

MINUTES

WAYS AND MEANS COMMITTEE

NEVADA STATE LEGISLATURE - 59TH SESSION

April 15, 1977

The meeting was called to order by Chairman Mello at 8:10 a.m.

PRESENT: Chairman Mello, Mr. Bremner, Mrs. Brookman, Mr. Glover, Mr. Hickey, Mr. Howard, Mr. Kosinski, Mr. Rhoads, Mr. Serpa, and Mr. Vergiels.

ALSO PRESENT: Bill Hancock, Public Works Board; Jack Lemen, Executive Director of Nevada Educational Communication Commission; Wally Kurtz; Jim Sale, President of Nevada PTA; Ronald Hawley, General Manager of Channel 10 in Las Vegas; Ernest Newton, Executive Vice President of Nevada Taxpayers Association; Bruce Arkell, State Planning Coordinator; Dr. Keith Pierce representing the Nevada Personnel Guidance Association; Assemblyman Sue Wagner; Jim Costa of the Department of Education; Chuck Knight; Kari Clements; Assemblyman Robert Robinson; Jim Lien; Fred Gale; Don Potter; Mel Kirchan; John Dolan; and Bill Bible.

SCR 16

Bill Hancock said this bill would allow the Public Works Board to utilize \$313,000 in unobligated general fund money that is a balance left over from the construction of the Clark County Community College in north Las Vegas for the construction of a service building which would consist of a shop building, fencing, vehicle shelter, a lighted yard, gas tank pumps, air compressor dispensers and miscellaneous paving. The State Public Works Board and the University recommend the use of this money for this purpose. They are bringing it to the Committee in this form because they did not feel they had the authority to construct it under the jurisdiction given them under the community college building in 1975.

Jack Lemen explained that Wednesday, they had passed out material to the Committee members which backs up their bills, the budget, and the agreement for the State Department of Education. Mr. Lemen read the attached presentation and directed the Committee's attention to the sheet containing a statement from the Education Department. (This is attached to the minutes.)

Mr. Mello commented that the three pieces of legislation amounted to \$2.4 million, and right now, we're about \$1.9 million over the Executive Budget. It will be a matter of setting priorities.

Assembly  
Mr. Kosinski asked how other educational television stations obtain their funding, and do they receive assistance from the state legislature? Mr. Lemen said the Sacramento KVIE receives funds from the Legislature through their community college system. It is a direct appropriation by the community college division. Asked what portion that represents for the total budget, he said somewhere around 40% to half. Then, they raise funds through fundraising and also from school districts who pay for their services. He continued by saying that they were hoping the state would pay the major portion for operating costs until they were established the first few years, and then once they have an on-going operation, fundraising will probably make up a good 80% of the total. Fundraising would include everything, such as grants. Mr. Kosinski asked if he were including money from the school districts, and he said to begin with, no. Later on, yes.

Mr. Mello asked whether or not the schools in Washoe County are hooked up to the cable. Wally Kurtz said yes. They are hooked up to Channel 6 and contribute some to the support of programs through Valley Instructional Television Programming, which covers most of the central

California valley. He said they are paying about \$10,000 a year for use of those programs. Mr. Mello pointed out that they do, then, actually have educational television in Washoe County, and Mr. Kurtz said they have it in those schools where there is teleprompter cable; about 2/3 of the schools. Mr. Mello asked why the other schools don't have it, and Mr. Kurtz said it depends upon where the cable goes. There are outlying areas that cannot get the services. That is one of the reasons Nevada needs educational television.

Mr. Howard asked about the initial cost of setting this up in a school district. Mr. Lemen said it would be extremely beneficial to start with four television sets in each school. They would also ask that someone who works in media or curriculum be released to them on a part time basis to assist with utilization efforts in the school district. They would estimate somewhere between \$3500 and \$4000 for each school district up to around \$10,000. He added that the system is going to build and they are coordinating when that happens the ESEA Title IVa program which pays for TV sets and tape machines in school districts. So there is more federal money available to take care of that problem.

Mr. Lemen stressed that they are not pleased, and he said neither is Washoe County School District, with the quality of incoming programs on cable. He said they need to have their own materials for Nevada.

Jim Sale, President of Nevada Parent Teacher Association read the attached presentation.

Wally Kurtz said that after being an elementary school principal a number of years in Sparks, one of the assignments he took when moving into the central office was to monitor the development of instructional television in the county. He said they approached it quite a bit on a trial basis, because like anything new, there was a lot of opposition to it. They worked with NECC, and one of the first things they did was develop some program time over Channel 2. Over the years, he has reported pretty regularly to the Board of Trustees. Eventually, they tied up with the teleprompter cable, and he said now, he can't meet the demand for getting cable into classrooms, because in order to get it over teleprompter, there has to be a cable drop put in the room, as well as a television set. Mr. Kurtz stressed that instructional television programming has vastly improved in recent years, and there is a tremendous demand for it in the schools.

Mr. Serpa asked who would end up developing the program, and would it be uniform throughout the system. Mr. Kurtz said they will either buy programs or rent them. The ones they choose would be evaluated by running them a couple of weeks for teachers to look at.

Mr. Howard asked about the basic cost per year per school district to utilize this facility, and Mr. Kurtz said he did a study on this for the Board a couple of years ago. If you include buying programming, his time, the cost of sets, and maintenance, it comes to around \$2 to \$3 per student currently, which would run around \$60,000 to \$70,000 per year. That trying to figure everything; overhead, depreciation on sets, etc.

Ronald Hawley of Channel 10 in Las Vegas said that in most states in the rural areas that don't have public television or instructional television, the state has provided funds.

Mr. Hawley said Channel 10 has been on the air since March, 1968, and at present they have 3,000 to 5,000 homes watching the channel on a regular basis. They also provide service to the state of Nevada via shows such as the Newsnight 10 show which covers the Assembly.

Mr. Hawley distributed copies of the most recent monthly guide for Channel 10. He said Clark County School District has spent \$2,645,042

on equipment and equipment related items. This includes the wiring of all the schools and the television receivers. They have received from the federal government \$589,500 of that \$2,600,000. The Clark County School District itself since 1972 has spent \$447,000 in 1972-73; 1973-74, \$424,000; in 1974-75, \$470,000; in 1975-76, \$488,000 out of their general operating fund for television.

Mr. Hawley said they aim their programming at the elementary schools, basically because of scheduling problems in the secondary schools. They find that 93% of the primary grade teachers use instructional television, and 66% of the intermediate teachers do.

Don Potter, Vice Chairman of the Education Communications Commission read the attached statement.

Testifying in opposition to A.B. 324, 325, and 326 was Ernest Newton, Executive Vice President of the Nevada Taxpayers Association. He said A.B. 324 is funding for the continuation of the NECC, and his opinion is that this Commission devotes a major portion of its time and effort to what are essentially lobbying activities. After ten years of activity and expenditure of some \$.75 million, there are those, he said, who insist that all will be lost if these appropriations don't come through. But, he said, other than the lobbying activities, the Commission has done a good job of developing a library of tapes and films that will continue to be available to the schools. If it has indeed been a loss, better to accept it as such now rather than spend more money.

A.B. 325 is essentially the funding for the construction of a delivery tape service for tape and film programs distributed throughout the state at a cost of some \$2,376 million. Mr. Newton pointed out that almost all television broadcasting involves tapes, and money could be saved by continuing to use the mail or whatever to deliver the programs.

The final matter is the proposed development of a state public broadcasting system network. He said every community in the state is now served by at least one commercial network, and usually three. He emphasized the danger of developing a state owned and operated television network that could become a political tool for whatever group of forces are currently involved.

Bruce Arkell commented that he is also a member of the State Public Works Board, and all requests for capital improvements proposed by agencies come before that Board. The construction of the network which is A.B. 325 was presented to the Board during the normal process and was turned down. It was placed on a list that was not submitted to the Legislature, partially because there were some real questions about where the funds were going to come from on operating. He said everyone wants the program as long as someone else pays for it.

The capital construction was a large item, and they didn't feel it was justified for recommendation for funding of the Legislature. Concurrently, he said, he was also working on the Board bill A.B. 278 which in effect transferred the functions of educational television to the Department of Education. The statement in the recommendation of the report was that if the decision is made to continue the function, it should be transferred to the Department of Education. If it is not, the function should just be repealed. The Assembly Government Affairs Committee on Wednesday recommended in A.B. 278 that the functions be entirely repealed from the statute. Basically, their position was that they have had time to make it work, and that should be the end of it.

Mr. Mello commented that the Ways and Means Committee has always been extremely good to education, and that the Committee has probably boosted education more than any other committee. He said with an approximate state population of 630,000 people, we are spending about \$440 million on education. About \$260 million or 57% or that is general fund money. The Legislature has requests of \$2.4 million in these three bills. And A.B. 151 coming up calls for more money. For a \$454 million budget for the biennium, requests for money exceed \$600 million. This calls for establishing priorities.



A.B. 151

Assemblyman Sue Wagner said she had the original bill drafted at the request of some individuals in Washoe County. She said she thought the concept of elementary school counselors is an important one, because this offers a preventive step to eliminating future problems. She said she did feel, however, that the projected fiscal impact of the original bill was too substantial and would prefer to support the pilot project effected by the proposed amendment, to see what kind of effect it would have in the schools.

Dr. Keith Pierce then read his testimony, which is attached.

Mr. Mello asked if Dr. Pierce felt that the school districts recognize the merit of the pilot program, or the counselling program in general. Dr. Pierce said the three school districts in particular that have been suggested for this project have consented to the idea of having counselors. The objections to A.B. 151 as first proposed were for the categorical aid aspect.

Mr. Mello then asked why is it that they cannot go into the program as outlined in this bill using the monies they are already receiving. Dr. Pierce said this would be possible only if they restructured their priorities.

Mr. Mello asked Mr. Costa how it could be done, and he said for example, if they had a 20 teacher school and they wanted to increase the pupil-teacher ratio, they could pick up a teacher space. He said he thought Clark County or Washoe do it now with respect to teacher aides and so forth.

Chuck Knight commented that it seemed that if ten counselors were already in existence, a demonstration project was already in effect. Another important point, he said, is that if and when a district desires to establish elementary counseling, it will be established. He said he didn't think the value of this program had been demonstrated to administrators and school boards in the state to the point where they were willing to take regular fund money and put it into that particular category. Mr. Mello agreed, saying that he felt like this pilot program was a backdoor approach. He added that he thought they ought to be able to show the Committee the value of the program now, not later. He said he thought school administrators ought to be able to realize this to be top priority and that they have the funds to do it now.

Wally Kurtz said he agreed with Mr. Mello but that in Washoe they have a plan which will slowly but surely enable them to implement counseling in all the schools.

Mr. Costa said he had testimony that was prepared for A.B. 151 as it was originally printed, so he didn't think it would be pertinent to this hearing. A copy of the testimony he prepared is attached to these minutes.

Mr. Kosinski continued questioning by asking if they had developed a set of criteria for use in determining the effectiveness of the pilot program within a single biennium, and Dr. Pierce said they had not drawn up a particular program. He said that would be worked out in conjunction with the state department and the people in Clark County. But, he added, they could very well address absenteeism, underachievement, reducing behavior problems, etc.

Mr. Kosinski said it seemed to him that to develop the proper statistical basis for making the determination as to whether or not these counselors were effective would be especially important. And it would require more than four people throughout the entire state over a two year period. Mr. Kosinski asked why they had not already gone in with a set of criteria such as this to determine a counselor's effectiveness.

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Dr. Pierce said there was a survey made of teachers and principals in relation to the work of a counselor at Lemon Valley School two years ago which resulted in testimony which strongly supported that work. And Mr. Kosinski then commented that they were convinced that the counseling program is going to be effective, yet they are still asking for support for a pilot program. The decision of the committee has little to do with whether or not the goals of the program are valuable; the decision is whether or not a million dollars can be put into this pilot program.

Kari Clements from Sparks Middle School addressed the Committee regarding the need for counselors, especially in the elementary grades.

