as purposeful learning, "education" can be considered to include the entire range of educational broadcasting; defined narrowly in varying degrees of formal or systematic learning, education can be considered to include only one subject or several subjects with other areas described in such phrases as "public affairs" and "the arts." Regardless, the intent to be a positive and constructive force in the lives of the listeners and viewers accommodates the various names, such as "non-commercial broadcasting," "educational broadcasting" and "public broadcasting." By whatever name, the point is that educational broadcasting must be evaluated not simply by what is broadcast but by what happens in the lives of people as a result of the broadcasting.

III.

The responsibility and freedom of educational broadcasting must be considered together as two sides of the same coin. Both derive reciprocally from the people's right to know and understand.

A workable relationship between freedom and constraint is always required. Clearly a major task facing the American people is to create a new relationship between the individual person and society — one, not of opposition, but of mutuality: a mutuality that enables the individual and the society to grow together, so that the more the individual is fulfilled, the more the society can accomplish, and the more the society can accomplish, the more scope there is for individual fulfillment. To make such a cycle operate successfully, it is important that the people's right to know and understand be exercised to the fullest possible extent in the most pervasive and powerful of all media of communications — radio and television.

Freedom is delegated to educational broadcasters by and in behalf of the American people. That broadcasters must use this freedom with responsibility is a truth so easily stated and so easily accepted that it means little, because arbitrary definitions of "responsibility" can negate freedom. Moreover, there is another part to a larger truth: *Freedom is a basic requirement for the fulfillment of responsibility.* This is harder to evade, because here the test is not how some person or group defines "responsibility," but whether *in actual fact* educational broadcasting serves the American people's right to know and understand. The test is not semantic, but *operational*: How much and in what ways does educational

broadcasting help the people govern their private and public affairs?

IV.

The goal of educational broadcasting is to give the people the widest possible access to the world through the media of radio and television. This statement of the goal provides a context within which several complex questions can be dealt with according to principle. For example:

1. Educational broadcasting should have, as a primary purpose, the use of its resources to facilitate significant instructional efforts at every level.

H.G. Wells observed cogently that human history becomes more and more a race between education and catastrophe. Yet education is severely handicapped by chronic scarcities of teachers, facilities and effective methods. Experience has already demonstrated that educational broadcasting, when committed as basic elements in major educational efforts, can help to overcome these critical deficits and constraints. Indeed, without educational broadcasting and its related technologies, there seems to be no real hope that education can win the race. Our commitment to this high purpose, therefore, must be first and foremost.

2. Educational broadcasting should seek to give individuals and groups reasonable access to the media. What is "reasonable access?" So long as that question is posed only in terms of "access to the media," it cannot be answered according to principle; all that those who must make decisions have to go on is a welter of conflicting demands for limited time and their own subjective judgments concerning "privileges." But when the question, "Who should have access to the media?" is aligned with the question, "How to give the people the widest possible access to the world?" there is a guideline for judgments.

3. Educational broadcasting should try to be truthful and fair — that is, to be accurate, objective, significant and balanced.

Accuracy involves attempts to keep to a minimum the errors that are inevitable because people are fallible and the media have limitations. Objectivity involves distinguishing as clearly as possible between reportage, background and context, interpretation, opinion and advocacy. It requires elevating loyalty to truthfulness and fairness above personal likes and dislikes. Significance involves attempts to help listeners and viewers understand what news, events and issues may mean to them and their community. Balance involves attempts to avoid distortion from no matter what forces.

4. Educational broadcasting should seek to enlarge the people's awareness of the world and of the range of opportunities and choices that are, or might be, available to them. This objective gives some guidelines for operating in sensitive areas. For example:

The necessity for educational broadcasting is entailed in the American people's need to know and to understand so that they can govern themselves.

One sensitive area concerns how educational broadcasting reveals the society to itself. To assume the responsibility for enlarging the people's awareness of the world and their range of choices is to affect the moral standards of society, either by changing them or by reinforcing them. Educational broadcasting cannot responsibly present either just the best or just the worst of our society, nor can it present both with complete indifference. It must make an active choice; to show both the best and the worst so that they can be recognized for what they are.

Another sensitive area concerns how educational broadcasting deals with social changes. Much of the confusion in this area is removed when one recognizes that changes are taking place and will take place regardless of what educational broadcasting does. The only question is: Will the people be aware of the changes that are occurring, the issues that are arising, the problems that must be faced and the choices that must be made? It is educational broadcasting's primary role to facilitate access to experiences, information, ideas, proposals and counter-proposals, arguments for and against, so that they are more aware and are better prepared to make their own assessments and conclusions.

Still another sensitive area concerns what is sometimes called "taste." Some will argue that educational broadcasting should not engage or permit others to use it for engaging in efforts to shock and offend for the sake of shocking and offending. Certain programs should perhaps be scheduled when children are not likely to be listening or viewing. Potential publics should be accurately informed on the nature of all programs to be broadcast. But, after agreeing so far, one must face the question: Is it possible for broadcasting to deal with real people grappling with real problems without dealing with materials, language and other expressions that some people consider lewd, vulgar or offensive? The question exists in broadcasts of the arts and humanities; it is central in programs where people who feel deeply about issues debate and discuss, harangue and denounce. The only way to avoid offending some people's "tastes" is to avoid treatment of problems that by their very nature are distasteful. The FCC properly gives broadcast licensees a wide latitude of judgment in matters of "taste" and "decency." But educational broadcasters should recognize that easy answers in defense of "good taste" and "decency" are often excuses to avoid the special obligations which derive from the need for people to have access to the world through the media, and the concomitant need for minorities to have access to the media.

5. Educational broadcasting should seek to enlarge the areas where radio and

television are permitted to cover public affairs. Sessions of Congress and the open hearings of its committees, open sessions of the Supreme Court and open sessions of regulatory bodies are examples of arenas where the people's business is being openly conducted and where, therefore, the people should have access through the electronic media. "Public affairs" should be defined broadly enough to fit the realities of American life, in which many policies affecting the people are decided in the open sessions or organizations that are not strictly "governmental," such as corporations, labor unions and professional associations. If such are open to coverage by the "press," defined as print, they should be open to the electronic media also. The American people now rely upon radio and television as the chief sources of their news and interpretation; therefore, the extension of electronic coverage into *all* activities open to the print media is essential to the people's right to know and understand.

6. Educational broadcasting should seek to be social media as well as electronic media. Two aspects may illustrate the point.

First, educational broadcasting can be a major instrument in the improvement of the political process, defined narrowly in terms of party campaigning and governmental decisions. It can slow down, perhaps even reverse, the trend toward emphasizing politicians' access to the media rather than the people's access to the politicians. By providing the voters opportunities to see the candidates exposed to sharp questionings, interviews and discussions, educational broadcasting can work to make campaigning more nearly a species of discussion, debate, examination and education, and less a species of advertising. Moreover, the political process is continuous, not merely episodic campaigns and elections. To the extent that educational broadcasting is able to report the activities of public officials — executive, administrative, regulatory, legislative and judicial — it may be able to clarify for the people not only the issues and decisions involved but also the interests that always underlie the issues and decisions.

Second, educational broadcasting can improve the political process defined more broadly to include the vast array of activities that are not explicitly political or governmental. It can provide access to the media for innumerable groups of voluntary and other organizations and groups that also conduct or affect public business, or that seek to influence public opinion and policy; at the same time it can provide the people with a wider access to this social world of "non-governmental" activities. By doing so under conditions that permit free expression and require free questioning, discussion and reply, educational broadcasting

can improve what might better be called the *social* process.

V.

The conditions for an adequate and effective system of educational broadcasting include the following.

1. All the intermediate authorities to which educational broadcasters must answer — licensed institutions, boards of directors, the FCC, local, state or federal legislatures — must also be subject to the ultimate source of common responsibility and freedom: the people's right to know, guaranteed by the First Amendment to the Constitution. Procedures should be developed according to which appropriate functions can be defined and assigned, freedom duly exercised and responsibility duly accounted for, all on the grounds of a common basic obligation.

