

DOCUMENT RESUME

ED 064 914

EM 010 020

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TITLE Educational/Public Broadcasting: Universal, Unique, University.
PUB DATE 19 Apr 68
NOTE 29p.; Speech presented to the Annual College Conference of the International Radio and Television Society (New York, N.Y., April 19, 1968)

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Disadvantaged Youth; *Educational Radio; *Educational Television; Foreign Relations; Higher Education; Public Television; Speeches; *Urban Education
IDENTIFIERS *Communications University; Corporation for Public Broadcasting

ABSTRACT

The establishment of the Corporation for Public Broadcasting makes possible vast improvements in the educational radio and television system in this country. The two crucial areas for communication are international communication and urban communication. In the urban ghettos especially, old-fashioned education has left children frustrated and cut off from the world. Yet these children can still be reached by aural and visual means and thus television and radio have great potential. It is essential, however, that television or radio projects not concentrate on the conventional information-education approach, but on motivation, self-understanding, and ego-building identification with the child's background and immediate self. To begin to provide for the crucial communication needs of this country, then, it is essential that we establish a Communications University with the highest academic standards to train professionals and researchers. (RH)

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ADDRESS TO THE SEVENTH ANNUAL COLLEGE CONFERENCE OF THE
INTERNATIONAL RADIO AND TELEVISION SOCIETY

April 19, 1968, Roosevelt Hotel, New York City

"EDUCATIONAL/PUBLIC BROADCASTING: UNIVERSAL, UNIQUE, UNIVERSITY"

by

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(For identification purposes: Chief, Educational Broadcasting Branch,
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Broadcast Committee; Executive Vice-chairman, FCC Committee for the
Full Development of the Instructional Television Fixed Service.)

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I'd like to talk with you today about several topics that are important to all of us, ones that we have been thinking about, but which some of you, perhaps because you are away from the Washington forums--and catacombs--may not have had much of a chance to discuss publicly. I do wish to make it clear that what I say will be my personal comments and does not reflect endorsement or approval by the FCC or the Federal Interagency Broadcast Committee.

With all of your reading and discussing of the Public Broadcasting Act and the Corporation for Public Broadcasting, I wonder if you have had the chance to relate this new development in American communications to your own stations, to your own operations, to yourselves? What does the Corporation's purposes mean in terms of your educational radio station, for example--whether it is 10 watts or 50,000 watts.

The Corporation for Public Broadcasting, in my mind, should not and will not be a superagency hidden in that never-never land across the Potomac River, creating new communications clothes for 200 million emperors. It will have to deal with very real needs--and very real resources. You are part of those resources. The Corporation for Public Broadcasting is not going to revolutionize broadcasting, it is not going to replace what we now have. What it is going to do is to provide the wherewithal to make educational broadcasting more meaningful, to permit it to provide the services in full breadth and depth that heretofore have been limited by inadequate funds.

I expect that most of you here will agree with me when I say that communications--the effective use of radio and television--can play the most significant role in the progress and, perhaps, even the survival of mankind today. What we have not yet arrived at agreement on are the issues that are most important to this survival and progress, and the specific ways in which television and radio can and must be used to achieve our goals.

We are faced with two great crises today: peace abroad, and the inner-city ghettos at home. On an international level it is essential that we strengthen our communications with all people, to help them to understand our purposes, needs and desires and, at the same time, to learn from them, to better understand their purposes, needs and desires. Obviously, not too many of us can do this individually, first-hand. Radio and television provide the most effective means in our current socio-technological orientation for doing this. The Corporation for Public Broadcasting can be a catalyst and a prime mover in such an effort.

At home we continue to lack effective communication with the inner-cities. Television and radio remain our primary hope for being able to reach into and out of the ghettos and into and out of the suburbs with information, education, motivation and stimulation that have not yet been successfully communicated in any other way.

Although, during the disorders of the last several weeks, many commercial as well as educational television and radio stations did

excellent jobs in using the airwaves to establish a bridge of communication between the inner- and outer-cities, the structure of commercial broadcasting makes consistent, flexible devotion of large time segments to this problem not very likely. The Corporation for Public Broadcasting is in a position to make a most significant contribution to the achievement of domestic peace and justice through educational and radio stations.