#### A.B. 292

Assemblyman Robert Robinson said this bill is similar to A.B. 277, and that the primary difference is that it provides for those refunds of taxes on producers of energy from renewable type sources. Section 2 enumerates solar radiation, wind geothermal, and solid wastes. There was quite a debate, he said, on how to get described a renewable source of energy and prohibit the taxing benefit from the use of natural gas or some of these other things that are expendable and not renewable. This bill does get around the constitutional problem of tax exemptions on property by allowing them to pay the taxes and then have them refunded similarly as with the senior citizens tax relief bill. The concept of the bill is to try to encourage the investment of capital into those facilities which will create energy without using up natural resources.

Mr. Robinson said Mr. Lien is going to try to give the Committee an idea of what to expect on this. There are limitations on it; on page 2 it limits the amount that can be refunded and the total amount in no case would the refunds ever exceed the capital investment that was made into it, so over a period of time by the tax refund could maybe recapture their capital investment on it, which would be to the benefit of the public. It does allow for these amounts of refunds.

Jim Lien said this particular bill is geared to commercial or non-residents. They have surveyed all of the counties in an attempt to determine what may be in the construction stage or planned construction and have been able to come up with no major commercial construction underway or planned within the year. They do know that there are in existence certain types of commercial activities such as hydroponic that works off of geothermal, an explosive plant which has heating and processing through geothermal. As a result of that, all they can basically ask if for a sort of reserve type of appropriation for unplanned or unforeseen things which might possibly hit the tax roll prior to June 30, 1979. That reserve they would suggest should be approximately \$30,000 in order to offset what may be commercial establishments that could possibly be on the tax roll prior to 1979.

#### A.B. 633

Eileen Brookman addressed the Committee on this bill, saying this would revise pensions for future Governors of the state of Nevada. Mr. Mello said that presently, the Governor can pay into the public employees retirement if he chooses to, but he cannot become vested because he can only serve eight years. This would make him able to draw retirement after serving eight years.

Mr. Howard said he was not opposed to the bill, but he is opposed to the 50% retirement factor after eight years. He added that the Governor's salary had just been raised to \$50,000 a year. This would mean that after eight years, at age 60, he would get \$25,000 a year retirement. Mrs. Brookman asked if the bill could be amended so that a certain percentage of his salary is put in, and Mr. Mello commented that in some states there is a fixed amount. He then appointed Mr. Kosinski to work on this and report back to the Committee.

S.B. 87

Fred Gale testified that this bill was set up two years ago to look into the aspects of the county and municipal records so that the Division of Archives could assist counties and cities in trying to get rid of a lot of junk stored in various courthouses throughout the state. Also, to devise a retention schedule to determine what is historical, and what is permanent and vital as far as records are concerned. The essence of this bill was that the Division of Archives would assist the counties in either microfilming or pulling in all of their permanent and vital records so as to create some order. Attached to this S.B. 87 was a fiscal note which calls for \$13,550 for the fiscal year 1977-78, and \$13,950 for 1978-79. He said this will permit him to make an in-depth study of each of the county and city records aspects. He added that he would need an additional position in the record center and additional money for shelving. Also, he wants to get a separate phone line for the counties and cities to call on.

Mr. Howard said he is having trouble with this piece of legislation, as well as that which was passed in 1967. He said he was aware that this Legislature has passed legislation time and time again for every county for microfilm. He said he knew these counties had been micro-filmed, so why did they have to go in there and start policing other counties on a state level?

Mr. Gale said that visiting the counties, he understood their problem is cost. He agreed that a majority of the counties are microfilming. He said he didn't want to set himself up as a dictator, but he did not want to see a lot of junk get into the State Archives. This could happen since many of the city and county clerks have not been trained as to what is and what is not a permanent, vital record.

A.B. 395

Jim Lien said this bill does two major things. It changes the senior citizens property tax assistance program income level for those who would be eligible from \$10,000 to \$15,000, and secondly, on page 2 changes the categories of percentage of refund or credit memorandum, etc. or what would be applicable to the property tax of those eligible senior citizens. The formula itself as to what percentage they would return back is reduced from seven categories down to five categories. The addition of \$15,000 over \$10,000 they anticipate would add 1500 new eligible senior citizens in the next fiscal year. With the change of formula for rebate or refund, they anticipate that the cost of the program in the first fiscal year would be \$1,670,000. They do have a breakdown by category.

Mr. Mello asked why this didn't coincide with the fiscal note, and Mr. Lien said they have been revising fiscal notes every time they got a new bill to work with. Statistics keep changing as data comes in. Because of the refund program which is now in effect, the final reports are still coming. He said the second year would be \$1,830,000. That is predicated on 11,786 eligible senior citizens.

Mr. Mello asked how they had come up with these figures, and Mr. Lien said the figures are predicated on what the latest report to them was. Their current recipients and the evidence which is now coming in for the new filings which are occurring. Filings for senior citizen relief is now underway in seventeen counties. There was an increase of 10% projection for refunds, and a 6.8% increase in applicants based on the best figures they have to date, increased eligibility.

Mr. Mello asked if they could be high in their figures, and Mr. Lien said yes, but they could also be low. Mr. Mello asked about their projections in the past; what was their batting average? Mr. Lien said one of the reasons they have increased them is because they have gathered more data. The first year they had little or no action because the restrictions were so stringent that they were only able

to refund \$70,000, so they couldn't really use figures of eligibility there. The figures they have now are predicated on two things. One, a series of people who have been ruled ineligible because they had incomes over \$10,000 and strictly what is now occurring in the filing in 17 counties. Mr. Mello said they overestimated \$446,389 in 1975-76, and they'd probably have the same for 1976-77. Mr. Lien said 1975-76 and 1976-77, they did not estimate. They used the full \$1.2 million. That was included in the Executive Budget, and they indicated under evidence at that time that they probably would not be utilizing that full amount. That was an Executive Budget decision to include the \$1.2 million. There were no changes in formula. The formula that was set up at that time was not predicated to use the full \$1.2 million.

Mr. Mello said he wondered how much of the money the Governor has in his budget is going to be left over, and Mr. Lien said they know at the end of this fiscal year, there is going to be approximately \$400,000 left over. They know the budget that he has given for the next biennium, because of the category changes suggested, the formula changes being suggested, that with existing eligibles they would use the full \$1.2 plus extra.

Mr. Mello said he would appoint Mr. Lien, then to work out a compromise on this one with the Governor. He asked him to report back on the 17th of April when the Committee meets at 1:00 p.m.

A.B. 623

John Dolan said the Committee will recall that they requested a bill which would do something about the prohibition in paragraph b of the Interim Finance Committee regulations. In effect, what paragraph b does--he said for years has been to hamstring the committee, and they haven't been able to really make any allocations from the contingency fund. So as a result of that, looking on page 2 of Subsection 4, ever since 1973, an extension has been made so that paragraph b would not be effective. This was done in 1973, 1975, and 1977 in order to be able to make allocations from the \$3 million that has now been appropriated to the contingency fund. The Ways and Means Committee had requested a bill which would then extend the date to 1979. The Senate Finance Committee asked for a bill that would simply delete paragraph b. The bill drafter looked at both bill requests, and it was his judgment that the most appropriate way to handle the problem was by deleting paragraph b. He then put the deletion of paragraph b in the Ways and Means bill draft request and talked to Senator Lamb, who withdrew his request to delete paragraph b. So, rather than getting the bill which extends the date to 1979, A.B. 623 actually deletes paragraph b.

Mr. Howard made a motion DO PASS on A.B. 623, seconded by Mrs. Brookman. The motion was approved.

SCR 16

Mr. Glover made a motion DO PASS, seconded by Mr. Hickey. The motion was approved.

S.B. 87

Mr. Howard made a motion for indefinite postponement on S.B. 87. The motion was seconded by Mr. Bremner. Mr. Kosinski asked to amend that motion to provide for the repeal of all provision in NRS relating to the State Archives, and that a provision be included in the Secretary of State's powers to provide that any documents he thinkh have historical value, provide for the keeping of those documents and all other documents the agencies will get rid of at their own pleasure. Mr. Serpa seconded this motion.

Mr. Glover commented that he thought it was too late in the Session to be getting involved in something as controversial as this, and Mr. Mello agreed, saying this should have been brought up when the Committee was hearing the budget. Mr. Kosinski said he had brought this up when talking about putting the functions of the Archivist in the State Museum. He pointed out that there had not been an appetite



for it, but added that he would withdraw his motion. Mr. Howard's original motion for indefinite postponement was approved.

A.B. 292

Mr. Kosinski made a motion to amend A.B. 292 to provide the \$30,000 for the biennium. The motion was seconded by Mr. Bremner and was approved. Mr. Kosinski made a motion DO PASS as amended, seconded by Mr. Bremner. The motion was approved.

A.B. 151

Mr. Serpa made a motion for indefinite postponement of A.B. 151, seconded by Mr. Howard. The motion was approved with Mr. Vergiels voting NO.

A.B. 324, 325, and 326

Mr. Vergiels suggested that the Committee not kill off the thing completely, but that they be allowed to come back next Session. He made a plea for continuing their operations and emphasized that they are developing some materials that are valuable to education. He said he personally felt that this would eventually be funded, and that it would cost more to start over on it later.

Mr. Howard pointed out that every year, he asks the same question--how much will it cost the school district to implement the program. He said testimony had revealed \$3,000 to \$4,000 and added that this could not be a true figure. TV sets and other equipment would add up to more than that. He said the rural counties couldn't accept a program they didn't have the funds for. He said if the Committee went along with these bills, they were going to be funding this for 17 counties.

Mr. Howard made a motion for indefinite postponement on A.B. 324, A.B. 325, and A.B. 326. The motion was seconded by Mr. Serpa and was approved. Mr. Vergiels and Mrs. Brookman voted NO.

The meeting was adjourned at 10:50 a.m.

April 15, 1977

T E S T I M O N Y

Assembly Ways and Means Committee

AB 324, 325, 326

Friday, April 15, 1977

Mr. Chairman, Members of the Committee:

The Nevada Educational Communications Commission Board and staff would like to thank you for this opportunity to address these three bills today. The bills you have before you really represent the culmination of ten years of activity on the part of the Commission to secure funding and provide a system by which Nevadans can program for Nevadans.

As you know, the Educational Communications Commission is involved in planning, development, and programming in the telecommunications areas throughout the State and also represents State entities and the Executive Branch in Washington and the various regional and State associations. Over the years, we have programmed and produced instructional materials for county school districts. We have effected change in Washington on the development of programs for educational telecommunications, and we have continued the emphasis started in 1967 with the development of the Commission and the activation of Channel 10 in Las Vegas. AB 324 addresses that need and the continuing need for planning, organizing, and programming materials for various school districts, the university system, and communities throughout the State. This bill represents a request for funding to continue the Commission for two more years, so that we might provide these kinds of services to the various State entities. AB 324 primarily includes the operation of the Educational Communications Commission office,

staff, and board here in Carson City. It is obviously tied to the proposed activation of the educational television network, although within the framework of the funding request for AB 324, there are functions that have been ongoing since 1967. Most of those functions are advisory/consultancy services and representation services throughout the country. To give you a very quick idea of how involved that is, the Commission is represented before the Corporation for Public Broadcasting, the Public Broadcasting Service, Department of Health, Education, and Welfare, Federal Communications Commission, the Office of Telecommunications Policy in the White House, the Rocky Mountain Public Broadcasting Corporation, the Western Educational Network, the Western Educational Society for Telecommunications, the National Association of Educational Broadcasters, the Nevada Parent Teacher Association, the Nevada Advisory Council for Children and Youth, the Community College System Telecommunications Board, the University of Nevada System Radio and T.V. Board, the Nevada Instructional Television Network Committee, and the Nevada Translator District Association. Most of these activities provide engineering/consultancy services, planning services, and programming services for the State, and effect change at the federal level, which in turn benefits the State with funding and programs. The ECC represents a cross sampling of State educational leaders throughout Nevada who have worked with the Commission and the staff over the years to develop the best plan to provide services within Nevada to Nevadans. AB 324 truly provides this capability in the future and enables us to branch out into the areas of providing real time instructional services to the many rural communities of Nevada and the Reno-Carson City area.