2. The boards and staffs and advisory bodies of educational broadcasting must be made fairly representative of the American people. "Fair representation" can be achieved, not by formula, but by the intent to share power. To share power means to share both freedom and responsibility, beyond the narrow limits of the oligopoly that passes as "pluralism" in the American society today. It means to include in the corporate structure of educational broadcasting people who have the experience and the sensitivity to help make programming meet the vital needs of the American people.

3. The responsibility and freedom of decisions concerning programs must rest with the local stations, which must remain free to decide when to use and when not to use programming from other sources, and which must be free affirmatively to meet the needs and utilize the talents of their local communities.

4. Educational broadcasting must develop the professionalism it requires to exercise freedom responsibly and to meet responsibilities freely.

5. Educational broadcasting must receive appropriate allocations in the new electronic technologies that are opening up, such as cable television and satellite transmission.

6. Educational broadcasting must receive financing that is adequate, dependable, varied and isolated from political pressures.

VI.

Conclusion. Educational broadcasting must develop positive support from constituencies that value it both for what it means in their own lives and for what it means in the life of the American people — individuals and groups who receive financing that is adequate — *defending its freedom to serve them*. Thus the performance of educational broadcasting must be both a justifiable exercise of freedom and a convincing public education in the meaning of the people's right to know. ■

Who Are Those Guys?

Some years ago the Carnegie Commission perceived public television as a service covering "... all that is of human interest and importance which is not at the moment appropriate or available for support by advertising ..."

Noncommercial broadcasting was thus described by differentiating it from the commercial medium in terms of financial support rather than program content. But content is very much in the picture, because there have been and there continue to be areas of overlap in programming delivered by the commercial and noncommercial services. The latter's basic service aims at specialized programming that may attract only small audiences, while commercial broadcasting devotes its primary service to broad-appeal entertainment and information services, and a minority of its time to specialized audience tastes. This is a difference of degree — or primary function — and any comparison of which broadcasting service does the "better" or more "important" job really misses the point.

If noncommercial broadcasting largely duplicated the programming of the commercial medium, there would be no justification for supporting it with public funds. Nor would public funds be justified if it became so highly specialized that it catered only to the narrowest and most esoteric tastes. The proper area for public television programming lies somewhere between these boundaries. It is not really a question of commercial broadcasting catering to the mass or public broadcasting producing for the elite. It is a question of developing the public taste so that it responds to whatever is produced well, regardless of the source.

The individual in this country will find his interests fulfilled by both commercial and noncommercial television. The two systems are not rivals. They augment and supplement each other and make complementary uses of a common resource. Indeed, a complete United States television structure requires a healthy commercial and a healthy noncommercial system, each supplementary to the other. The issue — if there is one — is not who is serving the public interest better, but how both can serve that interest best. — *Herb S. Schlosser, President, NBC-TV*

American Broadcasting Company has long supported, and continues to support, the concept and services of public and educational television. ABC believes that public

and educational program services should develop to provide innovative offerings which should be diverse from those offered by the competing commercial networks and commercial stations. In order to give the public maximum diversity in over-the-air services, ABC particularly believes that public and educational programs should be directed to such matters, entertainment or other, catering to minority tastes or smaller groups in the American public. The programming should develop towards that which it is impractical for commercial networks to develop and offer.

ABC believes that the operation, program development and program service of all public television stations should be adequately funded in a manner to permit such stations to make long term plans. It is ABC's belief that these funds should be paid out of the general tax revenues of the Treasury. — *James E. Duffy, President, ABC-TV*

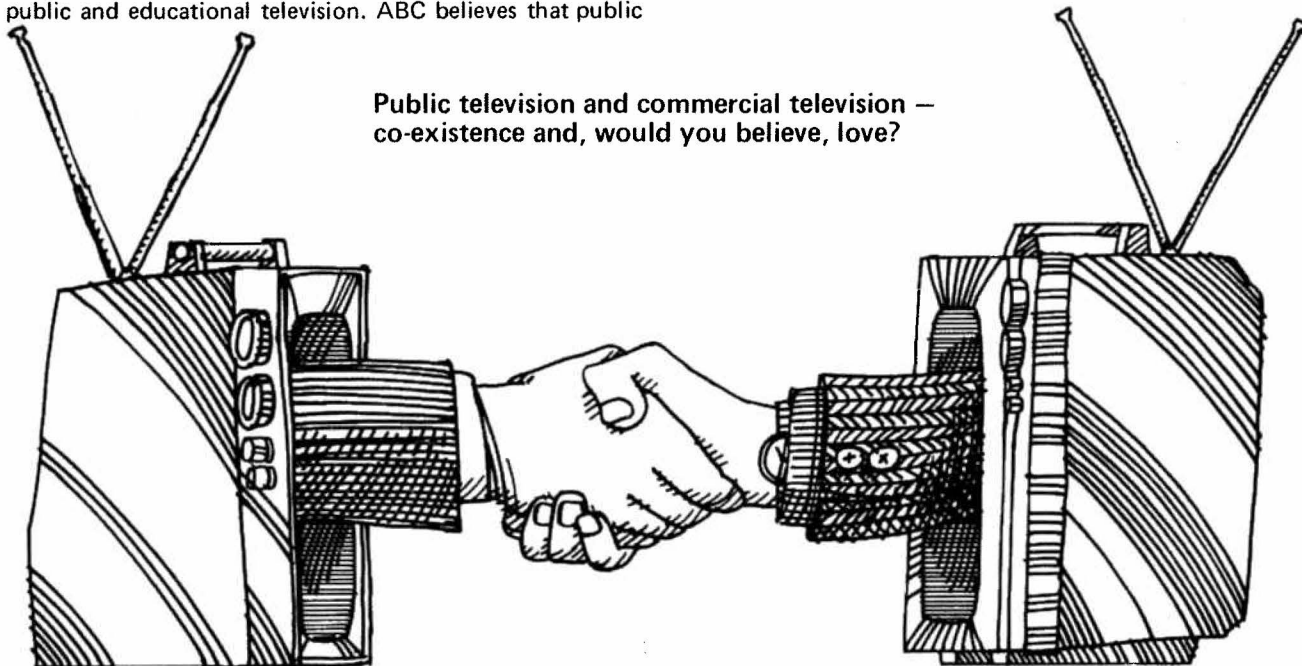
We at CBS Television Network regard our major function as seeking to appeal to most of the people most of the time. However, having said this, let me emphasize that we do not regard this as the complete definition of our obligations. We recognize that our responsibilities also involve being responsive to smaller groups with specialized interests. In short, we try to provide a rounded service that includes news and public affairs programming, as well as children's programming, sports and entertainment of various types such as variety, drama and comedy.

As for the role of Public Television, we think it has the same dual mission as commercial television — with one essential difference. Most Public Television stations schedule a larger proportion of programs designed to appeal to specialized groups and a smaller amount of programming aimed at the majority of viewers. With such a program mix, Public Television presents more formal educational fare, more program experimentation, and can serve to widen the interests of the general audience.