The Corporation is in a position to serve the needs of other large-- and small--groups of citizens similarly. There has yet to be effective communication between the mainstream of society and the small farmer, the Mexican-American and other Spanish speaking minorities in rural as well as urban settings, the American Indian, the Appalachian population and similarly geographically and economically isolated communities throughout the country. Radio and television provide the most accessible means of communication for letting the larger society know of the needs and problems of these peoples, and for providing these people with the information, education and motivation to help them move toward a greater fulfillment of their individual potentials.

The broad problems of the country, such as water pollution and air pollution, can be discussed, clarified and investigated through public broadcasting. Through the Corporation, public broadcasting can provide special service to the consumer in such things as food purchases, home improvement practices and credit purchases. It can help people on all strata with information and assistance on job

training, job opportunities and job placement. It can be of special help to municipal, state regional and national safety and service organizations, as in the training of officers and lineup identification for law enforcement agencies, and briefings and training for fire departments without requiring travel time and temporary staff depletion at a given fire station. The same kind of services can be provided in medical, sanitation, legal and other service fields. And, in another vein, what about the hobby and vocational needs of millions of people.

We should not forget, either, the professions and the business world. For example, too few people know of the role and function of much of our business community, and just as people can be brought closer to the operations of Wall Street, Wall Street can be brought closer to the people. Concomitantly, the role of labor, and union functions and services can be clarified.

Although you younger people here are, I'm sure, more familiar with one kind of "happening" than I am, there are certain kinds of happenings--the critical events continually occurring in this constantly moving and changing world--that even those of us over the magic age of 30 are vitally interested in. The Corporation can help bring to the public such happenings in a manner too rarely done by broadcasting at the present time, including events that might have special pertinence to specialized groups rather than to vast audiences.

The Corporation can also do much to help radio and television raise the sights of our most precious resource--our children. There have been fewer than a handful of continuing programs in the history of the media that have challenged the full potential of the child viewer, perhaps especially the child of pre-school years. Keep in mind that the average two years old watches about twenty hours of television a week, and that by the time a person has graduated from high school he has spent about 10,800 hours in the classroom and about 15,000 hours watching television.

One of the significant contributions the Corporation can make is in the area of the arts and culture. That is not to say that public broadcasting should compete with the entertainment of commercial broadcasting. Being entertaining and providing entertainment are not necessarily the same things. What the Corporation can help public television do is to finally stimulate television to realize its own artistic potential and to present art and cultural events in terms of the medium's own special techniques and facilities--and not merely photographed reproductions of a stage performance, interspersed with commercial messages. The Corporation can help stations develop television approaches to dance, art, music and drama, among others, that not only retain the contributions of the creative and interpretive artists as they might be experienced live, but can enhance them in terms of the medium's special potentials.

Even in education, formal and informal, where educational broadcasting is reputed to have made a significant impact, there is a

considerable lack. Television and radio have not functioned in education as the pervasive media they are.

Instead of fully utilizing the aural and visual--as opposed to print--orientation of children today, and making the experience of learning more meaningful, more vital and more stimulating to the school child, the media have been used primarily as adjunctive tools to support methods of teaching that are outmoded and ineffective. The Corporation is in a position to help the media become more dynamic and contributive partners to education, and to stimulate the kinds of research and training now lacking in many fields, in international as well as in domestic education.

In addition, the Corporation is authorized to establish a library and archives, to publish a journal as well as use other means of informing the public, to keep the field abreast of new social and technological advances through research and demonstrations, and to arrange for the training of new personnel, so necessary to keep the field vital and alive. All this suggests a broad function which goes beyond facilities, beyond programming, and toward the establishment of public broadcasting as an integral part of the total fabric of society.

The Corporation will not have to start from scratch. It already has a good beginning--in the more than 160 ETV stations and more than 360 educational radio stations on the air. Because we have had 15 years experience with educational television and more than 45 years

experience with educational radio, the Corporation will not have to reinvent the wheel. It will be able to draw upon those who already have the knowledge of resources, the understanding of audience needs and the awareness of what has already been done in the public broadcasting field to move ahead to more significant contributions.

One of the first major tasks of the Corporation should therefore be to establish effective liaison with all existing organizations that have been working in the educational broadcasting field. By serving as a catalyst for these organizations, the Corporation will be able to coordinate efforts that can multiply the independent contributions and impact of public broadcasting today, and at the same time provide the Corporation with the cooperation and base for helping the field grow as a whole. The Corporation should work closely with the individual existing stations, too, evaluating each one's past contributions and its future potentials. In many instances the Corporation should provide support without direction to stations and organizations ready to move ahead; in other instances, it should provide guidance and coordination; and in still other instances it should be up to the Corporation to initiate and carry out a given project or purpose.