AB 325 is what we refer to as the network bill. This bill



represents a request for funding to construct the Nevada Educational Television Network. Many of you have seen the plan for the network and know the amount of work and time that has gone into it. We are asking for these construction funds at this time for a number of major reasons. As you know, the Commission has been building towards development of this communications system since 1967. Beginning in 1974, a new plan was developed along with new engineering and ascertainment to truly serve all communities economically in the State who do not have the benefit of educational and public broadcasting. Throughout the three and one-half year period from 1974, we have considered every possibility to make this proposal the most economically feasible system and yet provide a quality signal to the various communities. The request for \$1.76 million will provide for construction of this system throughout the State to serve forty-one communities. This appropriation is matched after approval with a \$600,000 grant from the Department of Health, Education, and Welfare. Total construction costs, therefore, are \$2.376 million. This fund, coupled with the University of Nevada-Reno contribution of facilities, space, and equipment, the State Communications Board contribution of free use of fourteen mountain top sites, Channel 10's contribution of some program services and network feeding from Las Vegas to Reno, and some other State agencies contributions of mountain top sites brings this construction cost down to what we think is a very economical estimate. Upon completion, the system will provide open circuit broadcasting capability in forty-one communities to their schools, businesses, and homes. It will also provide new capability in these communities in many areas not programmed or utilized previously.

Almost every consideration made by this legislature can be

effected by the network. One example is the extension of the new four-year medical school, so that emergency medical training, doctor's training, and nurse's training, and for that matter patient-client interviews, can be conducted by the network, therefore effecting cost-savings. We have twenty to thirty various cost savings possibilities which we think will surface, once this system is fired up. Most of the information concerning the programming and utilization of the network can be found in the network plan, which you all have. The important thing now I think is to recognize that there are a number of major partners in this project who have worked extensively to provide services to us and vice-versa, to help us in the development of this system. The single, most important development along those lines has been the signing of an agreement between the State Board of Education and the Educational Communications Commission, whereby the State Board would provide services and funding to operate the television network, in return for broadcast capability for teachers in county school districts, primarily in the inservice training and instructional areas. There has been a lot said during this session about accountability, competency, and basic skills. There has also been a problem with educators explaining their activities to this legislative session. Like everyone else in this country, I can say that the key to that problem is communications, and that's a general statement. But just what is communications? Now we think we have the answer to that question. We think it's providing you and your communities with materials to show what various educational institutions are doing, to explain how it's done, and to provide that formal or informal instruction to those schools. It's very simple to identify a new program, pay for it, and operate it. It's another story to understand

it and let the people understand it. The latter point is where our problems lie, and we think we can do a great deal in this area to communicate that information to you and to the communities that you serve and to your schools.

AB 326 requests funds to continue for two more years the T.V. Satellite program. We are requesting funds this time so that we might fire up July 1st of this year with satellite receiving dishes in nine locations in the State. We do have a federal application for use of those dishes pending at this time. If we are unable to receive federal approval, we will come back before this body to request discontinuance of the program. At this time, however, we are asking for the funds so that we might tell Washington that we have a viable administrative function in Carson to back up our request. Some of you might remember the T.V. Satellite program which was set up in rural areas and received the ATS-6 Satellite programs from NASA. We brought career awareness education programming and materials to school districts throughout the State. We are now proposing that if we are approved, we will bring emergency medical training programming, higher education, and possibly something in the area of metrics to these communities. We hope you will agree with us, that this program has been very, very successful and continue to support it throughout the next biennium.

I didn't want to take a lot of time today with what I call "educanese." You need facts, - primarily financial facts, and as you know this is our first time to address the confusion caused by these bills and others. We have a number of major points to make, and I'll try to make them very quickly, so that someone else might talk.



First of all, there are three bills here which really continue our operation. The AB 325 document, of course, pays for the construction of the television network. There is one factor missing, and that is the work program request to fund the operation of the television network, which is located in the State Department of Education budget. That budget has been closed as far as we know and it is not recommended. Therefore, it's important for me to inform you that those funds obviously would have to be restored in some fashion to enable us to actually start the construction of the network. If those funds were appropriated, we would be into our final survey and filing our application in Washington by early Fall of this year.

Concerning the support question, and many of you have asked about this, we have statewide support. We don't know of really any dissenters, to speak of, and all the school districts want this program. Many of them are worried, of course, about legislative actions concerning their money and they feel that this should be a new program over and above any appropriation for education, of which we agree. But I don't think proper information has been provided to explain just what kind of funding we're talking about.

You see before you three bills which total in your minds a great deal of money, and you've also seen our recap sheet which shows what we've done and how much we've expended to reach this point.

There are a couple of factors missing. For example, the Department of Health, Education, and Welfare is going to give us \$600,000 to build this thing, and the funds for construction don't stop there, future construction funding is available. The amounts of those grants are really unknown, except in previous years. From 1967

to 1977, ten years, we would have qualified for \$1.2 million worth of construction funds if we would have had a legislative appropriation to begin. This is one side of the story - construction. The other is operating, and that is the one that many people are not familiar with, that during that same ten year period we would have qualified, if we were on the air, for \$550,000 in direct operating grants to the network. Those two money amounts are really what has gone to other states to benefit their programs, while we have attempted to activate our system here in Nevada.

In the future, by around 1982, we will be receiving from fund-raising and the Corporation for Public Broadcasting, a total of \$275,000 a year. Now obviously we're counting on that money. We are not worried about receiving it. It takes a lot of hard work to get it, but through auctions, fund-raising, private donations, memberships, and the community service grant from the Corporation for Public Broadcasting, we think we can receive that amount of money. This is not designed to offset a legislative appropriation, it is an addition to a legislative appropriation, but it does cause one thing we are very happy about, and that is that the legislative appropriation for the operating budget for the network yearly will probably not go up except with salary inflation. Now that yearly amount is roughly \$290,000. The additional fund-raising income will be used to provide the special programs requested by the citizens of the State and the school districts and the university system, to be programmed on the network. That money more than anything else causes us to have the flexibility to actually provide the programs needed within the State. We now have a list of 200 programs, those that have been requested, which we intend to program by using these funds.

There has also been a lot of talk about school districts. If they want it so badly why aren't they paying for it? I have battered that point around now for three and a half years, and frankly, I wish someone would ask me just point blank, what the story is on the school districts. Obviously, I am not going to wait for the question, I'm going to give you an answer. Those school districts have attended meetings since 1964. That is thirteen years. They have contributed to this planning. They have worked with a number of our programs. They have really gone out of their way to achieve this plan for educational utilization, but everyone wants to know about money. They have contributed between the years of 1971 and 1974 \$138,000 directly to this agency to provide for engineering for the network. That money has been expended totally and is now what you see before you in the silver NETN plan.

And now to briefly review, you have before you materials delivered by this office Wednesday, which recaps the activities of the Commission. There are some key points in there and I hope you do review that material. To bring this discussion into perspective on that recap sheet, I think it is important you understand, contrary to newspaper articles, that the NECC has expended \$570,000 to reach this point as far as the network is concerned. That is the portion of our budget over the ten year period which has been expended for the network. You also have a copy of the State Department of Education contract which spells out our role with them in assisting us to build the network and operate it, and you have the budget. This is the first time you've seen the budget to match the bills and it does not exactly parallel the budget as submitted to the Governor last Fall. We also have attached a copy of the operating budget for the television network,

even though it's a State Department of Education request. Therefore,  
it is only showing you the work program authority. I'm prepared  
to discuss that budget with you and to answer any questions that  
you have at this time.

Thank you.

Jack A. Lemen  
Executive Director  
Nevada Educational  
Communications Commission

# # #

AB 324, 325, 326 DEPARTMENT OF EDUCATION TESTIMONY

The Department and Board of Education have been deeply involved in telecommunications planning and development since 1964. The Board of Education has had a master plan for education in Nevada since 1969, which includes an objective to develop and implement the statewide inservice training program for teachers and administrators and to develop a plan for statewide implementation of educational television. The Board and Department of Education have worked closely with the Educational Communications Commission over the years to assist in the development of this year's proposal for the educational television network, and continuation of the Educational Communications Commission, and the T.V. Satellite Program.

On July 26, 1976, the Department of Education and the Educational Communications Commission signed a formal agreement to set up the mechanics by which the Department of Education would provide funds for operation of the television network and some services, and the Educational Communications Commission would provide a statewide broadcasting system. The Board and Department of Education now asks that the Assembly Ways and Means Committee give serious consideration to these three bills and their ramifications. As one of the major partners in this endeavor, funding for the activities included in these bills can provide services not now attainable in Nevada's schools and communities.



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 deferments.

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.

## SATELLITE FACT SHEET

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.

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:

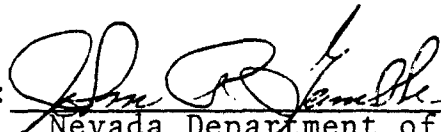
- A. Research and development;
- B. Assessment of educational needs;
- C. Evaluation;
- D. In-service training; and

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 26<sup>TH</sup> day of July, 1976.

By:   
Nevada Educational  
Communications Commission

By:   
Nevada Department of  
Education

STATE OF NEVADA  
 BUDGET OFFICE  
 AGENCY REQUEST FORM  
 06/15/76

AGENCY NO. 101-3130 ED COMMUNICATION COMM

SEQ. NO.	SUB-ACCT ITEM	DESCRIPTION	1975-76 ACTUAL	1976-77 WORK PROGRAM	1977-78 AGENCY REQUEST	1978-79 AGENCY REQUEST
5000	00-2501	REGULAR APPROPRIATION	56,933.00	57,122	68,279	65,730
5010	00-2511	BALANCE FORWARD	1,495.71	6,905	6,905	6,905
5020	00-2516		6,905.30	0	0	0
5030	00-4007		148.00	0	1,000	1,000
5040	00-4173	RESTRICTED REVENUE	6,825.00	5,654	7,150	7,150
		SUB-ACCOUNT TOTAL	72,307.01	66,681	83,334	80,785
5050	01-5100	SALARIES	28,759.33	34,970	37,358	38,015
5060	01-5200	INDUSTRIAL INSURANCE	257.76	705	720	729
5070	01-5300	RETIREMENT	2,319.86	2,827	2,879	2,922
5080	01-5400	PERSONNEL ASSESSMENT	370.00	315	321	325
5090	01-5500	GROUP INSURANCE	630.00	1,152	1,152	1,152
5100	01-5700	CONTROLLERS ASSESSMENT	34.89	52	53	54
5110	01-5850	UNALLOCATED SALARY	.00	3,051		
		SUB-ACCOUNT TOTAL	32,371.84	43,072	42,483	43,197



STATE OF NEVADA  
 BUDGET OFFICE  
 AGENCY REQUEST FORM  
 06/15/76

AGENCY NO. 101-3130 ED COMMUNICATION COMM

SEQ. NO.	SUB-ACCT ITEM	DESCRIPTION	1975-76 ACTUAL	1976-77 WORK PROGRAM	1977-78 AGENCY REQUEST	1978-79 AGENCY REQUEST
5120	02-0000	OUT-OF-STATE TRAVEL	0	750	3,050	3,050
5130	02-6100		128.10	0		
5140	02-6130		107.09	0		
5150	02-6140		45.18	0		
5160	02-6150		125.47	0		
		SUB-ACCOUNT TOTAL	405.84	750	3,050	3,050
5170	03-0000	IN-STATE TRAVEL	.00	3,500	5,500	5,500
5180	03-6110		46.78	0		
5190	03-6200		1,002.00	0		
5200	03-6210		237.82	0		
5210	03-6230		16.00	0		
5220	03-6240		534.77	0		
5230	03-6250		1,091.27	0		
		SUB-ACCOUNT TOTAL	2,928.64	3,500	5,500	5,500
5240	04-7010	OFF SUPPLIES & EXPENSE	191.43	400	500	500