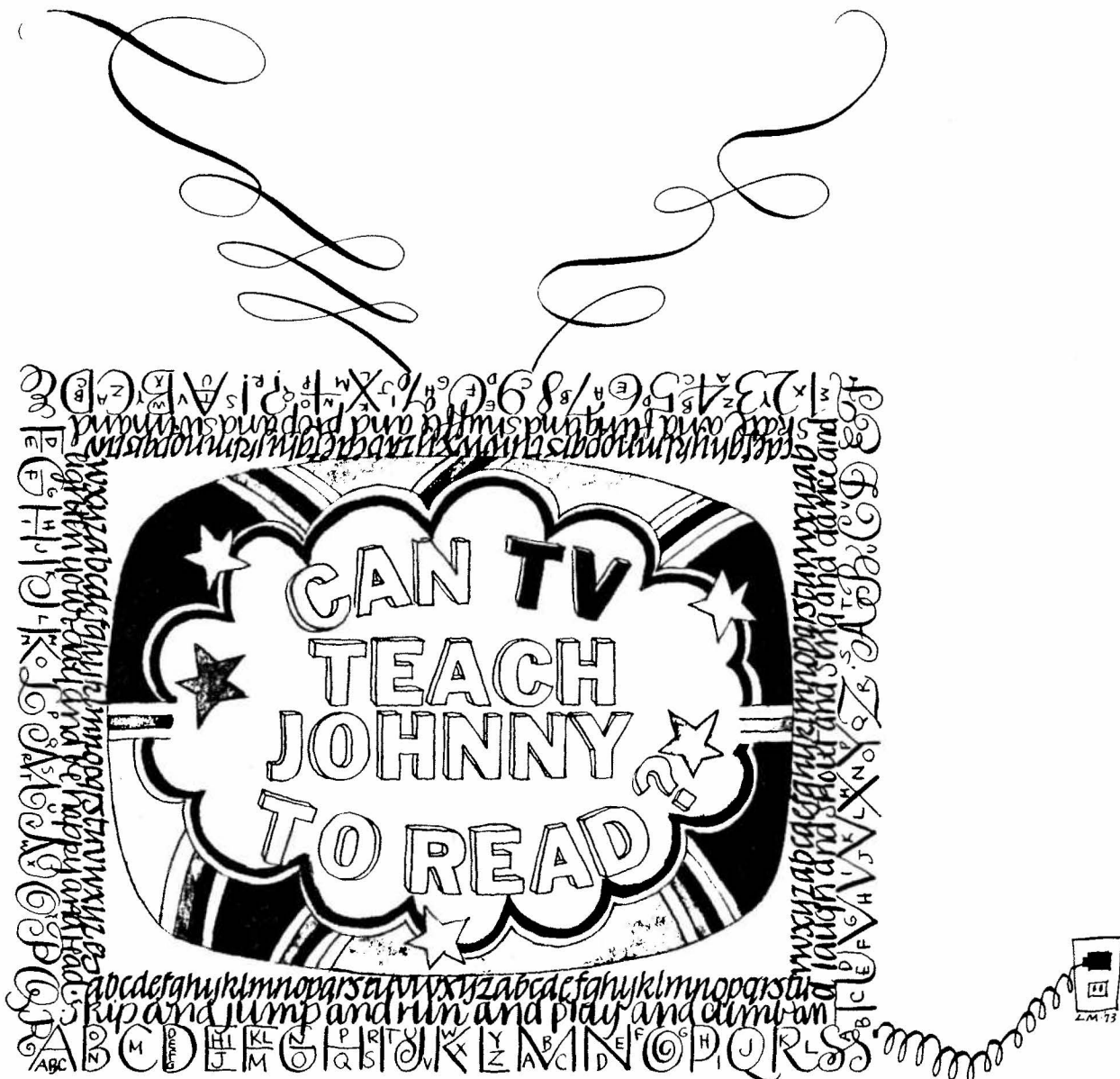
In short, while it can be said that Public Television and commercial television are competitive, it is equally true that the services are complementary. Together they provide the viewing public with a wider selection of choice than would otherwise be possible. Together they have made the American system of broadcasting the best in the world. ■

— *Robert D. Wood, President, CBS-TV*

Public television and commercial television —
co-existence and, would you believe, love?



Reprinted from the September 1973 Membership magazine of WPBT, Miami (George Dooley, President and General Manager)



Let's all sing:
 "School days, School days,
 Good old golden rule days,
 Readin' and writin' and 'rithmetic,
 Taught to the tune of the TV set."

by Greg Vitiello

Wait a minute. That's not how the song goes. Or does it?

Just walk into any metropolitan-area school this fall, and imbibe the sound of a TV set being rolled into the classroom. Then watch thirty or thirty-five kids lapse into silence as the electronic teacher takes over.

For the wary outsider with memories of *books* and stern pedagogues, this picture of the TV classroom is a bit eerie.

Greg Vitiello was a New York based freelance writer when this article was written.

Visions of culture shock dance in one's head.

But what if it helps them to read? says one small voice.

The mere word *read* is enough to arrest contempt and cause a pang of intellectual conscience. Of all the "r's," readin' is the most elusive, a national problem as ominous as pollution or the arrogance of power.

And yet readin' and watchin' seem to be the strangest of auditory bedfellows. This impression might be confirmed by one's first glimpse of *The Electric Company*, instructional TV's bonanza of singin' and dancin', electronic razzle-

dazzle and TV-targeted satire. *Electric Company* producers and researchers point proudly to the words that come swirling onto the screen, punctuating each skit with a syllabic or phonetic lesson. But the adult eye reverts automatically to actor Luis Avalos' puckishly-defined "Sanchez at the Bat" or Judy Graubart's purposeful muddledom as the Tarzan-inspired "Jennifer of the Jungle."

Ah, but what about the child's eye? says that nagging voice.

The time has come, dear reader, to admit the truth: yes, the child's eye does focus on the words that appear from the electronic void and linger lovingly on the

screen. Yes, the child's mind registers that word.

Can we therefore say *Yes, television is an effective classroom teacher?*

Perhaps. A very big "Perhaps," which will require additional years of testing, but an encouraging "Perhaps."

Here is what the studies have determined concerning *The Electric Company's* first season. (The program went on the air in 1971. Follow-up studies on the 1972-73 season are presently being conducted.)

From the Educational Testing Service ("Reading With Television: An Evaluation of *The Electric Company*"): "Television can be an effective classroom tool in helping first through fourth graders learn to read." Classes viewing *The Electric Company* "made significantly greater gains than non-viewing classes in the reading skills the program was designed to teach. The program had a clear and significant impact on its primary target audience — second-grade children who were in the bottom half of their class as indicated by standardized reading test scores — indicating the program was an effective instructional supplement for children who were beginning to experience reading difficulty."

The ETS sample of 8,363 children in some 400 classes concluded that the program was successful in almost all of the 19 major curriculum areas which it undertook. These areas include consonants; vowels; consonant "blends" such as "bl," "dr" and "st"; letter groups or chunks such as "ar," "ch" and "ar"; scanning for structure; and reading for meaning. The gains were recorded among all groups: boys and girls, blacks, whites and children of Spanish background. The program also rated high among teachers, who found it useful in teaching and reviewing certain reading skills.

From the Herriott-Liebert report on in-school utilization, conducted for the Children's Television Workshop (producers of *The Electric Company*): Within two months of its inception the program was being used in 45% of schools equipped to receive it (or, 23% of elementary schools nationwide). In schools where the program was viewed regularly, 80% of the teachers reported gains in their children's reading skills; this figure corresponds with the 80% who said their children were "very interested" in the series and the 85% who indicated that they had "very favorable" overall opinions of the series. Qualitatively, one-third of the teachers found "great improvement" in basic sight vocabulary as a result of children's viewing of *The Electric Company*; 24% noted a "great increase" in reading interest; and 28% felt their pupils had achieved a "great improvement" in decoding words.

Statistics do not a reader make. And both studies are quick to remind us that the sequel will be more illuminating that

the original. But while these patient researchers compile their questionnaires and codify their graphs, let us tiptoe stealthily into that electronic classroom where the dropping of a pin corresponds with the word "PIN" on the lower third of the TV screen.

On this journey, our Aeneas is Dr. Vivian Horner, director of research for *The Electric Company*. Like us, Dr. Horner was a doubter: "When I first took this job, I couldn't imagine any medium more ill-suited to reading than TV. But I've undergone a 180-degree change as a result of kid-watching."

With biology as its ally, Dr. Horner finds "the tube is ideally suited to teaching reading."

She explains: "Reading is a lot of fun once you know how to do it. But the process isn't. It's like asking children to put together a crossword puzzle, with the teacher giving them arbitrary cuts."

"But with television the dull, boring task of accumulating knowledge can be fun. The appeal of the medium itself grows out of its entertainment nature. *The Electric Company* has been successful in terms of creating an aura — making reading take on some of the aura of the television medium."

Dr. Horner admits to some abiding questions about the appeal of *The Electric Company*: "Why do they love it? Because it's a break from the routine? Because it's TV and they're hooked? The teachers' reports don't answer those questions."

