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cc: Lizzy

THE WHITE HOUSE
WASHINGTON

April 14, 1976



MEMORANDUM TO: JAMES CANNON
FROM: ROBERT GOLDWIN

RG

The attached summary is the best thing I have seen on the subject of work and study. It confirms the argument I made long ago that before we try to do anything to solve the problem we would be well advised to describe and define it. This summary report raises great doubts about whether there is a problem that needs solving.

This one page summary was sent to me by Alexander Astin, President of the Higher Education Research Institute, Inc., 924 Westwood Blvd., Suite 850, Los Angeles, Calif. 90024.

The full report should be very instructive.

Attachment

Interim Summary Report:
A Study of Utilization of Education in Careers

Lewis C. Solmon
Higher Education Research Institute

This study is based on a follow-up survey conducted in 1974 of persons who entered college in 1961 and completed baccalaureate degrees. The study is concerned with testing the widely-held belief that too many college graduates are being turned out, and that many are not using what they learned in college in their jobs. The study also tested the corollary assumption that failure to utilize one's training in work leads to job dissatisfaction.

The study shows that 60% of the sample (approximately 6,000 respondents) were very satisfied with their jobs. Those in jobs that were closely related to their college major were slightly more satisfied than those in unrelated jobs, but the difference was small. The large majority of those working in unrelated fields were holding their jobs voluntarily. Only about 1 in 10 were involuntarily holding jobs unrelated to their college major. There was less satisfaction among those involuntarily working in unrelated fields.

One worker in four felt that their jobs were not related to their majors. Fully half indicated that their jobs were closely related to their majors. Only one-third felt that their skills were not being fully utilized.

Other major findings so far are as follows:

The relatedness of the job to the worker's college training shows little or no relationship either to income or to job satisfaction.

Some jobs must be selected early since they require college courses.

Almost all workers acquire significant additional skills on the job or in formal or informal training programs beyond college.

Almost no respondents indicate that additional training beyond college was required for the job that they hold.

Persons who use their collegiate training most frequently in their work majored in education and business. Majors in economics and the social sciences were least likely to be using their collegiate training.

THE WHITE HOUSE

WASHINGTON

April 9, 1976



MEMORANDUM FOR: JIM CANNON

FROM: DAVID LISSY 

SUBJECT: Lunch with Secretary Mathews -
Pending Education Issues

1. Education Block Grant: We are making reasonable progress with excellent cooperation with HEW staff. Prospects for a hearing in the House in May or June seem good and the proposal is being treated as a serious one.
2. Higher Education/ Student Assistance: It looks as if the Congress will enact a simple one or two year extension of existing programs with few changes and will not adopt major revisions proposed either by the Administration or others. We should seriously consider a major review of existing Administration positions with the thought we might have new ideas for next year.
3. Higher Education/Study of Small Private Colleges: The President requested this study about a year ago. It is now in Secretary Mathews' office for his consideration before transmittal to the President.
4. Reorganization of the Office of Education: Pending legislation includes reorganiztion of OE. It would abolish the Office of Assistance Secretary for Education and elevate the Commissioner of Education. The Administration is essentially in agreement. The bill would also upgrade the salary level of the Commissioner and other education officials while not raising the Under Secretary or the Health & Welfare parts of HEW. As a personal observation, I feel raising the salary levels and enhancing titles will do nothing to solve OE's management problems. The only certain result will be pressure to raise titles and salaries elsewhere in HEW.

5. Major Education Speech: I was planning to call Secretary Mathews, but this luncheon would be a good opportunity to ask if he, personally, could propose speech material the President could use. The thought would be to develop a comprehensive statement of the President's philosophy and concerns rather than a program by program review. What we have learned recently is that most of what we once thought we knew about the impact on education of more dollars, more facilities, etc. may not be true.



THE WHITE HOUSE
WASHINGTON



MEMORANDUM FOR: THE PRESIDENT
FROM: JIM CANNON
SUBJECT: Buckley Amendment -- Access to
School Records

In response to a question about the Buckley Amendment during a recent trip to Texas, you indicated you felt experience has indicated the Buckley Amendment went too far, was inflexible and ought to be changed.

I thought you should know that HEW has publicly reported there have been few complaints about the Buckley Amendment and that it has generally been accepted by the educational agencies and institutions. That does not mean it is good legislation but there is apparently no groundswell urging major change.