STATE OF NEVADA  
BUDGET OFFICE  
AGENCY REQUEST FORM  
06/15/76

AGENCY NO. 101-3130 ED COMMUNICATION COMM

SEQ. NO.	SUB-ACCT ITEM	DESCRIPTION	1975-76 ACTUAL	1976-77 WORK PROGRAM	1977-78 AGENCY REQUEST	1978-79 AGENCY REQUEST
5250	04-7020	OPERATING SUPPLIES	187.38	150	450	200
5260	04-7030	COMMUNICATIONS EXPENSE	294.42	2,500	3,500	3,500
5270	04-7031		285.92	0	0	0
5280	04-7032		74.79	0	0	0
5290	04-7033		212.04	0	0	0
5300	04-7040	PRINT DUPLICATING COPY	648.46	800	800	900
5300	04-7049	AGENCY PUBLICATIONS			450	450
5310	04-7050	INSURANCE EXPENSE	36.45	50	50	50
5320	04-7090	EQUIPMENT REPAIR	168.81	100	500	500
5330	04-7110	OTHER BUILDING RENT	4,904.72	5,100	5,355	5,623
5340	04-7130		69.36	0	55	60
5350	04-7140		7.10	0	0	0
5360	04-7210	EDP SYS PROGR FAC CHR	444.68	100	400	200
5370	04-7300	DUES AND REGISTRATIONS	75.00	200	500	500
5380	04-7320	INSTRUCTIONAL SUPPLIES	147.83	200	500	500
SUB-ACCOUNT TOTAL			7,748.39	9,600	13,060	12,983

STATE OF NEVADA  
 BUDGET OFFICE  
 AGENCY REQUEST FORM  
 06/15/76

AGENCY NO. 101-3130 ED COMMUNICATION COMM

SEQ. NO.	SUB-ACCT ITEM	DESCRIPTION	1975-76 ACTUAL	1976-77 WORK PROGRAM	1977-78 AGENCY REQUEST	1978-79 AGENCY REQUEST
5390	05-8300	OFF FURNITURE & EQUIP	132.10	200	1,686	0
5500	05-8400	SPECIALIZED EQUIPMENT			2,500	1,000
		SUB-ACCOUNT TOTAL	132.10	200	4,186	1,000
5400	11-7060	CONTRACT SERVICES	6,825.00	5,654	8,150	8,150
		SUB-ACCOUNT TOTAL	6,825.00	5,654	8,150	8,150
5410	12-0000	NEV TV NETWORK CONT	.00	6,905	6,905	6,905
		SUB-ACCOUNT TOTAL	.00	6,905	6,905	6,905
		AGENCY TOTAL	21,895.20	0	83,334	80,785

AGENCY HEAD APPROVAL:

*Jack A. Smed*

STATE OF NEVADA  
 BUDGET OFFICE  
 AGENCY REQUEST FORM  
 06/15/76

AGENCY NO. 101-3134 T. V. SATELLITE

SEQ. NO.	SUB-ACCT ITEM	DESCRIPTION	1975-76 ACTUAL	1976-77 WORK PROGRAM	1977-78 AGENCY REQUEST	1978-79 AGENCY REQUEST
5000	00-2501	REGULAR APPROPRIATION	26,526.00	26,748	36,355	32,802
5010	00-4398	PROJECT GRANT	2,000.00	0	0	0
5020	00-4981		1,500.00	0	0	0
5030	00-4982		421.00	0	0	0
	SUB-ACCOUNT TOTAL		30,447.00	26,748	36,355	32,802
5040	01-5100	SALARIES	21,425.37	34,374	21,434	21,403
5050	01-5200	INDUSTRIAL INSURANCE	257.09	694	404	402
5060	01-5300	RETIREMENT	1,725.22	2,769	1,610	1,604
5070	01-5400	PERSONNEL ASSESSMENT	354.00	309	180	177
5080	01-5500	GROUP INSURANCE	390.00	768	384	384
5090	01-5700	CONTROLLERS ASSESSMENT	34.89	52	30	30
	SUB-ACCOUNT TOTAL		24,186.57	38,966	24,042	24,002
5100	02-0000	OUT-OF-STATE TRAVEL	.00	800	1,400	1,400
	SUB-ACCOUNT TOTAL		.00	800	1,400	1,400

STATE OF NEVADA  
 BUDGET OFFICE  
 AGENCY REQUEST FORM  
 06/15/76

AGENCY NO. 101-3134 T. V. SATELLITE

SEQ. NO.	SUB-ACCT ITEM	DESCRIPTION	1975-76 ACTUAL	1976-77 WORK PROGRAM	1977-78 AGENCY REQUEST	1978-79 AGENCY REQUEST
5110	03-0000	IN-STATE TRAVEL	.00	1,800	1,800	1,800
5120	03-6200		348.00	0	0	0
5130	03-6210		9.37	0	0	0
5140	03-6250		171.17	0	0	0
		SUB-ACCOUNT TOTAL	528.54	1,800	1,800	1,800
5150	04-7010	OFF SUPPLIES & EXPENSE	83.54	100	150	150
5160	04-7020	OPERATING SUPPLIES	.00	100	150	150
5170	04-7030	COMMUNICATIONS EXPENSE	138.16	500	900	900
5180	04-7031		408.35	0	0	0
5190	04-7032		30.15	0	0	0
5200	04-7033		94.62	0	0	0
5210	04-7040	PRINT DUPLICATING COPY	126.69	110	150	300
5220	04-7050		27.99	0	0	0
5230	04-7060	CONTRACTUAL SERVICES	.00	250	7,163	3,500

STATE OF NEVADA  
BUDGET OFFICE  
AGENCY REQUEST FORM  
06/15/76

AGENCY NO. 101-3134 T. V. SATELLITE

SEQ. SUB-ACCT  
NO. ITEM

DESCRIPTION

1975-76  
ACTUAL

1976-77  
WORK PROGRAM

1977-78  
AGENCY REQUEST

1978-79  
AGENCY REQUEST

5240 04-7300 DUES AND REGISTRATIONS

500.00

475

600

600

SUB-ACCOUNT TOTAL

1,409.50

1,535

9,113

5,600

AGENCY TOTAL

4,322.39

16,353

36,355

32,802

AGENCY HEAD APPROVAL:

*Jack A. Simon*

1082



NEVADA EDUCATIONAL  
TELEVISION NETWORK - NETN

STATE OF NEVADA  
BUDGET OFFICE  
AGENCY REQUEST FORM  
JUNE 15, 1976

WORK PROGRAM AUTHORITY FOR THE EXPENDITURE  
OF THESE FUNDS FROM A GRANT FROM THE NEVADA  
DEPARTMENT OF EDUCATION.

<u>SUB-ACCT ITEM</u>	<u>DESCRIPTION</u>	<u>1977-78 AGENCY REQUEST</u>	<u>1978-79 AGENCY REQUEST</u>
00-2501	GRANT-DEPT. OF EDUCATION	\$ 96,106	\$ 294,061
00-4398	PROJECT GRANTS	0	60,000
00-4007	GRANTS, GIFTS, AND DONATIONS	0	1,000
SUB-ACCT TOTAL		\$ 96,106	\$ 355,061
01-5100	SALARIES	\$ 50,531	\$ 151,951
01-5200	INDUSTRIAL INSURANCE	1,020	3,068
01-5300	RETIREMENT	4,072	12,256
01-5400	PERSONNEL ASSESSMENT	455	1,368
01-5500	GROUP INSURANCE	1,152	3,840
01-5700	CONTROLLER'S ASSESSMENT	76	223
SUB-ACCT TOTAL		\$ 57,306	\$ 172,711
02-0000	OUT-OF-STATE TRAVEL	\$ 3,500	\$ 3,500
SUB-ACCT TOTAL		\$ 3,500	\$ 3,500

SUB-ACCT ITEM	DESCRIPTION	1977-78 AGENCY REQUEST	1978-79 AGENCY REQUEST
03-0000	IN-STATE TRAVEL	\$ 4,500	\$ 4,500
03-6220	VEHICLE MAINTENANCE	3,000	5,400
SUB-ACCT TOTAL		\$ 7,500	\$ 9,900
04-7010	OFFICE SUPPLIES AND EXPENSE	\$ 1,000	\$ 1,000
04-7020	OPERATING SUPPLIES	250	500
04-7030	COMMUNICATIONS EXPENSE	5,000	5,000
04-7040	PRINTING, DUPLICATING, COPYING	1,250	1,500
04-7048	ANNUAL REPORT	500	750
04-7049	AGENCY PUBLICATIONS	500	1,000
04-7050	INSURANCE EXPENSE	2,000	5,000
04-7060	CONTRACTUAL SERVICES	1,000	2,200
04-7070	OTHER CONTRACT SERVICES	0	12,500
04-7090	EQUIPMENT REPAIR	2,000	3,000
04-7110	OTHER BUILDING RENT	1,200	2,400
04-7130	UTILITIES	7,000	14,500
04-7300	DUES AND REGISTRATIONS	250	500
04-7320	INSTRUCTIONAL SUPPLIES	2,250	9,500
SUB-ACCT TOTAL		\$ 24,200	\$ 57,350

NEVADA EDUCATIONAL  
TELEVISION NETWORK - NETN

STATE OF NEVADA  
BUDGET OFFICE  
AGENCY REQUEST FORM  
JUNE 15, 1976

3.

SUB-ACCT  
ITEM

DESCRIPTION

1977-78  
AGENCY REQUEST

1978-79  
AGENCY REQUEST

05-8400

SPECIALIZED EQUIPMENT  
(SPARES)

\$ 0

\$ 5,000

SUB-ACCT TOTAL

\$ 0

\$ 5,000

11-7060

CONTRACT SERVICES

\$ 3,600

\$ 45,600

11-7070

OTHER CONTRACT SERVICES

0

61,000

SUB-ACCT TOTAL

\$ 3,600

\$ 106,600

AGENCY TOTAL

\$ 96,106

\$ 355,061

*Jack A. Jensen*

STATE OF NEVADA - BUDGET OFFICE  
 PAYROLL ITEMS - WORKSHEET  
 AGENCY REQUEST - 6/15/76

A.

NEVADA EDUCATIONAL TELEVISION NETWORK

NEW POSITIONS--- NETN

SEQ NO.	NAME OR DESCRIPTION	POSI NO.	CLASS	G/S	ANN MO.	PER.	BI-WEEKLY SALARY	I N.	HR BS	POSITION % W/P 78 79	ANNUAL SALARY 1977-78	SALARY AND PAYROLL COSTS 1978-79	CCSTS CGSTS
8010	PROJECT MANAGER		UNCL	00-0	00		\$804.60		80		\$21,000	\$2,719	\$21,000 \$2,719
8011	CHIEF ENGINEER		UNCL	00-0	00		747.13		80		19,500	2,553	19,500 2,553
8012	ASST. CHIEF ENGINEER			38-1	7	2	603.22	1	80		<del>15,744</del>	<del>2,364</del>	15,744 2,364
8013	OPERATING ENGINEER			37-1	7	2	576.15	1	80		<del>15,038</del>	<del>2,277</del>	15,038 2,277
8014	OPERATING ENGINEER			37-1	7	2	576.15	1	80		<del>15,038</del>	<del>2,277</del>	15,038 2,277
8015	OPERATING ENGINEER			37-1	7	2	576.15	1	80		<del>15,038</del>	<del>2,277</del>	15,038 2,277
8016	OPERATING ENGINEER			37-1	7	2	576.15	1	80		<del>15,038</del>	<del>2,277</del>	15,038 2,277
8017	OPERATING ENGINEER			37-1	7	2	576.15	1	80		<del>15,038</del>	<del>2,277</del>	15,038 2,277
8018	TRAFFIC ASST.			29-1	7	2	401.78	1	80		<del>10,486</del>	<del>1,719</del>	10,486 1,719
8019	SECY/RECEPTIONIST			28-1	7		384.33	1	80		10,031	1,503	10,031 1,503

23

1977-78

1978-79

NETN TOTAL

5100-SALARIES

\$50,531

\$151,951

5.