Nor do they answer The Big One: Is it teaching Johnny to read?

"We don't know yet," says Dr. Horner. "But the program is teaching him reading skills."

In a sense, this answer gets to the heart of the reading mystique. For a six-year-old, learning to decode printed words might compare to an adult's dilemma at reading poetry in a foreign language. One is in the midst of symbols which defy any standard logic; one is groping for an analogy from prior experience. And too often all that teachers can feed one is: "It's good for you." So is spinach. But Popeye notwithstanding, I have never seen a child take to that vegetable with a virtuous palate.

Virtue notwithstanding, it requires time and patience to decode symbols. Not to mention *motivation*.

Part of the difficulty lies in what Bob Muttart of WNET School Television Service calls school's "artificial environment." Muttart, a former teacher who is utilization coordinator of STS, says: "We're using the medium to try to break down that four-walled environment."

But even the motivated child may be thwarted unless his efforts are overseen by the motivated teacher. Discussing the uses of *The Electric Company*, Dr. Horner says: "The series is as effective as anything else. But it's more effective when it's built in with teacher-

related activities. Compare it to a horse and rider. The horse can jump higher with a rider than he can alone. Together they can do things that neither could do alone."

Both the Children's Television Workshop and STS are adept at suggesting teacher-related activities. CTW prints a bi-weekly teacher guide indicating the curriculum to be covered by each show and suggesting activities and games the teacher may introduce in relation to the series.

STS provides seven hours of daily instructional programming (including *The Electric Company* and its sister series, *Sesame Street*) to member schools in the tri-state area. In an effort to enhance the teacher's "TV literacy," STS conducts three workshops at each member school. The workshops concentrate on sensory perception, a critical analysis of the TV medium (including a recognition of the "propaganda techniques" incorporated into TV commercials), and a primer in the use of videotape equipment.

The moral is: be the master, not the slave, of the medium you employ.

What are the chances that your child or your neighbor's child is peering blissfully at the TV set rather than the teacher during some time in the school day?

No precise figures exist. In the 100-mile radius of WNET's signal, there are some 3.2 million school children. By the end of this year, Muttart estimated that 500,000 children will be viewing STS programming. *The Electric Company* (seen in many schools independently of STS) is now available to elementary-school children in more than half the urban schools throughout the East Coast (and a significant percentage of suburban schools).

Then what of the others? Is "TV literacy" anathema among the schools not using *The Electric Company* and other instructional programming?

Drs. Robert E. Herriott and Roland J. Liebert, who conducted the utilization study for CTW, find that "deficiencies in the technical capabilities of schools [constitute] a pervasive limitation affecting nearly half of the elementary schools in the nation." Even where TV sets exist, they are often inaccessible, broken, or lacking the necessary antennae for quality transmission. At one nursery school which I visited, children were watching *Sesame Street* through a miasma of TV "snow." Pity those eyeballs, if not those minds.

Clearly, if ideology is not a factor for non-adopter schools, then the problem becomes one of administrative apathy. Even the tentative nature of the statistics indicates that *The Electric Company* deserves that half-hour of daily attention in the American classroom. For a child venturing into the strange territory of Reading Literacy, any guidepost becomes significant. ■

The People's Representatives Speak ...

For fiscal year 1974, the federal government appropriated \$47.5 million for CPB and \$15.675 million for facilities grants for public broadcasting. In addition to money, members of Congress and successive administrations have, over the years, shown considerable interest in and support of public television's design, growth, and funding.

It is worthwhile, then, to examine the words of some of the key congressional and administration figures who play major roles in public television legislation, to discover their feelings and concerns about the past, present, and future of public television.

At the PBS Members' Meeting in January, 1974, in Washington, D.C., the following addresses were delivered to station managers and board members of the nation's 150 public television licensees.



Rep. Torbert Macdonald (D., Mass.), Chairman of the House Communications and Power Subcommittee, challenges public broadcasting's lay leaders to become more involved in congressional relations.

I've been reading with great interest your attractive magazine called "The People's Business". It says almost everything that needs to be said about public broadcasting — but it's a big "almost".

What's missing, from my special point of view as Chairman of the House Communications Committee, is some pointed discussion about how you must make your voices heard in the Congress.

Every year since 1966, I've had to stand up in my subcommittee and in the full committee and finally in the well of the House of Representatives, and fight the battle for funding public broadcasting.

It's been a fight I've never shrunk from, it's been a good fight, it's definitely been a fight worth fighting, but sometimes it's been a lonely fight.

I know there have been excuses for the lack of organized support from the people to whom public broadcasting is a cause and a career — you were busy keeping your stations on the air, you were embroiled in guerilla warfare with other elements of the public broadcasting structure, or maybe you were just too busy or too lacking in understanding.

But the time for excuses has passed. As you know by reading the article on "The Federal Role in Public Television Funding", it is an arduous process to keep the money flowing to public broadcasting. What is not spelled out in that article, or hardly hinted at, is the vital role each of you must play in that complicated process.

Let me be blunt about the problem facing those of us in Congress who fight for public broadcasting: The Congressmen and Senators who oppose you, and there are more than you may think, oppose you because they don't have enough evidence that the people who sent them to Congress think you're important. Their mail and their visitors show concern with any number of things that are on their constituents' minds — the energy crisis, impeachment, foreign affairs, welfare, inflation — but almost never a word about public broadcasting. As a result, when Congressmen and Senators are asked to appropriate millions of dollars to keep your operations in business, they look in vain for some substantial expression of support from their people at home.

And quite frankly, they don't find it.

In the early years of fighting for funds for public broadcasting, this problem wasn't so serious — we were all striving for a high ideal, no immediate results were expected from such a noble experiment, Congress was willing to go along with a dream. But as the years have slipped by, and as the money has doubled and tripled, the men and women in Congress have begun to look harder and harder for results, for evidence that all this money has indeed made a contribution to their communities.

Now it looks as though Congress will finally be presented with a long-range financing plan, something that I have been asking for — and have been promised — for as long as the Public Broadcasting Act of 1967 has been public

law. Getting a commitment from Congress for long-range financing will be a tougher fight than any we've seen yet. We can look for the revival of all the old charges, regardless of how relevant or accurate they may be — Sander Vanocur and his \$85,000 a year, nude ballets, controversial public affairs, too much emphasis on foreign programs, and on and on and on.

I go to the floor of the House prepared to answer those attacks, and so far I've been successful.

When I was able to sound the alarm about the real motives of the White House in trying to cut off public affairs programming, my colleagues rallied to keep public broadcasting independent. The marching orders for Mr. Whitehead were evidently rescinded. For the past year, we've heard nothing from him about "elitist gossip" and "ideological plugola" on the commercial networks, and just as little about eliminating public affairs programs from public television and radio.

But I'm afraid there will always be attempts to influence public broadcasting. So be it. If you people continue to produce programs that aren't available elsewhere, and if you keep in mind the word "educational" that precedes your title, and if you take very seriously your commitment to quality programming, you will get all the support in Congress that I am personally able to generate for you.

But the big job is yours. You must see to it that the members of Congress from your states are kept informed of what you're doing, and you must somehow generate communications between your viewers and listeners and their elected representatives. Tell your Congressmen and your Senators about the reaction to your programs. See to it that they know you're making an impact on our communities. Get the word out, and get the word back here to Washington.

Because without that evidence of

your value to the people, the battles on your behalf will get tougher and tougher; and, quite frankly, they won't be worth fighting unless there is that evidence.

The people in Congress who were all in favor of the *idea* of a non-commercial, public broadcasting system must be shown that, after nearly ten years, the *idea* has been translated into reality. It seems to me that with your new organizational structure, the citizens who guide the destinies of the public broadcasting stations are in a position to make their voices heard. I was pleased to have been able to play some part in the negotiations between Ralph Rogers of PBS and Dr. Killian of CPB that resulted in the organization you have now – but again, that was the *idea*. Now we must see some results.

And we must hear about them in Congress, if there is to be any long-range – or even short-range – funding. And that's your job.