The Corporation should also obtain the support and cooperation of many non-broadcasting organizations such as labor unions, management and industry associations, women's clubs, men's social and civic groups and, in fact, all citizen's organizations whose interest in the welfare and progress of their country make their interest in the successful

development of public broadcasting a vital one.

Although I do not want to talk with you today about the actual operations, structure or fundings of the Corporation, I think you have gathered from what I have said that I believe the Corporation will require a highly experienced, talented and diversified staff in many areas. With a strong Board of Directors already appointed, and with the subsequent appointment of a strong President who can coordinate and at the same time provide freedom of judgment and operation for his top level staff, I see the Corporation with Vice Presidents in several critical areas, such as a Vice President for Coordination and Liaison with existing broadcasting and citizen organizations; a Vice President for Education to deal with educational institutions and organizations and with all forms of educational materials; a Vice President for Interconnection and Systems; a Vice President for Programming.

Now, let us suppose that the Corporation is in operation and ready to move along these or similar lines.

Are you--are your educational stations ready to move along with it? Have you reached, in your community, the highest excellence you can as an educational station?

Or have you been satisfied to develop second or fourth or six-rate commercial-type stations? And you know, there are a few here and there--educational stations that attempt to copy the formats and programming of the commercial radio stations. And because they don't have

the experience, the resources, the money, and the developed talent--
not yet, anyway--as the professionals do, they wind up as second and
fourth and sixth-raters, trying to compete where they cannot, and not
fulfilling their role and first rate capabilities where they can.
They should be ready to become an active part of public broadcasting,
or they are simply going to be left behind.

And this leads us directly into the second thing I want to talk with you about today. The pertinence of your station to what is going on in the world about you. The service of your station to the public interest in terms of what the critical interests of your country are at this time.

The black child is put into the classroom surrounded by print materials that he cannot read, given tasks that he cannot do and that have little meaning to his real world, and talked at by white faces in suits and ties that drive out of the ghetto in cars every afternoon to a different society. These are conditions of Kafkaesque terror for any child; they are unreal, they have no positive meaning, and it is incredible that anybody can be expected to learn anything under them.

It is no accident that in 1967 the U.S. Commission on Civil Rights reported that not a single compensatory educational program in the United States has been successful.

All children, today, including and maybe especially the ghetto child, live in an aural and visual world. Yet, virtually every education program in the country is rooted in the print world of fifty years ago. How can we expect any child to learn when we continue to use nineteenth century methods and techniques to try to solve the education problems that are **part of** the twentieth century revolutions of energy, transportation and--especially--communications?

The same is true for the adult in the inner-city. There has been no meaningful communication.

The black man is put into a ghetto. He is surrounded by visible and invisible barriers that are blank and threatening with no free access to the outside world. He is given promises that are not kept, projects that are temporary make-work with no true relationship to his and his family's future, organizations that result only in talk, people who come from a world of jobs and home and travel mobility that is totally unrelated and barely understanding of the reality of the black ghetto. Here is the same Kafkaesque world.

I know you have heard much and read much about the inner-city and communications in recent weeks. And perhaps you feel inclined to turn me off. However, having been making speeches on this for the past three years, and observing that we don't do anything about it until one or more cities began to burn, I am inclined to keep on talking--in the belief that it is better to try to solve these problems with communication rather than with matches.

The March, 1968 Report of the National Advisory Commission on Civil Disorders goes further than any other national official statement on the problem. It concentrated on the providing of programs of special interest to the ghetto, and on representing more objectively the needs and actions of the ghetto to the population as a whole. It also suggested increased racial integration in the field of broadcasting. Its recommendations relate to a part of the total problem and potential: toward improving the reportorial aspects of the media, toward telling about, the inner-city. I believe we should go beyond

this. We must use television and radio to enable the ghetto itself to communicate with the outside world, to "tell it like it is." We must use the media to affect the thoughts and feelings of white America in a positive way to forward the principles of democracy and humanity. We must have increased and more imaginative use of radio and television to provide urgently needed upgraded formal education for children and formal and informal education and training for adults. We must exploit radio and television's subjective, psychological non-content effect on both the inner-city and outer-city resident. The Commission on Civil Disorders does well, I think, in its evaluation of the media as information carriers.