5300-RETIREMENT

4,042

12,156

5300-RETIREMENT ADMIN.

30

100

5500-GROUP INSURANCE

1,152

3,840

5200-INDUSTRIAL INSURANCE

1,020

3,068

5400-PERSONNEL ASSESSMENT

455

1,368

5700-CONTROLLER'S ASSESSMENT

76

228

5750-UNEMPLOYMENT COMPENSATION

0

0

TOTAL

\$57,306

\$172,711

Work Prog. Positions  
1st Yr. 2nd Yr.

0

3.00

10.00

1087

26

NEVADA EDUCATIONAL  
TELEVISION NETWORK - NETN  
SPECIAL CONSTRUCTION

STATE OF NEVADA  
BUDGET OFFICE  
AGENCY REQUEST FORM  
JUNE 15, 1976

<u>SUB-ACCT ITEM</u>	<u>DESCRIPTION</u>	<u>1977-78 AGENCY REQUEST</u>	<u>1978-79 AGENCY REQUEST</u>
00-2501	REGULAR APPROPRIATION	\$1,776,413	-----
00-4398	PROJECT GRANT	600,000	-----
SUB-ACCT TOTAL		\$2,376,413	-----
04-7060	CONTRACT SERVICES	\$ 275,000	-----
04-7070	OTHER CONTRACT SERVICES	2,500	-----
SUB-ACCT TOTAL		\$ 277,500	-----
05-8300	OFF FURNITURE AND EQUIPMENT	\$ 15,068	-----
05-8400	SPECIALIZED EQUIPMENT	2,083,845	-----
SUB-ACCT TOTAL		\$2,098,913	-----
AGENCY TOTAL		<u>\$2,376,413</u>	-----

*Jack A. [Signature]*



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. Canaan, *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*

MEMORANDUM

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

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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

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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

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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

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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 an 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?

*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:

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*

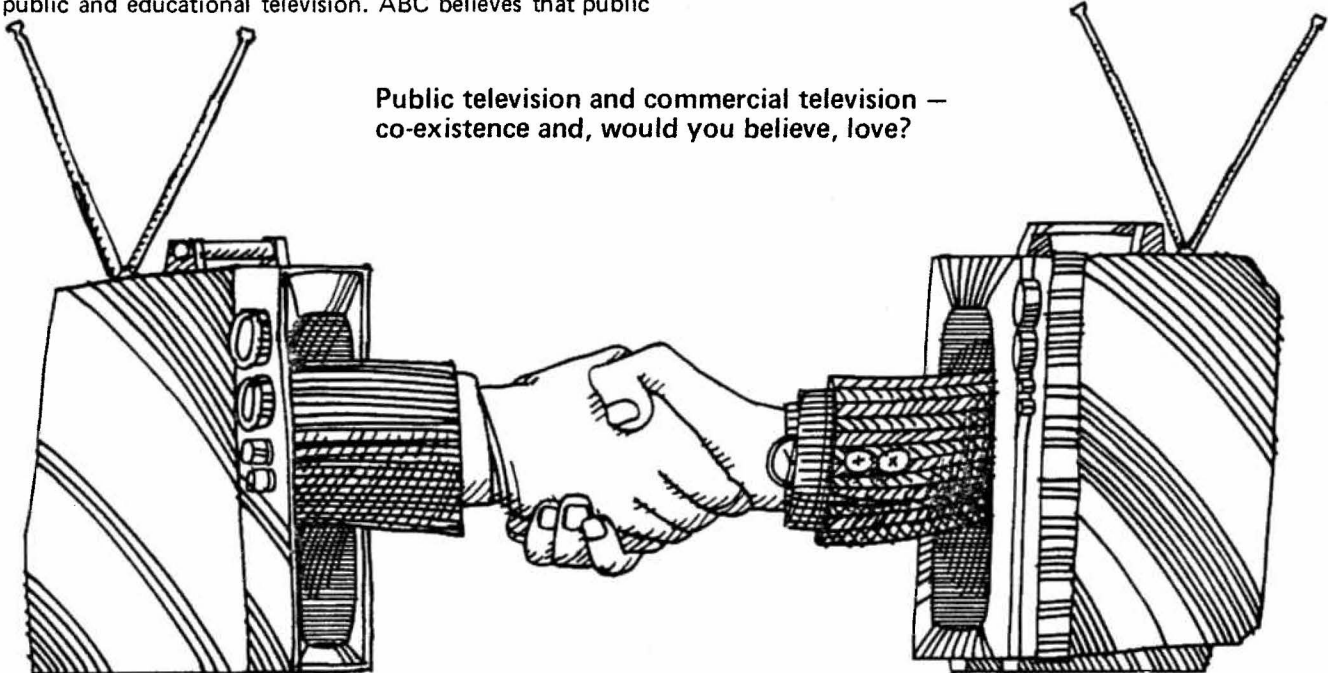
We at CBS Television Network regard our major function as seeking to appeal to most of the people most of the time. However, having said this, let me emphasize that we do not regard this as the complete definition of our obligations. We recognize that our responsibilities also involve being responsive 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.

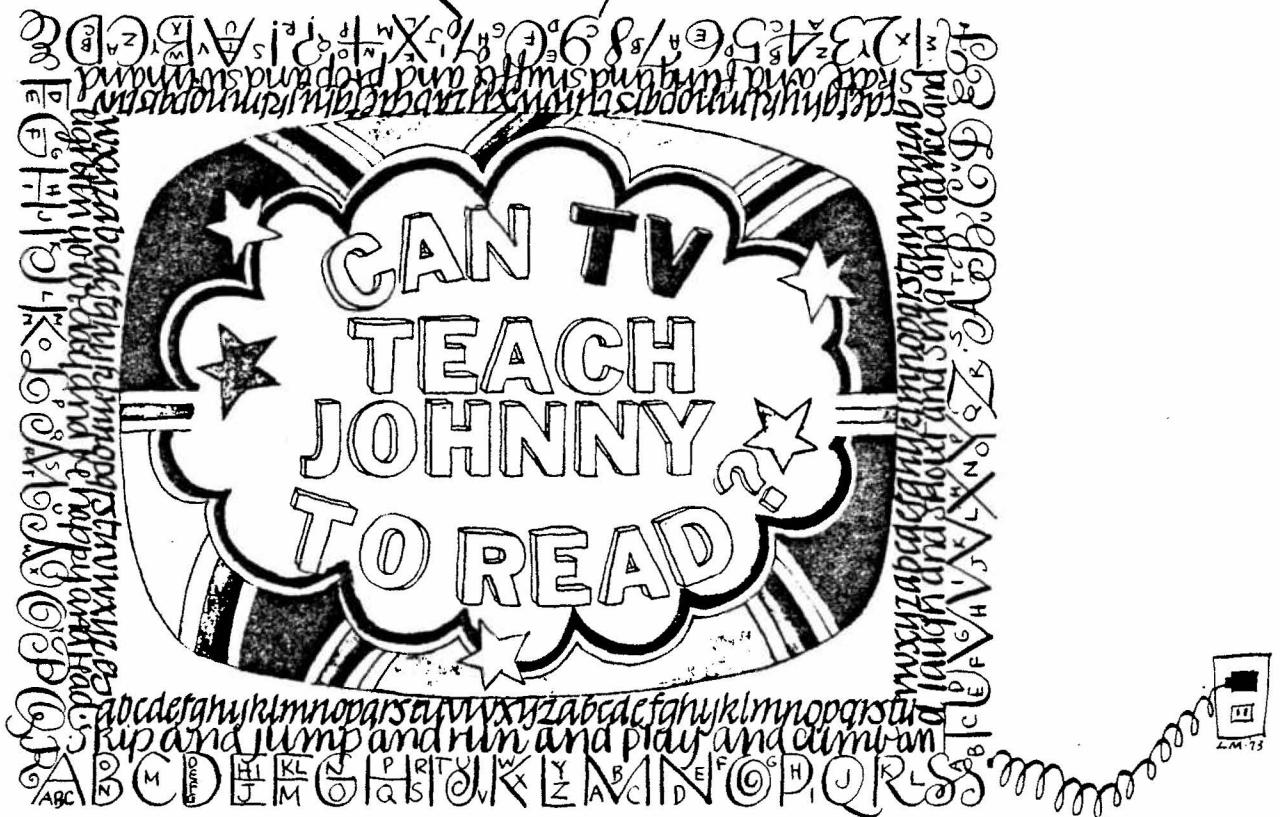
In short, while it can be said that Public Television and commercial television are competitive, it is equally true that the services are complementary. Together they provide the viewing public with a wider selection of choice than would otherwise be possible. Together they have made the American system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

the original. But while these patient researchers compile 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 be 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 that 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 firmly 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, 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 — program cable channels, as well as 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 have 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-

dustry must organize and present information to 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. 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 Mr. 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 MPAT1, 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 Congressman 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 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 total 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 defund 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.

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, grate)	29%	41%	55%
Larger Spelling Patterns	45%	68%	80%
Eight Words (words that are taught independent of structural analysis)	39%	65%	75%
Final E	32%	51%	71%
Subtle 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%
Sound Blending (extension and inclusion of several blends)	39%	62%	71%
Phonetic Units (arrangement of word forms)	39%	70%	76%
Fluency	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.

TO: Ronald D. Hawley

FROM: John K. Hill

DATE: June 15, 1976

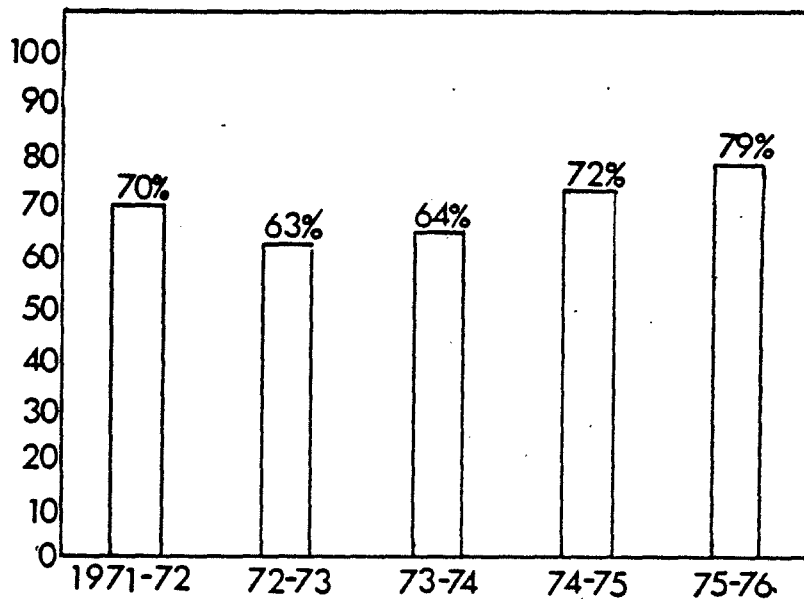
SUBJECT: 1975-76 Instructional Television Report

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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)



## *Programs in the Public Interest*

ONE OF THE SEASON'S most impressive television programs was a 51-hour-long series that ended last week. It featured, among others, Griffin Bell, Patricia Roberts Harris, Theodore Sorenson, Paul Warnke and a number of senators. It was, of course, WETA-TV's unprecedented coverage of the confirmation hearings for most members of the Carter cabinet. Co-produced by Channel 26 and WNET/13 of New York, the live and delayed broadcasts went out to some 250 stations via the Public Broadcasting Service. Thus for the first time citizens everywhere could sit in on these important hearings themselves, and did not have to gauge the nominees entirely from newspapers' summaries and fragments of film on the evening news.

It was a remarkable public service, epitomizing the kind of extended coverage that only public broadcasting can provide. Last month's Bell System presentation on the black heritage, "This Far By Faith," was another example of superb non-commercial programming. There is also a rich range of regular offerings,

from "Upstairs, Downstairs" and "The Palisers" to classical music and "Washington Week in Review." The absence of commercials, though, does have another side: it makes such programming dependent on ample public support. The confirmation hearings could be brought to you, for instance, because Channel 26 got funds from the Corporation for Public Broadcasting, the Ford Foundation and other public stations.