U.S. Senator John O. Pastore, (D., R.I.), Chairman of the Senate Communications Subcommittee, promises to take up the public broadcasting long-range funding bill as soon as it arrives from the White House.

I feel very much at ease here. In fact, you might say this is like an alumni reunion. Our alma mater is, of course, public broadcasting. How it has grown in the last quarter century!

In 1953 there was only one educational television station on the air. Today there are 241.

What has taken place is a tribute to the visionaries of our country –

To those in Congress who have persevered year after year in the belief that public television has something special to offer the American people.

To you in the industry who have consistently devoted your time and talent to the cause, even when it did not generate the support and enthusiasm it now does.

And lastly, but most importantly, to the steadfast and loyal audience public television enjoys. It has been these public-spirited citizens with their sense of excellence and their generosity who have provided the support and encouragement public television has needed so badly.

It would be misleading, as each of us here knows, to say public television has realized its potential and that its struggle is history.

I shall always be in the forefront of those who urge the medium on to higher achievement.

I shall always be in the forefront of those who insist that public broadcasting is not only entitled to, but must have, long-range, permanent financing.

A promise of long-range financing was the covenant we in the Government made when Congress enacted the Public Broadcasting Act, and called upon the dedicated men and women in the industry to renew and intensify their commitment.

Since that time, I have urged successive administrations to honor their part of the bargain and submit such a plan for Congressional action.

In order for public broadcasting to make the tremendous advancement it has, assistance from the Congress has been necessary.

First, there was the Educational Television Facilities Act of 1962 (ETV Act of 1962).

Five years later Congress acted again by enacting the Public Broadcasting Act of 1967. That act, of course, provided for the Corporation for Public Broadcasting.

Periodically since 1967, the Congress has had to enact legislation authorizing and appropriating funds for the Corporation.

The result of this kind of short-term, hand-to-mouth financing has necessarily been instability.

Realistically, we cannot expect the medium to attract top talent and produce quality programming when its financial life is a year-by-year proposition, dependent upon the disposition of the Administration and the Congress.

That public broadcasting has been able to give us "Sesame Street," "The Advocates," "Firing Line," and "Masterpiece Theater" is testimony to the genius of its dedicated men and women. They triumphed in spite of adversity.

You have, of course, had critics. There are those who have said public broadcasting has ignored its very reason for being – strong local stations; that you have instead created a fourth network in the genre of the three commercial ones.

I have never agreed with those critics. Happily, however, it is no longer necessary to argue with them, nor is it necessary to rehash history.

Your own organization – the Public Broadcasting Service – has been restructured so that the local stations are fully represented and other segments of the industry have a voice in the decision-making processes as well.

The recent agreement between your organization and the Corporation for Public Broadcasting also appears to be working well. I trust it will continue.

Here again, I believe the principle of strong local stations is fully recognized.

They *will* have a voice in deciding what programs the Corporation shall fund.

They *will* have a voice in interconnection and how it is to be managed.

They *will* receive Corporation grants to help make each a bedrock of localism.

Your achievements should not go unrecognized.

There are indications the Administration will send to Congress its long-promised permanent financing plan.

If that happens, the instability and uncertainty that has beset the industry will be removed. I promise you my Committee will move expeditiously when such a proposal is submitted.

You will then be able to get on with the job you have done so magnificently under such adverse circumstances. My congratulations for the past; and my support and best wishes for the future.



HEW Secretary Caspar Weinberger conveys a new emphasis for the administration's support of public broadcasting.

It is probably fair to say that mine is the only biography in the Congressional Directory, that lists a stint in Public Broadcasting at KQED as a major career accomplishment.

It gave me a strong belief in public television, and a familiarity with what more it can accomplish. Public television is such a very valuable national resource that we all, both those of us in and out of government, have a real continuing obligation to make sure that it does realize its fullest potential.

Our Department believes in it, of course. We are very proud of its historical contribution to public broadcasting. Health, Education and Welfare Department formulated the Educational Broadcasting Facilities Legislation and I think it is fair to say we played a significant role in the development of that Act, and our Facilities Grant Program has been a major catalyst in activating and improving most of the local public broadcasting stations. Since that program's inception about eleven years ago now, we've made grants of over 80 million federal dollars available on a matching fund basis that have been

I think, a real part of the whole public broadcasting system.

We have also contributed to programming consistent with our basic charter to meet the broad needs in the areas of health, education, and social services. Our support ranges from programs like Sesame Street to Medical Self-Help for the Aging, programs on alcoholism, drug abuse prevention, television captioning for the deaf, and a number of things of that kind, that have been in many ways, I think, a significant contribution.

We have made allocations — in this one field alone, educational programs — of something in excess of \$90 million, and that has gone to Public Broadcasting and general media related activities, and I see no reason to suppose that there will be anything less than that. It is a lot and we should be getting very substantial public benefit from it. We are, but I think we could get more.

I don't think public television has gone far enough in helping education itself. I don't think it entirely the fault of public broadcasting. I think there are great reluctances, and in many cases, great opposition to overcome within the existing education establishment, to get the fullest use — the fullest realization of the opportunities that public television offers and that is something that we have to try to overcome and try to ensure that it is overcome.

I would urge that you take into account a lot of the new technologies that are developing. Last week the President released the report of his Cabinet Committee on Cable Communications. It is a document that recognizes the great potential of cable television to provide diversity and choice by eliminating this limited number of channels that is in the broadcast spectrum. I think there has been a feeling that it doesn't concern people in Public Broadcasting. I think it does. I think they are highly compatible. I think the potential for cable to expand the educational and cultural and informational role that Public Broadcasting now performs is very great.

Specifically, I believe that the opportunities presented by the relationship between cable and public broadcasting, that have been developed in this report, can be enhanced in two very important ways. I think Public Broadcasting should rededicate its skills, experience, and energies, and facilities to use cable's abundance of channels so as to increase and improve the benefits which you, as broadcasters, are already providing, but on a necessarily technically limited area. And in this regard, I think legislative proposals presently being developed by our Department of Health, Education, and Welfare for submission at this session of Congress will seek to modify the present Educational Broadcast Facilities Act so as to allow public broadcasters to use their federally sup-

ported facilities to program cable channels, as well as over the air channels.

Secondly, people in public broadcasting can join with us in government in trying to seek new and innovative uses of cable communications so as to provide a very wide range of instructional and educational services to the public.

Satellite and computer technology is another area that can contribute, I think, to our efforts to provide better service to more people at lower cost.

In the past, I think, the amount of federal support has encouraged many stations to perhaps expand beyond the ability of their local communities to sustain their activities over the long term. It may no longer be appropriate to help fund, on a broad national scale, for example, any single distribution technology, such as the Educational Broadcast Facilities Act did fund. It would be, we think, inappropriate to fund, on that scale, all of the technology and distribution involved in expanding cable systems, but we do believe we can concentrate our efforts at the federal level specifically in conducting research and developmental efforts to learn whether adequate capacity and access exist to public services, and what we can do with cables, satellites, and things of that kind, and then help fund the application of those — the fruits of that research and development — in a way that you on the local scene would think best and feel should have the highest priority.

Public television stations are, of course, a unique and indispensable resource, but it is extremely important that the federal funding not be the basis for expanding the base which, when the federal funding may be contracted or changed, is a base which cannot be contracted along with it, and that is something that I think many of you are experiencing, and not just with federal funds either.

We believe that — changes of directions in a number of fields are going to be necessary, and that we believe that your existing establishment of some 250 stations is a very large, a very welcomed, a very worthwhile addition to the total broadcast potential of the country. We believe, however, it is more important to us now, as the federal government, to strengthen the existing stations, help them to move into color and even other technologies, than it is to fund on a shallow basis a lot of new stations who will, first of all, not have a firm enough basis of community support, and secondly, will not, with the funding that we would be able to do, be very much of an effective addition to any local community scene. We think it is now important to shift those priorities, and I have shifted the funding priorities of the Department under this Act, so that our first priority now goes to deepening and strengthening the stations that are on the air rather than an attempt simply to play a numbers

game and bring more and more into being, so that we can say we are 450 next year, and 550 the year after that.