THE WHITE HOUSE
WASHINGTON

Date 4/22

TO: *Jim Connamough*
FROM: DAVID LISSY

*You might want to
send the attached in in case
the question comes up again in
a Q & A on one of the tups.*

DL





THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

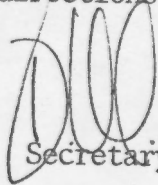
APR 29 1976

MEMORANDUM FOR
THE HONORABLE JAMES T. CANNON



Here are the general themes I have found to be
timely in addressing the educational community.

We are doing a companion piece that relates
these ideas to policy directions, which will
be ready a bit later.


Secretary

Enclosure

THEMES FOR EDUCATIONAL POLICY

I. The School, the Family and the Community: The Case for Reunion

The relationship of education to American society has undergone enormous transformation during the history of our country. Until the 20th century, education depended on a host of informal institutions and most importantly, upon the family and the community. Today, we seem to be losing that keen sense of education as indigenous to the family and community.

A persistent, gnawing sense of remoteness, with its consequent frustration, characterizes the public feeling about our schools. The frustration, if I sense it correctly, is that educational institutions seem beyond people's ability to influence. A disturbing gap seems to be growing between the public and public education.

In addressing this issue, several themes occur to me as the agenda of our continuing public debate on education.

First, there has to be some renewed integration of education and the community, whether elementary and secondary schools, community colleges, junior colleges, or other post-secondary institutions. I cannot envision any great future for our society apart from a renewed and enlightened sense of community.

In the Colonial era, society depended upon the family and the community to give a youngster not just nurture, but a large degree of formal education. In what might be called our first schools, families gathered their children together and gave Colonial Dames--seniors of the community--the responsibility for teaching the equivalent of our early elementary-grade subjects. Later, community grammar and Latin schools were formed.

Government legislated that communities of a certain size had to establish formal schools to supplement other informal institutions in completing the education of youngsters.

The economic order was also responsible for a good deal of education. Many youngsters got their education as apprentices in someone's shop. The Master was obligated not only to teach the skills of his particular craft, but also the basics of reading, writing and arithmetic.

Whatever the limits--and certainly there were great limits--to the arrangements of the Colonial era, there were distinct advantages. Education was a community expression of interest in young people and the future of the society, in a set of values that the community felt it had to perpetuate. The school was an extension of family and community. As a result, the school was highly responsive to the community's sense of what was important, and the individual parent saw his or her choices and values reflected in what the school did.

Of course, our concept of community has to be realistic. It has to include all the people who in fact live together, whether they are alike or different from one another. Any other more limited concept of community is bound to be artificial and likely to be destructive.

II. Using All Our Educational Resources

We must try to recapture a broader definition of education. No one in the 17th or 18th century would have limited education to schools. Even in the 19th century, libraries, museums, families, churches and a wide variety of other institutions were regarded as educational. Today, we must also conclude that most of our actual education comes from a wide variety of institutions, ranging all the way from television sets to classrooms. The best wisdom is to embrace that wider definition of education and to count as educational that which educates.

III. Harnessing Education to the Public's Present Dilemmas

The Nation is worried about unemployment, farm production, urban blight, energy, health costs and a host of other problems, including its own sense of itself. As a people, we seem ambivalent about the present and apprehensive about the future. We are having difficulty in finding meaning in what we are experiencing. Education

has an inescapable obligation to enable this country to deal with its complexity, its uncertainty, and those perplexing social problems that do not yield to instant solutions.

Problems of meaning are an inherent agenda for education. Developing ways to foster understanding of the present reality and to delineate the educational imperatives of all major social dilemmas constitute a principle mandate for education.

The relationship of the larger public impulses to allied thrusts in education has not yet been fully explored. For example, concern with creativity as a disappearing commodity in the Nation has great potential implications for education. Requirements for creative environment may tell us, by implication, what we can and cannot tolerate in organization and management, particularly in higher education. Creativity, both as an educational value and a need in society, is also related to the issue of "good education."

Attention is also needed in ferretting out the general educational imperatives of the revival of interest in basic educational standards, prompted by the recent declines in test scores and reading ability.

If the debate on education is to focus on the imperatives of the times in which we live, the new and emerging forces of society need to be examined and considered for their educational implications. Education contributes most creatively as it amplifies, interprets and even anticipates what is happening in society at large.

IV. Education and Work

We must, of course, consider economic and demographic shifts as we develop educational imperatives. Youth, both high school and college graduates, constitute a very serious part of the country's unemployment problem. At the same time, a population trend toward greater numbers of older Americans suggests increasing needs for part-time, work-related, and continuing education. Americans, regardless of age, are experiencing greater competition and greater need for up-dating and advancing skills in a changing employment market. If we are unable to relate the world of education to the world of work in response to these societal changes, the country can expect continuing serious difficulty.