Next week WETA and WETA-TV are launching their annual, intensive membership campaign. The stations already enjoy impressive community support, with about 75,000 members out of the roughly 350,000 area households that tune in regularly or occasionally. Last year viewers contributed more than \$1.7 million, slightly less than one-fourth of the two stations' total budget. This year even more is required to sustain high-quality public broadcasting here. For only \$15, tax-deductible, a new or renewed membership in WETA is a sound investment—and one whose benefits can be seen and heard every day.

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THE WASHINGTON POST, THURSDAY, MARCH 3, 1977

# ITV Saves the Kentucky School Day

Necessity is the mother of invention . . . or was that adversity?

In either case, the instructional television (ITV) services of many public television stations rose to the occasion this terrible, school-closing winter by restructuring and supplementing their regular daytime broadcasts for in-home use. In Huntington, West Va., curriculum specialists from the county conducted live on-air classes, and in Toledo, Ohio regular broadcasts were supplemented by live classes conducted by public school teachers.

In Kentucky, ITV broadcasts became the answer to many prayers as the winter of '77 dragged on. After Christmas, schools stayed closed because of bad weather. One week later, the gas company announced that, as a result of a severe gas shortage, schools would have to remain closed, possibly until April.

Kentucky Educational Television (KET), which blankets the state with 13 television transmitters, asked themselves what they could do, and landed upon some ideas to keep the children learning.

They began simply by sharing with parents, many of whom were also home due to business and factory closings, the same teaching guide materials utilized by classroom teachers. Between broadcasts of the regular ITV program schedule, teachers and KET staff came on the air live to talk about the upcoming lessons and pass on ideas, saying, "We know you're concerned. Here's what you can do at home."

For lessons on the metric system, for example, parents were instructed to take a long rod or yardstick, cover it with paper, and make metric markings. Parents and children then together learned how wide the refrigerator was, how long the hallway, or how tall brothers and sisters stood.

Social studies lessons became a family

## CPB Board to Meet

The Board of Directors of the Corporation for Public Broadcasting will meet in regular session on Wednesday, March 9, 1977, at CPB headquarters, 1111 - 16th Street, N.W., Washington, D.C. The press and members of the public are invited to attend. ■



*KET phone bank volunteers answered over 1,600 requests for at-home teaching guide materials to accompany ITV programming during their 'Sno School Special.*

history affair, as a lesson on modes of transportation afforded the opportunity to compare the way children travelled to visit their grandparents with how grandma used to go when she was a girl. "We felt a real opportunity for parents to become involved in their children's education," said Sandy Welch, KET director of programming. "Each formal lesson was enriched through the family experience."

Response and support for the homebound classrooms were far-reaching. The Lexington newspaper gave extensive coverage to KET's programming, and published detailed

listings of program material by age group and hour.

KET copied a schedule of content and study ideas for up to three weeks, and set up a phone bank to answer requests for packets geared to specific age groups. With over 300 phone calls per day, and staff members from the custodian to the business manager answering the phones, the station sent materials for more than 3,500 children.

"The crisis gave us a chance to personalize our ITV lessons" said Welch. The station intends to look into continuing some of the techniques they adopted. ■

## CPB Contributes to U.S. WARC Position

CPB filed detailed and extensive comments in the FCC's Docket 20271, Third Notice of Inquiry, in preparation for the 1979 World Administrative Radio Conference (WARC).

The FCC, with responsibility for public frequency bands, along with the Office of Telecommunications Policy, with responsibility for government frequency bands, will make submissions to the State Department for formation of an official U.S. position for the conference.

CPB's comments were directed specifically at the bands used for UHF broadcasting, AM broadcasting, instructional television fixed service (ITFS) and satellite broadcasting.

CPB strongly defended continued and strengthened allocations for UHF broadcasting. At stake in this proceeding are contesting requests from a variety of groups for access to all or part of the present UHF spectrum which could preempt major portions of the band in

the future or, if shared, cause harmful interference to existing services.

CPB also requested that the Commission extend the existing AM standard broadcasting band to allow additional channels to be added, as well as narrowing the present channel bandwidth.

In the area of ITFS, CPB asked the FCC to deny the request of radio astronomy groups to reallocate a portion of the ITFS for the service. At the same time, CPB requested that the present band be extended by 200 MHz downward to allow additional spectrum for satellite community broadcasting.

The 1979 WARC, to be held in Geneva, will consider the existing international allocations, rules and regulations, and make appropriate changes reflecting the wishes of member nations. The FCC subsequently will bring the U.S. tables of allocations in line with international rules. ■



THE 23,000 MEMBER NEVADA PARENT TEACHER ASSOCIATION HAS TAKEN THE FOLLOWING POSITION:

THE NATIONAL PARENT TEACHER ASSOCIATION AND THE NEVADA STATE PARENT TEACHER ASSOCIATION HAVE REPEATEDLY ENDORSED THE CONCEPT AND ADVANTAGES OF INSTRUCTIONAL TELEVISION IN PAST YEARS.

THERE ARE NOW OVER 260 INSTRUCTIONAL TELEVISION STATIONS IN THE COUNTRY INCLUDING OPERATIONS IN 48 STATES, GUAM AND PUERTO RICO.

THE NEVADA STATE PARENT TEACHER ASSOCIATION ENCOURAGES AND WILL SUPPORT THE CREATION OF A NEVADA INSTRUCTIONAL TELEVISION NETWORK THROUGH LEGISLATIVE FUNDING TO THE STATE DEPARTMENT OF EDUCATION AND THE NEVADA EDUCATIONAL COMMUNICATIONS COMMISSION. THIS FUNDING WOULD BRING INSTRUCTIONAL TELEVISION TO SCHOOL DISTRICTS THROUGHOUT THE STATE AT THE EARLIEST POSSIBLE DATE.

WE ALSO WISH TO MAKE FOUR (4) POINTS FOR YOUR CONSIDERATION IN DECIDING THIS ISSUE.

FIRST... THERE IS SOME FEELING THAT RURAL SCHOOL DISTRICTS ARE NOT SUPPORTIVE OF THE CONCEPT OF INSTRUCTIONAL TELEVISION BECAUSE THEY HAVE NOT COME FORTH WITH FUNDING IN THEIR BUDGETS.... THE FACTS ARE SIMPLY THAT THEY DO NOT HAVE THE MONEY. IT IS NOT THAT THEY DON'T WANT INSTRUCTIONAL



TELEVISION, BUT THE QUESTION IS RATHER "WHAT WILL THEY HAVE TO GIVE UP TO GET IT?"

WE IN PTA FEEL STRONGLY THAT ONE OF THE RESPONSIBILITIES WE HAVE AS NEVADANS IS TO EQUALIZE EDUCATIONAL OPPORTUNITIES FOR ALL CHILDREN IN OUR STATE. WHILE THE LARGER POPULATION CENTERS WILL BENEFIT GREATLY, THE OUTLYING COMMUNITIES WILL FEEL THE IMPACT EVEN MORE FOR INSTRUCTIONAL TELEVISION WILL BRING ALL OF THE EDUCATIONAL /CULTURAL ADVANTAGES OF THE METROPOLITAN AREAS TO RURAL NEVADA.

POINT TWO... THE LEGISLATURE TEN YEARS AGO SAW THE BENEFITS WHICH WOULD ACCRUE TO NEVADA WHEN THEY APPROVED THIS PROGRAM. SINCE THAT TIME, WE HAVE SPENT NEARLY 600,000 DOLLARS AND SUBSTANTIAL AMOUNTS OF TIME AND EFFORT BY SCHOOL DISTRICT PERSONNEL AND OTHER MEMBERS OF THE EDUCATIONAL COMMUNITY WORKING TO ACHIEVE THESE BENEFITS. NOTHING IN THE LAST TEN YEARS HAS ARISEN TO INDICATE THAT THE LEGISLATURE WAS INCORRECT IN ITS APPRAISAL OF THIS PROGRAM. WE FEEL THAT TO WIPE OUT THE EFFORTS AND THE DOLLARS EXPENDED BY FALTERING NOW IN THE LAST STEP TOWARD THESE REWARDS WOULD BE IRRESPONSIBLE AND WOULD BE COUNTER-PRODUCTIVE IN TERMS OF THE VALUE OF LONG

RANGE PLANNING.

THREE....WE ARE CONVINCED THAT IN ANY EVENT, AT SOME TIME IN THE FUTURE NEVADA WILL GO TO A STATEWIDE INSTRUCTIONAL TELEVISION NETWORK BECAUSE OF ITS TREMENDOUS POTENTIAL AS AN EDUCATIONAL TOOL. SHOULD THE LEGISLATURE FAIL TO CONTINUE THE FUNDING NOW AND AT A LATER DATE DECIDE THIS TOOL FOR EDUCATION WAS NECESSARY, THE DOLLARS ALREADY SPENT TOWARD THIS END WOULD HAVE TO BE RE-SPENT AND IT WOULD BE EQUIVALENT TO RE-INVENTING THE WHEEL.

FOURTH, AND FINALLY....INSTRUCTIONAL TELEVISION IS A LOGICAL ADJUNCT TO SEVERAL OF THE OTHER PROJECTS WHICH THE LEGISLATURE HAS SEEN FIT TO CREATE AND FUND IN THIS SESSION.... THE FOUR-YEAR MEDICAL SCHOOL, TO MENTION JUST ONE. ADDITIONALLY, INSTRUCTIONAL TELEVISION WOULD SUBSTANTIALLY INCREASE THE EFFECTIVENESS OF THE DOLLARS NOW BEING INVESTED IN ADULT EDUCATION AND PROGRAMS FOR OUR SENIOR CITIZENS. WE URGE YOUR "DO PASS" RECOMMENDATION ON THIS IMPORTANT LEGISLATION.

THE FOREGOING WAS THE TESTIMONY OF JIM SALE, PRESIDENT, NEVADA PTA, BEFORE THE ASSEMBLY WAYS AND MEANS COMMITTEE ON APRIL 15, 1977.

MR. CHAIRMAN

MEMBERS OF THE COMMITTEE

THE NEVADA EDUCATIONAL COMMUNICATIONS COMMISSION WAS ESTABLISHED IN 1967. THIS AGENCY WAS DESIGNED TO SET POLICIES AND PROCEDURES FOR THE DEVELOPMENT OF INSTRUCTIONAL EDUCATIONAL SYSTEMS AND PERFORM THE FUNCTION OF SIMILAR BOARDS, COMMITTEES AND AUTHORITIES FOUND IN A MAJORITY OF OTHER STATES.

THE COMMISSION, DURING THE TEN YEARS OF ITS EXISTENCE, HAS SERVED AS AN INFORMATION AND CONSULTING CENTER IN AREAS SUCH AS RADIO, FACSIMILE REPRODUCTION FOR LIBRARIES, DEVELOPMENT OF CABLE TELEVISION, COMPUTER UTILIZATION AND INSTRUCTIONAL PROGRAMMING.

OUR FIRST PRIORITY HAS ALWAYS BEEN THE DEVELOPMENT OF AN INSTRUCTIONAL TELEVISION NETWORK. IN A STATE SUCH AS OURS, HAVING A SMALL POPULATION, WITH TOWNS AND CITIES SEPARATED BY MANY MILES, THE AVAILABILITY OF HIGH QUALITY INSTRUCTIONAL PROGRAMS WOULD PERMIT A HIGHER LEVEL OF INSTRUCTION IN MANY AREAS. AUGMENTATION PROGRAMS IN MUSIC, SCIENCE AND CAREER EDUCATION ARE EXAMPLES OF CURRENT NEEDS.

SUCH A SYSTEM WOULD PROVIDE THE UNIVERSITY AND COMMUNITY COLLEGES A VEHICLE FOR CREDIT CLASSES, ADULT AND CONTINUING EDUCATION PROGRAMS, NOT TO MENTION MEDICINE, LAW, NURSING, IN-SERVICE TRAINING AND PROGRAMMING FOR STATE AGENCIES.