However, the media change not only the content, but the entire behavior and learning and growth patterns of our children and even of adults. The child entering school who has watched TV--even non-selectivity--is much better informed, all other things being equal, than the child who hasn't watched TV. (A child has watched some three to four thousand hours of TV by the time he has entered the first grade.) But information is the least important of it. More important is the child's special awareness of visual observation and learning, his abilities to relate non-immediate, mediated experiences to live experiences /and to print description, his openness to the utilization of media for learning development as well as being able to sit--maybe rightfully impatiently and uncomfortably--at the other end of the educational log.

As already noted,
/ by the time today's child will have graduated from high school he will have spent about 15,000 hours in front of the television set and some 10,800 hours in the classroom. Television is a primary medium of communication reception for him.

Look at some of the photographs of last summer's riots. Think back to some of the TV news films. Did you see any of the teenagers or the adults reading newspapers or books while violence was all around them? You did see many, however, with transistor radios pressed up against an ear. Radio is a primary medium of communication reception for them.

What this means is that television and radio are not just tools divorced from teaching and informing and learning and reacting, but are part of the entire process. What this means is that if we do wish to do anything about ghetto education and ghetto problems we had better revolutionize our entire approach to teaching and learning and to public communication.

The child in the ghetto says he doesn't find anything interesting in school. What he means is that he's bored because he can't read the book used as the core of instruction. We cannot teach him to read the book as we might teach children who have not suffered the psychologically destructive, deprived backgrounds of many of these children. We must first reach this child to motivate him toward the personal worth and confidence that will give him a base for being willing to learn. We must use those means to reach him to which he is already tuned in: radio

and television. To continue to push print as the primary approach is to continue to create an ever concentric circle of stone walls surrounding the child.

Outside of school the ghetto child thinks, uses his mind.

Inside the classroom he is being shut off from the world. Television and radio can bring that world in. We must use the mass media not only to provide motivation through visual and aural action--rather than through non-meaningful (to that child) print symbols--but we must use the mass media to provide a socializing situation for the child, to make the real world a part of the classroom, to provide the problems of the real world as the learning problem; the solutions learned--or at least the understanding obtained--is what constitutes education. Information regurgitated on examinations is not education.

One new hopeful approach to reaching the ghetto child is the recently announced Children's Television Workshop, with an anticipated budget of \$8 million provided by the government and foundations. Yet, even here the announced plans indicate that the approach will be to produce programs of an information-education nature, designed to provide what the children would have gotten in the classroom if classrooms were available.

Too many TV projects have already concentrated on the information-education approach, when what is first needed by the inner-city child is motivation, self-understanding, and ego-building identification with one's background and immediate self.

Virtually all of the attempts up to now have also been couched in the traditional TV program form, not designed to meet the real orientation and needs of the inner-city child: we need not teaching, but experiential learning; not information, but self-discovery and self-esteem.

Outside of the school that child thinks, uses his mind. The child in the ghetto, just to survive, must make meaningful, effective judgments and decisions every moment of the day--and night. And this takes a kind of intelligence that most of us have not had to exercise. When talking about survival in the ghetto, it is not like the experience of most of our children playing in the back yard. It is an experience usually lacking the guidance of an adult. It requires an intelligence of a high practical order that is not reflected in the verbal oriented-cultural achievement evaluations we call IQ tests. It is the kind of ability many industry people say they are looking for, but somehow have not yet really provided opportunities for.

The intelligence and potential are clearly there. They must be motivated and matured through communications and education. They must be communicated with and given an opportunity to communicate.

What is true for the child in the classroom is, by projection, true for the adult in the apartment house or on the block. We have learned that the old ways do not work. The traditional methods of communicating with adults have failed again and again, in Bedford-Stuyvesant, in Harlem, in Watts, in Detroit, in Newark, in Milwaukee,

in Washington, in Baltimore, in Chicago, in every community in which we have attempted to bring opportunity to those people who have been not only shut off from opportunity, but who have been forcibly pushed further into a pit of despair or fiery resentment or both.

The first task is not to organize a group to discuss housing problems, or to set up an employment opportunity office, or to bring in a task force of expert teachers to help children learn how to read.