V. On Higher Education: The Dangers of Bureaucratization

The bureaucratization of higher education is an issue that reaches far beyond institutions of higher learning to penetrate our social fabric and endanger us all.

Certainly, higher education is not immune from management techniques and there is a proper debate on how to manage colleges and universities. But, questions of structure and regulation threaten to drive higher education out of the education business

and into the bureaucracy business. The web of forms and formulas binding higher education may even work against the accountability it seeks to foster. The injection of more regulations dangerously diffuses responsibility.

The current debates in higher education generated by impulses for better management neglect basic questions of purpose for matters of technique. The country is awash with issues that demand the attention of the higher education community. But how little the debate on managing higher education concentrates on the educational imperatives that might follow from the large problems before our fellow countrymen.

In higher education, the nation needs to look beyond institutional questions to more enduring issues.

VI. On Higher Education: The Case for Independence in Colleges

Our nation has prided itself upon independence as a general virtue for all of society and has prospered--in spirit as well as in body--by attention to that quality's virtues. Independence has value in and of itself. It is also the well spring of our self-reliance, resiliency, and creativity. When applied to colleges and universities, the virtues of independence rely upon diversity in higher educaion.



The presence of diversity in higher education is the very life blood of the existence of that endeavor, not just a battle cry for hard pressed private institutions. Upon the case for perpetuating independence and diversity in all colleges may rest the survival of basic educational values and purposes.

THE WHITE HOUSE
WASHINGTON

May 5, 1976

MEMORANDUM FOR:

JIM CANNON

FROM:

ART QUERN

SUBJECT:

The Federal Role in Educational
Television

Art - 5/4/76
very interesting -
let's discuss
w/ Robin
Buckley &
Lester.
Jim

The following summary of the Federal Government's current activities in educational television, prepared by Janet Brown, is drawn from reports compiled by the U.S. Office of Education and from interviews with members of the USOE staff.

In simplest terms, the field of educational television can be examined from perspectives of:

- its potential audience;
- the message/curriculum to be conveyed to that audience; and,
- the technical equipment necessary to carry the programmed curriculum.

Television production is both costly and complex. It appears that the Federal Government's most effective and appropriate role in this field should be that of financial resource and coordinator. Beyond that, the educational television process should be governed by the independent, creative input of educational experts, program designers, and producers.

BACKGROUND

At present, the educational television field can be profiled as follows:

A. Audience

Nielsen ratings show that the average American youngster under 18 years of age watches television three and one-half hours per day. It can be calculated that when he graduates from high school, the average person will have spent more hours in front of a television than in the classroom. Clearly, the time devoted to televiewing and the attraction to the television medium are both well-established prerequisites to the development of an audience for educational broadcasts.



Data on the number of children who presently watch educational programs ranges from "fair" for the in-home audience to "poor" for in-school, which is inherently more difficult to measure. A reasonable estimate is that approximately one-third of all U.S. schools utilize over-the-air transmission at least once per week.

Audience figures for the two very popular Children's Television Workshop (CTW) series show that in 1974, "The Electric Company" was reaching 14.5 per cent of all U.S. households while "Sesame Street" reached 23.3 per cent of all households.

B. Cost

Federal funding for the two CTW series totaled \$29 million for FY '68 through FY '75. An additional \$20 million was authorized in FY '73 and '74 for educational television projects administered under the Emergency School Aid Act (ESAA). Federal money constitutes roughly 50 per cent of CTW's \$12 million annual budget, the balance of which comes from the Corporation for Public Broadcasting, private foundations, corporations, and commercial stations.

Cost per "target audience exposure" is critical to accurate evaluation of investment. Although the audience figures for CTW programs are necessarily estimates, USOE staff members claim that "Sesame Street" now costs less than half a cent per viewer per program. This cost is reduced each time expanded viewing is made possible, either by means of increased numbers of school television receivers, student viewers, or broadcasts. There is the prospect that in the coming year arrangements will be made for off-the-air taping of "Sesame Street" which will enable teachers to store tapes and schedule showings in conjunction with curriculum schedules.

"Sesame Street" is shown in more than 50 foreign countries, in some cases for English instruction or cross-cultural demonstrations. Tapes are sold at cost to foreign governments; USOE officials say that the return on investment in good will and increased technological exchange should prompt Federal support for more international interaction.

C. Program Development and Technical Equipment

These two factors will be examined jointly for the purpose of drawing the main conclusion of this summary. As noted above, a good deal of USOE money has been invested in educational television. On the broad scale, there are in



fact 63 Federal programs which have funds available for educational telecommunications; twelve different agencies administer these programs for which the FY '74 allocation exceeded \$1 billion.