EARLY IN THE PLANNING STAGES THE COMMISSION REALIZED THAT IT WOULD BE DIFFICULT FOR ONE AGENCY OR INSTITUTION SUCH AS THE UNIVERSITY, THE COMMISSION OR THE STATE DEPARTMENT OF EDUCATION TO WORK INDEPENDENTLY TOWARD THIS GOAL. AS A RESULT, ALL THREE ENTITIES JOINED IN A COOPERATIVE PLAN WHICH INCLUDES PRODUCTION FACILITIES AT THE UNIVERSITY OF NEVADA, LICENSING THROUGH THE NEVADA EDUCATIONAL COMMUNICATIONS COMMISSION AND ANNUAL OPERATIONAL FUNDING THROUGH THE STATE DEPARTMENT OF EDUCATION.

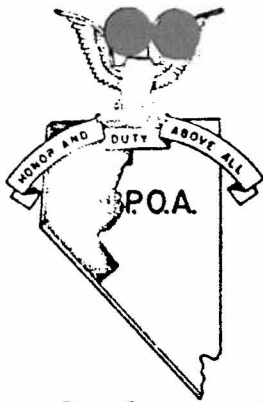
TO DATE, THERE ARE 260 ETV STATIONS NOW IN OPERATION UTILIZING LOCAL AND REGIONAL PROGRAMMING FOR EDUCATION AND THE PUBLIC-AT-LARGE. IN NEVADA 35% OF THE POPULATION HAS NO ETV PROGRAM CAPABILITY AND IN SEVERAL AREAS SUCH PROGRAMMING IS RECEIVED FROM CALIFORNIA OR UTAH. THE SYSTEMS WE PROPOSE WILL SERVE 93% OF THE POPULATION OF THE STATE.

DURING MY 10 YEARS WITH THE NECC, THE COMMISSIONERS HAVE NEVER WAVERED IN THE BELIEF THAT A STATE-WIDE NETWORK FOR EDUCATIONAL TELEVISION WOULD PROVIDE AN IMPORTANT ASSIST TO EDUCATION IN THE STATE.

I URGE FAVORABLE CONSIDERATION FOR AB324-25-26

AND THANK YOU FOR ALLOWING ME THE OPPORTUNITY TO SPEAK.

DR. DONALD G. POTTER  
VICE CHAIRMAN, NECC  
4-14-77



*Western Nevada  
Peace Officers Association*

March 2, 1977

Professor Keith Pierce  
Counseling & Guidance Personnel Svc.  
College of Education  
University of Nevada/Reno,  
Reno, Nevada

Dear Sir:

I am writing in regard to the proposal to increase substantially the number of school counselors in elementary schools in Nevada. We discussed this proposition at our Board of Directors' meeting last night. The Board was unanimous in its desire to go on record in support of this plan.

Our Association is comprised of criminal justice professionals from nine Western Nevada counties. Our members reflect the entire spectrum of the criminal justice system: law enforcement, courts, and corrections. Most of the members have extensive experience in the criminal justice system.

The basis for our support is the fact that crime in America is becoming more and more a youthful phenomenon and enterprise. Over half of all serious crimes in the United States are committed by those 18 and under. The FBI Uniform Crime Reports reflect that the number of those 18 and under arrested are disproportionately high compared to their number or percent of our total population. Youths are also becoming more involved in serious crimes, and are beginning their careers at an earlier age.

Our analysis of the juvenile delinquency and crime situation convinces us that elementary school counselors can play an active and significant role in juvenile crime control and prevention. Counselors have a unique opportunity to identify potential juvenile offenders and to work with them to prevent illegal activity. We are unanimous in our belief that potential criminal orientation can most successfully be repressed in the elementary grades, not in junior or senior high after such behavior has become confirmed. We feel that in many cases once a minor reaches high school age, criminal conduct is so habitual, in terms of a course of behavior, that there is relatively little potential for altering it.

Professor Keith Pierce  
March 2, 1977  
Page 2

The breakdown in the American family has placed an increased burden on governmental agencies, and particularly the schools, to provide guidance and control for children. Although we agree that this is not the optimum situation, it nevertheless is the fact of life in the real world. Adequate counselors, on the elementary school level, in addition to classroom teachers, are essential in diverting children from potential criminal behavior. We do not take any position on your proposal from an education standpoint, as we do not consider ourselves experts in that area. However, we do feel that your proposal has a great deal of merit from the standpoint of juvenile crime prevention and control.

Yours very truly,



Stan Barnhill  
President

SB:hs

April 13, 1977

MEMORANDUM

TO: Ways and Means Committee Members

FR: Keith Pierce, Nevada Personnel and Guidance Association Representative

RE: A.B. 151 pertaining to Elementary School Counselors

Although A.B. 151 was passed out of the Education Committee with a DO PASS recommendation, the realities of the present fiscal situation are recognized and the provisions of the original bill are not being pursued.

An amendment calling for a demonstration project will be introduced at the hearing scheduled for 8 a.m. on Friday, April 15.

That amendment specifies the following:

A. Four counselors @ \$15,000 for each year of biennium, making the cost \$60,000 per year and a total of \$120,000.

B. The counselors would be assigned as follows:

Clark County School District	2
Washoe County School District	1
A small county school district	<u>1</u>

Total 4

C. The counselor-student ratio should be 1 to 500.

D. The State Department of Education would be responsible for administering the program, including the demonstration components of the project.

I hope that this brief of the amendment may be useful as you anticipate the hearing.

Hearing Testimony for A.B. 151 on Elementary School Counseling

Mr. Chairman and Members of the Committee, I am Dr. Keith A. Pierce, Associate Professor of Counseling in the College of Education, University of Nevada, Reno. I represent the Nevada Personnel and Guidance Association, an association of 270 professional counselors and guidance personnel who work in schools, colleges, employment services, vocational rehabilitation, and private agencies in the state.

We are here today on behalf of Nevada's elementary school children, their parents, and their teachers who could benefit from the elementary school counselors as provided by A.B. 151.

We regret that the time is apparently not right for full funding of elementary school counselors in Nevada, but we accept the challenge of demonstrating the viability of such counselors through a small project, should such a project be approved. A.B. 151 as amended and as presented here would provide that demonstration project.

A.B. 151 as now proposed would provide four certified elementary school counselors in new positions, distributed roughly proportionate to the distribution of the school population in the state. Two would be assigned to Clark County School District, one to Washoe County School District, and one to Carson City School District, which would represent the small county districts in the state. Each counselor would serve about 500 elementary children. Each unit of counselor would cost \$15,000, totaling \$60,000 each year and \$120,000 for the biennium. Objectives and methods used in the project to demonstrate the usefulness of elementary school counseling would be coordinated by the State Department of Education.

It is the intent of this project not only to serve the students and schools where such counselors would be placed, but to lay the ground work for a more complete elementary school counseling program in the future.

The need for counselors in the elementary schools has been created largely by the nature of our changing times. Life in 1977 is more complicated for nearly everyone than it was in a rural America fifty or more years ago. Today's social conditions are reflected in the children who attend our schools and they are reflected in the preparation which must be offered to those children to equip them for successful adulthood. The impact of rapid changes in the world of work, economic stability, family mobility, marriage, sexual conduct, drug use, violence and crime, public welfare, religious influence, mass communication, racial equality, and individual rights is felt in every classroom.

Good teachers, always considerate of children's needs, have become beleaguered with the responsibility of teaching to those conditions. More assistance is needed.

Discipline has been the number one school problem indicated by adults in almost all recent Gallup polls. School vandalism costs \$600 million annually in the United States, according to Senate Birch Bayh's Senate Subcommittee to Investigate Juveniles. That is about \$13 for every public school student. Crime is increasingly a youthful phenomenon, according to Dr. Stan Barnhill, President of the Western Nevada Peace Officers Association. He says that over half of all serious crimes in the United States are committed by those 13 and under. In the Washoe County and Clark County School Districts, security and attendance forces for 1976-77 number 16 and 40 respectively. Vandalism, while not as serious in Nevada as some places, cost the Washoe County School District \$40,000 for glass breakage repairs in 1974-75.

Truancy, often called the kindergarten of delinquency, was the object of a Reno police crackdown for a 31-day period in January, 1974. During that same period Reno experienced a 30 percent drop in daylight crime. Elementary school counseling will certainly not eradicate crime, but it could, we believe, reduce it for the present and the future by improving school attendance and responsible behavior.

Furthermore, if each counselor as proposed were to divert just one youngster from the juvenile court and correction system per year, he would pay for himself, inasmuch as keeping a girl for one year at the Youth Training Center, Caliente, costs \$14,000 and keeping a boy for a year at Elko costs \$13,000. Whether a decision is made to spend the money before or after the crime, Nevada does, in fact pay dearly after crimes are committed. For example, just the overtime pay for guards and the medical costs incurred during last year's prison riots cost the state \$400,000. We feel that intensive work with behavior problems identified early in school, would be money very well spent.

Popular magazines as well as scholarly journals are full of information about divorce rates, the problems of remarriage and step-children, the increasing numbers of single-parent families, the increasing percentage (now 51 percent) of mothers of school age children who work outside of the home, the over one million "latch-key" children who come home after school to an empty house and spend most of their free time with peers, and the frequent moves which separate children and their parents from the support of extended family and long-time friends. While Nevada is not alone with these problems, the nature of a 24-hour tourist economy probably attracts an inordinate share of such difficulties in the family, the fundamental institution of our society. In Washoe County School District, for instance, the average pupil turnover per school year was 44 percent in 1975-76 with some schools experiencing as high as 78, 87, and 90 percent turnover. Child abuse and suicide rates for Nevada are also among the highest in the country. Again, elementary school counselors will not eliminate such large problems, but they can offer considerable assistance to children, parents, and teachers caught up in them. The incidence of the problems reflects the nature of the need and the direction for the help.

Because many educators and legislators across the country believe that it is simply easier, more economical, and more humane to influence a young child than a defeated and embittered adolescent, several states have expanded the number of elementary school counselors rapidly. Some of them are: North Carolina, with 486 has quadrupled since 1972; Maine, New Hampshire, Texas, West Virginia, North Dakota and South Dakota have expanded 50 percent; Wisconsin, which in 1973 required its 425 school districts to provide elementary counselors; and Hawaii, which in 1975 mandated 53 new elementary school counselors to attain a counselor-pupil ratio of 1 to 500. The growth in numbers from 500 in 1963 to an estimated 12,000 now employed, is evidence of the confidence in their service.

In Nevada there are about 10 elementary school counselors for more than 50,000 in 170 schools. Washoe County has 3.5, Churchill County has 3, Lyon County has 2, and Douglas County has 1.

Endorsements for elementary school counseling in Nevada have been given by the following organizations:

- Nevada State Board of Education
- Nevada State Parent-Teacher Association
- Nevada State Education Association
- Nevada Personnel and Guidance Association
- Governor's Youth Conference, 1977
- Washoe Classroom Teachers Association
- Clark County Elementary Principals Association
- Washoe County Elementary Principals - 83 percent
- Reno Mental Health Center
- Child Neglect and Trauma Center of the Washoe County District Health Department
- Western Nevada Peace Officers Association



The services and competencies of the elementary school counselor are largely in three areas: (1) counseling students individually and in small groups, (2) consulting with parents, including leading parent-study groups, and consulting with teachers, both as individuals and as groups, and (3) coordinating services with community agencies and other school specialists, such as psychologists, speech and hearing therapists, reading specialists, and special education teachers. In contrast to the secondary school counselor who works with adolescents directly for much of the time, the elementary school counselor works much of the time with adults in the child's life. A very serious effort is made to help everyone pull in the same direction for a child who needs special help. On the other hand, a basic tenet of elementary school counseling is that the service is for ALL children, inasmuch as growth concerns are normal for every child and by every parent attempting to help the child in the best way.