The first task is to make a dent in the curtain of hopelessness that has been pulled down over every black child and adult, every black family, every black community that has been ghettoized into economic and cultural poverty.

The first task is to try to restore to each of these persons a sense of pride, of worth, of self-esteem. To try to bring some bit of reality to the dream--not deferred for these people, but shattered--that there is some hope for their children, if not for themselves.

Radio and television are the primary means of communication these people have with the outside world, and must be given the primary emphasis in any inner-city plan.

Thus far, however, there seems to be a reluctance to discuss television and radio in terms of the total impact they might make on and for the ghetto and on and for the white non-ghetto society. The emphasis has generally been only on the media's limited functions as informational, reportorial tools. Television and radio's potential, if truly realized, would be revolutionary and force reorientation not

only of the people directly affected, but in the organization, techniques, skills and even jobs of the media-sociologist-political scientist-government workers who are now spending time and making out reports and assessing their generally continuing failures in the inner-cities. Even if the apple cart is rotted through, it seems to be easier not to upset it!

The most important means of communications for the ghetto is not television. Who, after working 12 and 16 hours per day, or facing the destructive tedium of futile job-hunting, or fighting the moment to moment horrors of hunger and disease and vermin can be expected to give up Bonanza or the Beverly Hillbillies to watch even the most self-serving public interest programming at prime time. However, even in poverty areas, transistor radios glued to the ears of the youth and close by the adult are in proliferation. Radio is the most immediate, direct and effective way of reaching the people in the ghetto in terms of their own communications orientation.

A recent Trendex survey stated that more people listen to radio in the course of an average week than watch TV. But the purposes of inner-city radio stations are not, as presently constituted, necessarily oriented toward solving the ghetto's problems. A broadcasting journal recently titled an article as follows: "All-News, All-Music, All-Ghetto Radio is a Success"; and then, for fuller explanation!: "Special interest broadcasting--a nearly sure-fire method for getting a fat slice of the pie."

What is needed are radio stations that can provide the kinds of materials and services that were presented by so many stations during the disorders of recent weeks. Like WRVR's instant eastern 16-station radio network that made direct contact into the ghetto and, through phones, from the ghetto residents; like WLIB's inclusion of the ghetto itself in its extended air time to establish honest communication rather than violent confrontation. We need air time flexible enough to permit not programs as such, but conversations, ideas, questions and answers, aural demonstrations, counseling, exhortation, concrete and abstract sound stimulation, and other kinds of content and non-content motivation (all of which may include participation, in and out of the studio or broadcast point, of the listeners).

The key word, again, is "communications," not "programming." The same approach holds true for television.

I am not suggesting that the informational-reportorial functions should be ignored. On the contrary, they have distinct, significant roles to play as essential parts of the total picture. What I am saying is that communications should not be limited to informing-reporting, as seems to be the case in recommendations, discussions and actions thus far. The burden seems to have been placed largely on broadcast stations, especially commercial stations, for the production of such programs and materials, and though the stations and networks should not be relieved of such responsibility, neither should they be expected to carry the total communications load--nor would it

be a fulfillment of the inner-city needs or the potentials of radio and television to limit their use in this way. The telling has got to go beyond telling and into the doing.

Though I have concentrated here on communication into the ghetto and within the ghetto, I am not ignoring the other need--communication from the ghetto, communication into the suburbs.

In my own mind I have no doubt that the daily and nightly electronic visions about all those families with pleasant homes and nice cars and well-dressed and well-fed kids makes a man very uncheerful about the two rooms his family shares with the rats. What we have said, in effect, is that television has shown the ghetto man, woman and child the suburban promised land; shouldn't television go on from there and help them to reach that land?

And there's the rub! The Report of the National Advisory Commission on Civil Disorders indicates that the educated black man is at least as angry and at least as ready to go along with violence as is the less well educated person precisely because he has made the educational hurdle and is still barred from the economic promised land.

So, it is not enough for television to educate the disadvantage. If domestic peace and justice are to be achieved, will television not also have to educate the rest of us to accept the practice of what we preach?

We must educate the ghettos, yes, but we must also educate the suburbs. The people on the outside of the ghettos who still practice

a TV kind of paternalism. How long do you think society can keep saying: "Look---but don't touch!?"