Turning to another point, I think that it is important that public television not simply become another fourth network, matching commercial television in an attempt to improve rating and audience size. If that is the case, a little really will have been accomplished. We have three networks. I don't think we need a fourth, just like the other three. I think public television ought to be different, and I don't think it should be ashamed of the difference. I think the difference represents a gap that needs to be filled, which only public television can fill.

If we are to benefit from all these new technologies, we must be willing, I think, to pool our resources on a wider scale than perhaps had previously been considered practical. Some of the most attractive cost reductions offered by communications technology are economies that only become significant when populations larger than those in many states use the same service. The Agency for Instructional Television, and PBS itself already pool resources and provide a framework for further cooperation in the future.

I'd like to emphasize the importance I think should be attached to local broadcasting to develop their local programs, their local programming, rather than relying completely on materials developed elsewhere and materials that may not have the community orientation and take advantage of the individual problems and individual opportunities that exist.

The electronic media, especially the low cost multi-channel system of the future, really offers great opportunity, I think, to make the workings of government more comprehensible and understandable to the public, and provide the means for public instruction. Public television could give a lot greater attention, for example, to actual proceedings of national, and particularly of local governmental bodies. This isn't ever considered top rating material, or prime time programming in many situations. Frequently, it isn't. You frequently have to winnow out a great deal out of a public body's operations before some of the meat is there for the people to see and to appreciate, but that very process, of itself, is worthwhile because it can demonstrate the governmental process more completely, more clearly, than anything else.

You have the power of making the people's business more comprehensible to them, and also make the governmental agencies more comprehensible to the public. Sophisticated communications and computer technologies, of course, have problems that go with them. They pose threats to privacy and anonymity of the individual. The communications in-

dustify must organize and present information to serve society as a whole, and, at the same time, have in mind the very difficult, technical, and legal problems involved in safeguarding the interests of individuals in the process.

Finally, if Public Television is to serve as a vehicle for public information and public involvement in government, it is essential that everyone have access to the system.

My Department is particularly concerned that minorities and women participate in Public Television. This is not just a matter of good judgment or fair play, it is also a matter of law. I have directed our funding agencies and our Office of Civil Rights to seek full compliance and I urge each of you to examine your operations to assure the meaningful involvement of minorities and women.

You are engaged in work that I consider extraordinarily important, as well as, perhaps, a great deal of fun: but it is a tremendously vital work that need be continued, and the partnership that I think that has been very fruitful between the Department of Health, Education, and Welfare and Public Television is certainly going to continue. It is a very important thing for us all to realize that your government is very eager, very anxious to be a good partner in that effort.



Rep. Clarence J. Brown (R., Ohio), ranking minority member of the House Communications and Power Subcommittee, addresses the need for public broadcasting to serve education as effectively as possible.

My goals for public television — both as one of you, the people, and as Member of the House serving on the Communications subcommittee — are to insist on more local program decision-making and more emphasis on “education.” With this opportunity must go a heavy responsibility; increased emphasis on program production or “software” for educational broadcasting.

Let me quickly emphasize, however, that I do not oppose programming from the national level, nor do I oppose “cultural” programming or “public affairs” programming and the like — as long as each serves a specific need of the

public at the local community level, as well as nationwide. But I have been concerned, as CPB and PBS officials here well know, that too often the decision-making on such programming has sprung primarily from the top where the motives have often been more ideological than educational, or at the very least, where the primary motive has been to compete for commercial audiences and play down public service. When such programming is produced with such motives and pressure is applied from the top to local public broadcasters to “use it or else,” I shall complain publicly.

Hopefully, and I have seen evidence that it is happening, the public television industry is in a state of transition away from “top-down” ideological domination and toward increased local decision-making that can effectively find its way to the top of the structure. I feel confident that if the trend continues, a greater emphasis on educational uses of public television and radio will follow.

I believe you are now ready for the real challenge that was spelled out for you by the Carnegie Commission Report of 1967 and the Public Broadcasting Act of the same year.

To me, both emphasized *education* as the most significant purpose, and *local diversity* as the most significant method by which public broadcasting can serve America.

Because I think there is nothing more logical from an economic, social or political standpoint than to use the most efficient and effective technology in expanding the educational opportunities of the public, I want to see stronger ties between broadcasting and education.

Educational TV can offer training for the jobless to increase their employability; or for underemployed who need expanded skills for improving their career opportunities.

And, of course, there is a great need for expanding, via educational TV, the educational opportunities for the handicapped, the child with special learning problems, or the fast learner who needs more than can be gained in the classroom.

One of the major areas where educational TV can make an economic impact is by saving time and money for college-bound students. If they could obtain some of their basic course-work at home, or during the summer when they are also holding a job to help defray the family's cost of their education, it would be a great advantage.

Through television, “extension” can truly become a reality across many educational disciplines, as the need grows for relating one area of specialized knowledge to another because our whole storehouse of knowledge is exploding. Why should books be the only method of storing such knowledge and transmitting across educational disciplines and across generations? Why not video tape?

I'd like to give you a statistic I

heard the other day from Mr. Rogers. I'm talking about Ralph, the Mister Rogers who has switched his neighborhood from Dallas to PBS. It is that federal, state and local governments and private citizens are spending 97.3 billion dollars a year on education, and the figure is increasing at the rate of seven billion dollars a year — with no let up in sight.

But there is a growing dissatisfaction with that cost and with the results — the current productivity in education. With a declining birth rate and increasing expenses — particularly in labor costs because teaching is one of the last of the hand-labor industries — deteriorating economics of education could use some breakthroughs by linking up with the economics of broadcasting.

I am not suggesting that we turn public (nee educational) broadcasting over to the educators. I come from the Midwest where the first marriage of television and education was MPATI, the broadcasting of education television programs from an airplane flying above Purdue University. The educators dominated that one and it was a great disappointment when what they sent out to the public schools in the area was a dull professor standing in front of a blackboard. But that was a first marriage, so perhaps like Adam and Eve we couldn't expect it to be perfect.

I know it is expensive to produce software, and I know money is a problem. But I'd like to see CPB and PBS and the local stations devoting more attention to the production of it nevertheless. And I'd like to see you putting more pressure on the educational institutions to develop methods of using the software which is available. Then, as the existing educational television and radio programs are more broadly utilized, the demand for more and better programming is sure to increase.

At that point, when demand has been sufficiently stimulated you will further need to stimulate a part of that 100 billion dollar annual budget for education to start going into educational television software production.

I think the market is there, and I am confident we will see the day when it will be a profitable part of the industry which surrounds education. The book publishing field may never be replaced by the production of educational television programming. But then, who in Dr. Gutenberg's day would have predicted the end of the town crier or the wandering minstrel?

The opportunities for some really innovative educational programming are there. I would urge you, as I have urged others in the broadcast industry in recent months, to “Stop telling us what you can do and do it.”

Your starts have been auspicious. The opportunity is clear. Don't waste it. There are many of us who stand ready to help.



Rep. Daniel J. Flood (D., Pa.), Chairman of the House Labor-HEW Appropriations Subcommittee, appeals for public broadcasters to keep their representatives in Congress up to date on how they are serving their communities.

Public television means a lot to me. As Chairman of the Appropriations Committee dealing with health, education, welfare, and labor, I've been impressed by your potential over the years. I have done my very best to provide the kind of additional dollars to allow some of that promise to become reality.

Now you are beginning to talk about really significant sums of money. Now we on the hill are beginning to look into such areas as long-range financing for public broadcasting. But how much money is enough? Is one hundred million dollars a sensible figure? I've got to know.

And that means I've got to know a lot more about what you're doing. How have you used what you already have? Has some of your effort gone into programming that nobody really wants?

Remember, I spent many years in the theater and I've learned one absolute truth — the people out front are king. If the people are not served, you are out of business. You cannot have contempt for your audience, you must respect the audience no matter who they are.