Research supports the effectiveness of elementary school counseling in:

1. Alleviating the conditions in which students begin falling behind and dropping out by the end of grade 5.
2. Promoting school adjustment and achievement through strengthening family relationships.
3. Helping teachers to understand student behavior and to accept their role in the guidance service.
4. Overcoming underachievement.
5. Improving interpersonal relationships, peer acceptance, self-esteem, self-concept, personality variables, and general behavior.
6. Improving academic achievement and basic academic skills, such as reading, language, and math.
7. Reducing school absenteeism.

In summary, we are confident that the contributions possible from a trained, certificated, professional counselor in the elementary schools will be good for children and their parents, for teachers and their schools, and for Nevada generally. We strongly urge you to support this demonstration project by passing an amended A.B. 151.

Thank you for this opportunity to share our concerns.

T E S T I M O N Y

RE: AB 324, AB 325, AB 326

of Mr. W.L. Kurtz, Educational Media Coordinator

WASHOE COUNTY SCHOOL DISTRICT

Mr. Chairman, Members of the Committee:

Thank you for this opportunity to discuss the bills under question.

I am here today because nine years ago I transferred from an elementary school principalship in Sparks to my present job as Educational Media Coordinator for the Washoe County School District. One of the assignments that I was given during my first year in the new job was overseeing the development and use of instructional TV in the county.

As a result of that assignment I have worked closely with the Nevada Educational Communications Commission and wish to speak for their support as an agency and for the ITV network plan.

Very briefly, some of the benefits that the agency has provided to us are as follows:

1. inservice and consultive help for our administrative staff and teachers;
2. programming over Channel 2 during our early experimental stages in ITV and, more recently, programming in career education through the Satellite Project and Legislative Answers through NECC;
3. complete and candid information on network costs, program costs, and federal funding status;
4. research information on TV and VTR specifications, a 25 MHz system study, and Public Service Commission information relating to closed circuit cable costs; and

5. cooperation with KLVX and the University of Nevada TV studio, both having been a source of much advice and information for us over the years.

I have reported regularly to our Board of Trustees on ITV progress. We have discussed alternative methods to a state network such as expanding the use of Teleprompter Cable, building an ITFS system, or our own station. However, when the current network plan, as outlined in AB 325, and in the budget request of the State Department of Education was presented to our Board of Trustees on March 9, 1976, it was approved as an active partnership with NECC, the State Board of Education, and the University of Nevada.

We feel we will have adequate voice in program selections as a member of the NETN Committee. This will not give us the same control as it would if we developed our own station or programmed over one of Teleprompter's lines, but either of these would require considerable outlay for personnel and equipment.

In summary, the modified plan as presented here, appears to be the most economical way to extend educational television to all students in Washoe County and to other counties beyond the range of Channel 10. Capital outlay for school districts, for the most part, will be limited to buying additional TV sets, video tape recorders, and developing coaxial cable systems within schools. Operating costs for school districts will, in all probability, be absorbed with present budgets as we continue inservice work and provide the manuals and maintenance support that is necessary.

It is our recommendation that you support the network.

Thank you very much.

STATEMENT OF  
THE DEPARTMENT OF EDUCATION  
TO THE  
ASSEMBLY COMMITTEE ON WAYS AND MEANS

April 15, 1977, Room 234  
8:00 A.M.

A. B. 151 -- Establishes elementary school counseling programs and makes appropriation to staff such programs.

In February, 1976 the State Board acted on a policy for responding to the many requests for special treatment of subject areas or the addition of special personnel. The policy reflects (1) the statutory responsibility given to the State Board to prescribe courses of study and to provide a system of financial support that will help insure equal educational opportunities for all pupils, and (2) the responsibility placed on the local school district trustees to organize, staff, operate and pay for schools in accordance with priorities determined locally. The policy of the State Board in part states, "When . . . there is need to reinforce, encourage or express concern relating to state or national issues of educational importance, the State Board will, from time to time, adopt position statements to emphasize the need to give greater attention in the curriculum to these issues as is appropriate."

At the same meeting, on the subject of elementary counseling, the State Board held "that the educational progress of elementary students in Nevada can be enhanced through increased emphasis upon counseling services at the elementary level. . ." The Board, continuing, ". . . encourages school officials to give attention to methods of increasing such service in elementary schools."

On February 25, 1977, the State Board of Education at its meeting in Las Vegas, Nevada, considered the provisions of A. B. 151.

The Board expressed concern that further categorical financial assistance would have an adverse effect on the basic guarantee formula embodied in the Nevada Plan. In spite of this concern, the Board feels that the reports of positive benefits resulting from counseling programs in the elementary schools warrants its full consideration and support at this time.

The Board voted to support A. B. 151 as it has been proposed, but emphasized that the money requested by A. B. 151 is not included in the current requests for the biennium in the State Distributive School Fund. In order to implement A. B. 151 additional funds will need to be added to that fund.

JPC:maj  
4-14-77

VERNON BENNETT  
EXECUTIVE OFFICER

STATE OF NEVADA

WILL KEATING  
ASSISTANT EXECUTIVE OFFICER



PUBLIC EMPLOYEES RETIREMENT SYSTEM

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April 13, 1977

The Honorable Eileen Brookman  
Assemblyman  
Nevada State Legislature  
Carson City, NV 89701

*Mello  
re. A B 633*

Dear Assemblyman Brookman:

Per your verbal request, we have prepared a draft amendment to Assembly Bill 633 to remove retirement benefits for a governor who serves only one term. The amendment is briefly as follows:

Page 1, line 3, delete the words "a complete term"; page 1, line 5, delete the words "25 percent of his salary while"; and page 1, line 6, delete the words "governor if he served one term, and".

We believe the above amendments will accomplish your stated objective.

We also discussed the possibility of requiring eight percent employee contributions under the provisions of this Act if the Legislature requires contributions of future district court judges and supreme court justices in their respective systems. Should this be appropriate, a suggested amendment could read as follows:

Page 1, after line 21 add the following: 5. Any person who serves as governor of this state after 1978 shall contribute 8 percent of his salary while governor to the retirement fund established by this act. These funds shall be reimbursed upon his request at any time the person is no longer serving as governor and has not begun drawing a retirement allowance.

The Honorable Eileen Brookman  
April 13, 1977  
Page Two

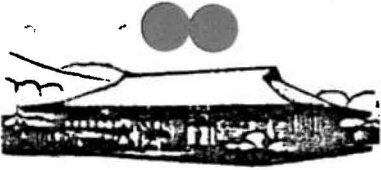
Please be assured that we are available if you have any other questions regarding this or any other retirement matter.

Sincerely,



Vernon Bennett  
Executive Officer

VB/sm



# NEVADA STATE EDUCATION ASSOCIATION

151 EAST PARK STREET ▲ CARSON CITY, NEVADA 89701 ▲ PHONE 882-5574

JOSEPH G. NEWLIN, Executive Director  
WENDELL K. NEWMAN, Assistant Director

April 15, 1977

Assemblyman Don Mello  
Chairman, Ways and Means Committee  
Nevada State Legislature  
Carson City, Nevada 89701

Dear Chairman Mello:

The Nevada State Education Association continues its support of A.B. 151. The Association went on record on February 23, 1977, before the Assembly Education Committee concerning Assembly Bill 151 (Enclosure: Testimony provided that committee).

We believe in the necessity of elementary school counseling in order to help children at the earliest stages possible. We have stated and continue to state our concern that this new program not be set up unless new monies are appropriated. Existing educational programs must not be jeopardized.

Therefore, we are happy to support an amendment to A.B. 151 providing for a pilot program in this area. This will cost less money but will allow the educational community and legislators to evaluate the program for future consideration.

We appreciate your interest in this bill and urge your support. Thank you.

Sincerely,

Joyce L. Woodhouse, Chairperson  
NSEA Governmental Affairs Committee

cc: Assembly Ways and Means Committee Members  
Dr. Keith Pierce

TESTIMONY BEFORE THE ASSEMBLY EDUCATION COMMITTEE  
ASSEMBLY BILL 151

February 23, 1977

I am Joyce Woodhouse, representing Nevada's teachers through the Nevada State Education Association. With me is Dr. Jim Shields, Research Director for the NSEA. We appreciate the opportunity to appear before you this afternoon concerning Assembly Bill 151.

The NSEA supports A.B. 151. In May of 1976, the NSEA Delegate Assembly adopted the following resolution as part of our 1977 Legislative Program:

"Educational funding must provide for the employment of supportive personnel, including at least part time counselors for every elementary school. Such personnel must be counted separately from teacher units."

The Bill before this committee today is in every respect compatible with the position of our Association. We endorse it enthusiastically.

Life for today's children is easier in some ways, but much more difficult in many ways than for the children of <sup>many</sup> even two decades ago. Children in elementary school do have problems ~~to~~ adjusting to school; to frequent moves; to divorce; to parental absence due to work or inattention; to parental ignorance of positive child rearing practices; and to choosing among the confusing, divergent, and shifting values in our society.

Ideally, a child's world would provide stability, love, concerned adults, values, and security. They need guidance in ways to cope.

However, in reality the child's world too often provides different and less desirable conditions. The divorce rate is climbing; the child will know several men as daddy or several women as mommy. Inevitably relationships with aunts, uncles, grandparents, and friends are broken. Violence on television every night is a factor. Our highly conflicted society with its working parents and isolation of affection often frustrate the child. The effects of unemployment, inflation, and dissatisfaction with work are felt by the child.

Then, the child's world is more confusing, more threatening, and less supportive than is conducive for healthy development. These social conditions impinge



indirectly on the child from birth through the parents and directly on the child as soon as he can understand TV programs.

Today's child has more things, but today's child needs more help - help which to a great degree could be provided by parents, but which is often missing.

Early intervention of a professional counselor is very likely to be more beneficial to the student than to the same student at a later age. The counselor, working with parents, could attempt to correct damaging patterns of child-parent, child-peer, and other family relationships.

Society needs to invest in the future by providing that help. We say, invest, because the dollar we spend today may save thousands of taxpayer dollars in the future. A counselor who teaches a child appropriate ways to express anger may save that child in adult life from injuring or killing another.

Early intervention by a professional counselor could save some children from futures in juvenile detention or in prison. The Governor has recommended that the Legislature appropriate \$62 million for prison construction and operation and for the parole system. That's \$62 million for a projected population of 1,266 prisoners. That averages over \$24,000 per year per prisoner, not including the costs of courts, of local police and local detention facilities. Nor does the \$24,000 reflect the cost to the criminal's victims or the loss to society of productive earnings. Elementary counseling could save some of these wasted dollars and wasted lives.

Obviously, most children who could benefit from elementary counseling are not going to wind up in the state penitentiary unless they receive counseling. Nor do we believe that counseling will help every pre-delinquent child. For the average child, counseling could provide a professionally trained listener, a person who could recognize the potentials of the child and could work with the teachers and parents to bring the resources to the child to stimulate maximum development.

We're asking Nevada to invest about \$7.50 for every elementary student next year and more in the future. Ultimately, you would be spending about 3% of the basic school support funds for elementary counselors. This seems to us to be a very reasonable investment in a child's future and in the future of our society.

We are asking you to establish a new and much-needed program. As teachers, we know that present resources in Nevada schools are spread very thin. Nevada has more pupils per teacher than any other state in the Union save one. Despite the fact that Nevadans enjoy more per capita income than citizens of 42 other states, we spend less on public schools per pupil than do the citizens of 29 states. There are only 6 states which spend a lower percentage of personal income on public schools than does Nevada.

Given these figures, it is easy to see that we are concerned that the support for elementary counseling services not come at the expense of current programs. We support the funding concept incorporated in A.B. 151. We believe that elementary counselors should not be counted as a teacher unit and that funding should be based upon the number of counseling units operating.

Should the Legislature apportion counseling units by county, we would recommend that the Bill incorporate a procedure whereby any unused counseling units could be reallocated (see NRS 387 (2)(c) language on reallocation of special education units).

In summary, we support A.B. 151. However, we do not want a new program set up unless new monies are appropriated. Existing educational programs must not be jeopardized.

We thank you for your time and kind attention.