We are talking about television and radio; and we are all of us tuned in. The Bible says that the child is father to the man. Freud said that what a man will be is determined by the time he is three years old. And the latest statistics say that two-year olds spend about 20 hours per week watching television.

We--all of us--need the education that television and radio can provide. Just as we want the people inside the ghetto to learn, those of us outside of it have also got to be ready to learn. For the many of us who have been emotionally raised in a world of platitudinous beliefs and verbal rationalizations it isn't going to be easy. But in realistic terms, for those who can't see it from any other point of view, I suspect that it beats having to choose between hiding out forever in the crab grass or risking a hole in the head to visit the art museum in the center of the city.

(I am not limiting these uses of TV and radio to the inner-city black ghettos. It is urgent that we use communications similarly to serve the needs of the Spanish speaking ghettos in the cities, of the barrios in the southwest, of the rural Mexican-American population, of the American Indians, of all the minority groups that have been excluded from the mainstream of American society and have lost communication with it.)

And all this comes right down to you and to your educational stations. Are you part of the mainstream of your society, or is your station and your work peripheral to society? Is your contribution as broadcasters to the world you live in of consequence, of real importance?

I know what your stations are doing. I know their positive contributions--and I know their lacks. I know how hard you are trying. And I know that this college generation is the most vital one in thirty years--you have played an important role in affecting world history: in the issue of peace or war, in international relations, and in domestic and world politics. So I know that where your contributions as broadcasters are peripheral it is not because this college generation, as a group, is alienated or incapable.

Communications--and many of you as individuals--have been the victims of the cultural lag of the universities of this country that by and large are dedicated either to the 16th century or to the anti-cultural materialism that bypasses people and emotions and intellectual choice for the nuts and bolts primary of test tubes and atom-splitting machines.

And this is the third and final discussion topic I want to discuss with you here today. A topic for your thinking and discussion and, hopefully, action, in the days and months and years ahead. A discussion topic that, when you get right down to it, may be more basic and important than all others to your own preparation for the media field,

to the future of the industry, and, in the real and large sense, to the survival and progress of our country and of the world.

By and large, communications are just emerging, just beginning to reach the threshold of a worldwide explosion. There are a number of good departments and schools of communication in the colleges and universities of this country. There are some 150 institutions of higher education that offer degrees in one or more phases of broadcast communications. Many of you are enrolled in some of these good departments.

But there is not, in this country, or anywhere in the world, a single center that offers to you, to the communications industry, to government, both domestic and foreign, to education, to the professions, to all the varied fields and areas needing communications expertise, the kind of communications training, experiences and services most vitally needed in the world today.

Let me review for you some of these needs:

International Service: There is a stress on communications throughout the world, the sending of people from many countries to study in the United States, the dispersal of these people to various colleges and universities, and the lack of a comprehensive program to serve all the needs of these people at any given institution.

Socio-political needs: There is increasing use of communications media, particularly television and radio, but including theatre and print, and certainly advertising and public relations techniques, in

poverty areas and in the inner-city ghetto projects, as I have previously shown. Yet, there is no place where social and political scientists can be trained to utilize the communications media effectively in the situations in which they ^{are and} will be working.

Industry: Management and industry over the past decade have been the leaders not only in using sophisticated communications media in their operations: production, distribution, sales, administration-- but, as well, in their actual training programs. There is no substantial central source for industry communications training, research, experimentation, development of new techniques, conference center or convention service planning and facilities.

Federal Government Agencies have begun to make more and more use of communications. The Civil Service Commission recently established a new Bureau of Training, including a Division of Training Technology, which will set up and conduct training programs using educational communications, for government personnel. ←

The Federal Interagency Broadcast Committee (consisting of thirty-one federal agencies) concentrates on cooperative programs and information exchange, including grants/contracts techniques, production approaches, and bibliographic storage, retrieval and distribution in all audio and visual areas. It has no central source for research, informal training, formal course work, experimentation and application, or consultation in these areas. Many agencies are engaged in providing trained people in instructional communications, domestically

and internationally. The Peace Corps, AID, OEO and other agencies use colleges and universities all over the country to educate teachers, administrators, technicians, artists, public relations personnel and others in the meanings and use of educational communications. In many instances the trainees spend time at several universities: one for language; another for political-social-economic concepts of the given country; another for communications. It is estimated that the federal government spent about \$20 million in 1966 for the production of film, audio visual, television and radio materials. Government agencies also spend considerable amounts of money for workshops, research, training on undergraduate and graduate levels, and conferences in the communications field. In addition, the work of the President's Task Force on Telecommunications, the Public Broadcasting Act, including the establishment of the Corporation for Public Broadcasting, and other such activities, suggest the need for a multi-resource center.