I know how public television is doing its job in my own home town. I'm proud to have been a part of WVIA-TV right from the very beginning. It has become a mandatory part of the life of the community. More than any other single organization this station has made itself the focus of northeastern Pennsylvania. It is our Lyceum. It is our Chautauqua. Let me give you a good example. The greatest natural disaster in this nation's history hit our area in the great flood of 1972. When people of this area wanted to question the governing officials, when they wanted to hear what I had to say, or Congressman McDade had to say, or President Nixon's man had to say, or Governor Shapp had to say, they got their opportunity through public television.

Sure I'm proud of what we've accomplished in northeastern Pennsylv-

vania. Sure I'll continue to work my very best to get additional dollars so that we can expand service in northeastern Pennsylvania. But what about you? I don't really know what you're doing. I hear things from some other Congressmen and quite frankly it doesn't always measure up to my high expectations. I've got to be shown that public television can measure up all over the country, not just here at home in northeastern Pennsylvania.

I am not interested in glowing statements of Philosophy. I am interested in performance. My colleagues in Congress are interested in performance. The people of America are interested in performance. Well — are you performing?

If you are, then you've got Dan Flood working right along with you, all the way to the greatest future possible.



Rep. Harley O. Staggers (D., W.Va.), Chairman of the House Interstate and Foreign Commerce Committee, expresses his support for long-range funding for public broadcasting.

Public television is an endeavor that I believe in and have consistently supported from enactment of the Educational Broadcasting Facilities Act in 1962 to Public Law 93-84 which was enacted in August of last year and authorizes appropriations for public broadcasting through June 30, 1975.

Of course, that includes the Public Broadcasting Act of 1967 which was enacted into law soon after I became Chairman of the House Interstate and Foreign Commerce Committee. There is no legislation in which I take greater pride. It is the foundation of the public broadcasting which we have today. Without it there would probably not be a Corporation for Public Broadcasting or a Public Broadcasting Service.

I not only believe in public television, I know about it and I know many of the people involved in it. They are all dedicated, bright, and articulate men and women. You are engaged in the people's business just as we who are Members of Congress.

I know of no endeavor which holds out greater promise for the people of this great nation of ours than public television. There is no better means of

teaching, informing, and enlightening us or of truly bringing us all together and helping us to understand one another.

Whether the promise of public television will be fully realized for our people depends on you men and women who make up the Public Broadcasting Service.

In the year ahead, it is my hope that we, in the Congress, can act on legislation to provide for long-range financing for public broadcasting. Such legislation is long overdue. But now we have the report on long-range financing from the Corporation for Public Broadcasting, and I expect a bill on that subject to be submitted to the Congress in the not too distant future by the Administration. The long-range financing legislation which is enacted into law will be as important to the future of public broadcasting as the Public Broadcasting Act was in 1967. In acting on that legislation, we will need your counsel and your support.



U.S. Senator Howard Baker (R., Tenn.), ranking minority member of the Senate Communications Subcommittee, expresses his support for public broadcasting in a videotape message.

As to the historical events in the past year, it has become increasingly clear that public television is available to fill a most effective role in communications for this country. Without interruption it was able to provide immediate coverage of the political process in its constitutional prime. A guarantee that this coverage may not only continue but perhaps expand depends upon a national cooperative effort — just as legislation is dependent upon cooperation and individual support, so is public television. Financial support from the public means freedom for each station from advertising and other interests — freedom to continue its philosophy of programming — for each and every faction in each community, without pressure. Public television stations operate on a non-profit basis, so their interests lie in programming that is valuable to smaller, more limited groups of individuals. I believe in public television's right to continue that philosophy. And I think each American should, too.

The Realities of Long-Range Funding

by Joseph D. Hughes

Member of the Board, Corporation for Public Broadcasting
Chairman, Task Force on the Long-Range Financing of
Public Broadcasting

The matching formula seems to be by far the most likely to succeed in the current political scene.

When public broadcasters gather, they may disagree on all aspects of the profession except one – “it takes more money than they have to do what they feel is necessary.”

Money and financing are not glamorous subjects to most people. Figures, balance sheets and budgets are not creative challenges to this industry so dependent upon creativity for success. However, the pivotal factor for success or failure of public broadcasting in the United States continues to be stable, adequate, insulated financing.

Following the passage of the Public Broadcasting Act in 1967, we all looked hopefully towards expanded innovative programming. Plans for new stations blossomed. Regional networks took form and began operating. Local bodies took action in support of local and state facilities. The Corporation for Public Broadcasting was formed. Federal funds on a small scale were authorized.

However, no monies became available for CPB until 1969. No unanimity on a plan for long-range financing could be reached. Even for a while, no funds were available under the facilities program.

Now, five years later, public broadcasting may have turned the corner in our annual operations and income support. Now, we also have reasonable unanimity within the industry on a plan for long-range financing (5 years). This plan was developed by the Long-Range Financing Task Force over the past several years. It was presented to the Congress and Executive Branch as public broadcasting's recommendation for possible future legislation.

The Task Force plan provides for a reasonable level of funding over a five-year period. The level would be determined by the amount of money available from non-Federal sources which could be matched on a 50% basis by Federal funds. In other words, every two dollars the industry raised would be matched with one Federal dollar.

Such a Federal “matching” plan is a well-established method of Federal support. Its principal feature is creation of an “incentive” to increase non-Federal support. In this manner, the essential ingredient of localism will be maintained and enhanced. If public broadcasting is truly serving the needs of the people of each community, the

public will support it with their own dollars. This in turn will provide more Federal dollars, enabling public broadcasting to increase the quality and quantity of its service.

Based on the realities of the past and recognizing the present political climate, the Task Force didn't recommend an open-ended match. Instead, it recommended a ceiling be imposed on the annual Federal matching support. The recommended ceilings would increase in \$25 million increments each fiscal year from a beginning of \$100 million in the first year of the plan. Based on projections of the industry's needs on a year-by-year basis from 1975 through 1979, the Task Force has recommended matching fund ceilings of \$100 million in fiscal year 1975, \$125 million in 1976, \$150 million in 1977, \$175 million in 1978 and \$20 million in fiscal year 1979.

Because of the time lag that is created in the attempt to gather accurate statistics, the Task Force recommended that the Federal matching funds available in a given fiscal year be calculated on the basis of the amount of non-Federal funds raised by the industry in the fiscal year two years previous. For instance, the Federal matching funds made available in 1975 would be determined by the amount of non-Federal funds raised by the industry in fiscal year 1973. In the Long-Range Financing Task Force Report, this is referred to as “non-Federal non-duplicated income of the second preceding fiscal year.”

The next important fact underlined by the Task Force study was the staggering amount of money which would be needed to finance a high-quality public broadcasting system serving as much of the American population as possible. Building a system to reach 90 percent of the American population by the end of fiscal year 1979 was seen as an attainable goal by the Task Force but reaching the remaining 10 percent would double the costs. So the Task Force recommended a goal of 90% coverage.

Having considered the hard-money aspects of the Long-Range Financing plan, let us look at the points that were considered essential to the structure of the plan.

The principal share of operating expenses for public broadcasting will continue to come from non-Federal sources.

The Federal contribution is designed to provide incentives for increasing non-Federal financing.

The plan is designed so that no unreasonable burdens will be imposed upon any segment of the economy, but rather, that those who benefit - essentially the public at large - will be the source of funds.

A portion of the Federal funds appropriated will be returned to the stations on an equitable basis.

The need for insulation against undue pressures from any source is recognized as being particularly important with respect to the financing of programming.

The Task Force devised a plan which is both realistic and achievable. In 1972, for instance, Congressman Torbert Macdonald, the Communications Subcommittee Chairman, introduced H.R. 13928, that would have provided \$90 million for the current 1974 fiscal year. That legislation was overwhelmingly passed by the Congress, but was vetoed by President Nixon. In the Task Force recommendation of \$100 million for fiscal year 1975, public broadcasting was asking for little more in 1975 than Congress approved in 1972, but the industry was willing to go one step more - it would match each Federal dollar with two dollars of its own. The basic funding mechanism for public broadcasting operations would depend on local support of public broadcasting if the plan was adopted. That bedrock of localism which so many have expressed a wish to see manifested would be the operative force behind the funding of public broadcasting through Federal sources.