State and local governments have also made increased use of communications to provide educational and municipal services. There is the lack of a cadre in this field, and there is sometimes prohibitive expense in procuring and maintaining high calibre personnel in such positions. Much state and local work is liaison with the federal government. There is at the present time no central source to which state and local governments may go for such a service in the field of communications.

Nongovernmental Organizations, such as the Public Broadcasting Laboratory, EDUCOM, and the National Citizens Committee for Public

Television , could benefit from a high quality center which could provide production coordination, liaison, guidance, research, consulting, training, and so forth.

Many specialized fields have begun to stress communications in their operations. Religious organizations, medicine, law, nursing and similar professional areas have all made use of communications and, generally, are not in a position to develop their own training and consultation centers.

There is no doubt in my mind that the most significant educational investment we can make today is to establish a Communications University maintaining the highest academic standards.

Within such a University, there should be two special institutes: The first is an Institute of International Communications, which could concentrate its activities on most effectively establishing means of exchange of information, education and culture among peoples and governments of many countries, to establish bases for peaceful relationships among all peoples. Foreign affairs personnel from many countries, communications personnel in domestic and overseas services, and others could be educated here.

The second is an Institute of Urban Communications. (This was recommended in last month's Report of the Commission on Civil Disorders. Since first suggesting such an Institute last August, I have felt even more strongly its need.) This Institute would be oriented toward the needs I discussed earlier of the ghetto and of suburbia.

The Instituté would be responsible for research into communications needs, motivations and techniques, for the establishment of communications resources, including stations and closed-circuit devices, for training professionals in the communications field, for educating government workers and others who deal with inner-city problems, for preparing ghetto residents for communications jobs, and for developing pertinent programming.

In addition the University should provide:

A first quality research center, utilizing the resources of specialists in many disciplines. The research facilities should be available to all potential users, including government, educational, industry and citizen agencies.

A workshop, conference and convention center, providing seminars on the highest level to communications experts and administrators as well as conference consultation and management to lay groups. This would include international as well as national meetings, festivals, competitions and similar events.

A special training center for federal and state government personnel, providing cohesive resources for Peace Corps, AID, agency training directors, state education officials and others.

Consultant services to all potential users in all areas, such as research for government, systems planning for states, conference planning for foreign embassies, and public relations campaign planning for citizen organizations.

Production centers for all communications needs, including television, radio, film, audiovisual, computer and programmed instruction, aural materials, plays, journals and newsletters, and advertising and public relations materials.

A special center for innovative production and publication, including the aesthetic and philosophical exploration and application of communications techniques in terms of urban needs, technological potential, educational process, and similar areas.

And, finally, and perhaps most important of all, the **University** should have the highest quality inter-disciplinary undergraduate and graduate degree and non-degree program, serving the specialized as well as the broad needs of students (and professionals and educators) from all areas of the world and including all facets of communications study and application. Just as the future scientist can go to M.I.T. or Cal Tech, shouldn't the future communicator or broadcaster also have a high quality University to learn in, in a field that is at least as important to the future of the world as are **the** disciplines now learned at MIT and Cal Tech?

There has been recognition of communications and support of parts of it from various sources over the years: the Ford Foundation, the Carnegie Corporation, the Federal Government and state governments. Commercial radio and television stations and networks have been generous with their support of funds and equipment to educational stations.

I believe we are ready to go beyond these programs--this kind of support to individual projects--to the larger picture. To that which will provide not only facilities and programming, but which will provide personnel, services, training, ideas, materials in an atmosphere of educational excellence finer than any we have even yet learned to develop. To that which will guarantee the kind of growth needed for all phases of communications, broadcasting and non-broadcasting, commercial and non-commercial, here and abroad.

Will you **unite with me today to call** upon the communications industry, upon the foundations, upon the federal government, and upon the public join together to provide the funding and other support to establish, in an international city such as Washington or possibly New York City, a Communications University? A University that I believe can be the cornerstone in a field that is most important--that is most necessary for the peaceful, productive, progressing future of our nation and of the world.