Public broadcasters cannot relax their efforts to raise funds from non-Federal sources. The fiscal year 1973 non-Federal income is currently being totalled and will probably amount to the estimated \$180,400,000, but the FY 1974 income base for determining FY 1976 matching appropriations is being compiled right now. In short, we

cannot afford to defer our fund-raising efforts. Indeed, we must redouble those efforts if we are to reach the goals we have set for ourselves.

In the past, state and local educational and governmental agencies have been a major source of non-Federal funds - about 50% of the total in FY 1972. Although some would voice the fear that Federal participation would bring about a decline in state and local government support, we cannot allow this to happen. Our clear responsibility is to understand and articulate industry requirements in such a way as to increase state and local funding rather than have it decline.

We must remind those elected officials, who are so inclined, that increased Federal participation comes about only through more - not less - state and local support. We must remind our education administrators that now is not the time to relax their efforts to sustain those vigorous, independent and well-equipped educational television and radio facilities that took so long to build.

We must enlarge our subscription base. Public broadcasting must be for and by all the people. Business and industry must be educated to the fact that public broadcasting has become an integral and necessary part of today's American life style and deserves more generous support than it now receives. Public broadcasting must show that the American people support it before it can ask for increased support from the Federal Treasury.

Public broadcasting finally has a long-range financing plan that has industry-wide backing and support. Let us guide it, fight for it - put forth every effort to see its fulfillment. Let us prove that we are, indeed, capable of fulfilling the promise of bringing quality, educational, noncommercial radio and television programs to the American people. ■



Public television deals in ideas:
It holds the minds
Of little children and adults.
A nation ignores this opportunity
At its peril.

England, Japan, Canada, Russia . . . know that.
Can we, in America, continue
To provide so much less?

Can these channels
Of culture, education and information
Continue on tokens and parcels of minimal support?
What inexplicable logic causes us
To hunger at the federal isle
As we continue
To be loved at home?

Let us support this communications marvel
Owned and controlled by the people
Of this democratic land.

NEVADA DEPARTMENT OF EDUCATION
NEVADA EDUCATIONAL COMMUNICATIONS COMMISSION

A G R E E M E N T

The Nevada Educational Communications Commission (Commission), and the Nevada Department of Education (Department), hereby agree to combine facilities, staff and funding to provide educational television to the schools and communities of Nevada. With Department operational funding and staff assistance, the Commission would develop the Nevada Educational Television Network (NETN), and operate the system from the Master Control Facility on the University of Nevada-Reno campus.

The Commission will construct an open-broadcast television network to serve the State's 239,213 viewers, including approximately 50,000 school children. The Commission will provide programming, engineering, production, utilization, ascertainment, and research and development as an integral function of the operation.

The Commission/NETN staff would construct, manage, program, and operate the network on a seven-day-a-week basis, 52 weeks a year. Yearly operating hours total approximately 4,420. The NETN system will provide:

- A. Broadcasting feeds to 41 communities from Master Control in Reno;
- B. Video and audio interconnect two-way between Las Vegas and Reno;
- C. Data transmission two-way Reno to Las Vegas - Las Vegas to Reno;
- D. Audio-visual production, dubbing, editing, and distribution in all State formats;
- E. Programming resource capability statewide;
- F. Live, tape and film production capability;
- G. Instructional materials broadcast with audio-visual dissemination;
- H. Printed materials distribution statewide coupled with the utilization process;

- I. Engineering support statewide assistance with receivers, antennas, video-tape machines, and production gear;
- J. In-service training workshops in cooperation with the Department; and
- K. Programming to serve elementary and secondary education, higher education, and the public.

The NETN will be licensed to the Commission, and the Commission will control policies and administration through its offices. Operating decisions will be handled by the NETN staff at the University of Nevada-Reno, with coordination through the Commission offices. Programming, production, and operation input will be provided by the NETN Committee for Instructional Elementary and Secondary Education, the Friends of the Network for community input, and a Higher Education Committee for post-secondary education. The Department would be represented through its member on the Commission, and through its membership on the NETN Committee.

Construction funding for the NETN will be requested by the Commission from the Nevada Public Works Board and the Department of Health, Education and Welfare Educational Broadcasting Facilities Program.

Operational fundings for the NETN will be requested by the Department from the 1977 Nevada State Legislature as a companion piece to the construction request.

The operational biennium requests total:

First Year:	\$ 96,106.00
Second Year:	<u>294,061.00</u>
TOTAL:	<u>\$390,167.00</u>

The Commission will provide an annual report in the type and form as mutually agreed upon to the Department.

The Department will also provide assistance to the Commission as mutually agreed on in the areas of:

- A. Research and development;
- B. Assessment of educational needs;
- C. Evaluation;
- D. In-service training; and

E. Curriculum planning and coordination.

This agreement is drawn with the understanding that the NETN activation is contingent on Nevada State Legislative funding.

THIS AGREEMENT is entered into on this 26th day of July, 1976.

By: *RL Burnoff*
Nevada Educational
Communications Commission

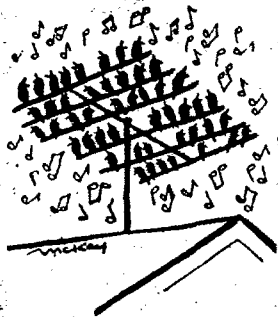
By: *John R. Smith*
Nevada Department of
Education

Terrence O'Flaherty TV Today

Think: Groin!

NO COMMERCIAL NETWORK could get away with "The Rock Follies," an occasionally fascinating, but excessively vulgar mini-series that makes its debut tonight on our Public TV channel, KQED at 10:45 p.m.

This is an updated version of the backstage dramas of struggling show girls made in the 1930s by Warner Brothers. This time around, it's the rock music scene instead of the Broadway musical comedy and the girls are tough instead of innocent. It has been called a satire on the rock music world, but its real intent appears to be somewhat more flattering than that.



One thing is certain: it's the rawest show on television. Nearly every obscenity and profanity in the street vocabulary is given an outing, including the The Big Four-Letter Word which is erased from the tape but is clearly evident. "Rock Follies" was a popular Thames TV series in England last season and "Rock Follies II" is planned for next season in Britain.

★ ★ ★

THIS IS THE story of Dee, Anna, and Nancy, who is also known as "Q," the star of porno movies. Each of the show girls is shackled-up with a kept man who is otherwise unemployed and generally despicable. One is a beach bum from America, another a dreamer, and the third a radical. They all sleep late — and also around.

Very classy material for Public TV, as you can plainly see.

The three girls meet during an attempt to revive an old fashioned boy-meets-girl musical called "Broadway Annie," whose director keeps telling them: "Keep it young and innocent, girls! Keep thinking: Peter Pan!"

When nostalgia folds out of town, the girls team up with the show's ambitious and scheming

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musical director to keep their rent paid and their boy friends happy.

"Rock is where the bread is," he tells them. "And there's never been a really good female rock group."

Spurred on by other advisers such as the music publisher who says: "Remember, son, if you want to make money, keep publishing crap!", the foursome works to develop a hard rock act that will attract the screamers.

"Sing from your groin, girls, not from your head!" says their musical director.

★ ★ ★

INSTEAD of "thinking Peter Pan," they learn to think "groin groin." And, frankly, I don't believe it was too difficult a transition for Dee, Anna and Nancy whose thoughts appeared to be below the belt long before they encountered Peter Pan. They are soon recycled into demim and leather and a singing group called the "The Little Ladies" is born. Their song: "I Don't Want A Da-Da-Daddy, I Want To Be A Woman!"

I don't need to tell you whether or not they become a hit (there are four more episodes to go), but their transformation would have been far more interesting if they had had farther to fall. There might have been more redeeming aspects to this premiere if scriptwriter Howard Schuman hadn't resorted so frequently to low-level humor.

I find it difficult to have much respect for anyone who slips in a line like this: "My dog goes everywhere with me — even when I pee."

Whatever happened to "educational television?"