11 Unfortunately, there exists almost no policy or program coordination among these various agencies or even within the Office of Education itself. Each project is approached on an ad hoc basis. There does not exist an orderly educational television policy; program subject matter which is strictly educational is rarely integrated with subjects relating to health, the arts, vocational skills, or public service.

There is no rational plan for coupling technological capability with program development: technological capacity has outdistanced program offerings for the last decade, and the gap is far from being closed. Scattered examples indicate the potential for progress once hardware and software are creatively coupled: using state funds, Buffalo has experimented with the combination systems offered by a satellite terminal, cable television, and touch-tone phone systems that link computer facilities with home television units. The result provides in-home academic instruction to children who are handicapped or bed-ridden.

RECOMMENDATION

11 The potential for gain is almost unlimited. What is needed is a coordinating body that can orchestrate the vast number of private and public groups involved in telecommunications development. It has been suggested that a position be created at the assistant secretary level in HEW for the formulation and direction of policy. There are undoubtedly other alternatives, but the area warrants further examination and discussion. A limited amount of careful Executive Branch initiative could conceivably foster orderly, sustained growth in this field.



May 11, 1976

I very much appreciate your excellent summary on the influence of television on viewers and the potential impact of television on educational policy.

I will be meeting with members of the Domestic Council staff to review your materials; following those staff discussions, it would be very helpful if you could come down to Washington to talk more extensively on this subject.

Again, many thanks for your help. We will be in touch to schedule a meeting in the near future.

Warm regards and greetings to Walt,

Sincerely,

James M. Cannon
Assistant to the President
for Domestic Affairs

Mrs. Robin Beebe
6 West 77th Street
New York, New York 10024



clearly, the time devoted to televiewing and the attraction to the television medium are both well-established prerequisites to the development of an audience for educational broadcasts.

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6 West 77th Street
New York, N.Y. 10024

April 29, 1976

Mr. James Cannon
The White House
Washington, D.C.

Dear Jim,

Finally. The problem that I have run into is that there is a lot to be said on the subject of the influence of television on kids and how the impact of television should and could affect educational policy. I have been writing a book rather than a memo!

To spare you from having to spend a week, or even a day, reading all of it, I have tried to extract the main points and put them into a capsule form. I know the result is superficial, but if you are interested in more detail, it is certainly available.

The name of the Boston group that I mentioned is ACTION for Children's Television at 46 Austin Street, Newtonville, Mass. 02610 (617 - 525-7870). They are committed to "helping children deal with the impact of TV and in encouraging the development of quality programs." Their principal concern is program content and reducing violence during prime time viewing. Based on reading and experience, I find that children of school age, and often younger, watch much more adult programming than children's programming. Further, as I indicate in my memo, the most significant impact of TV is not related to program content but to the medium of television per se.

I am enclosing the lead article of this month's Psychology Today which is based on the work of George Gerbner and Larry Gross of the Annenberg School of Communications at the University of Pennsylvania. Their full report would undoubtedly be very interesting to read.

I would be delighted to come to Washington at some time to discuss some of these issues further if you feel that would be useful.

Walt sends regards -- and asks if you know where Howard Hughes' will is!

*Best wishes,
Robin*



April 27, 1976

TO: James Cannon
FROM: Robin Beebe
RE: Television and Education

Students spend more time being educated by television than they spend going to school. Schools either ignore the fact that students of all ages watch a lot of television or resent it as a harmful and dangerous competitor. Neither approach seems very useful.

The purpose of this memo is to discuss how heavy television viewing on the part of students has created a different set of needs which our schools must meet.

This memo is based on my experience working with junior high school students, discussions with many other professionals working with students of all ages, and some fairly broad reading in the area. It is motivated by a strong conviction that the pervasive watching of television has profoundly altered the nature of the classroom experience because of its influence on the students in that classroom. This conviction in turn results in the great hope that those concerned with the educational process can recognize this change and achieve an educational philosophy and program that allow for different student experiences and needs.

The material is divided into two main sections: one summarizing those influences of television which have caused this change; and a second section suggesting appropriate responses which we might make within our schools.

Each of these sections is in turn subdivided into two sections, one dealing with the medium and one with the message (not very originally!). No one-to-one correspondence between the section on television's influence and educational implications is intended, although an overall relationship is certainly implicit.



TELEVISION

Students are spending as much as six hours a day watching television, with those students from low socio-economic backgrounds often being the heaviest viewers (see attached article).

What exactly is happening to this student?

The Medium

Television itself, the box, regardless of program content, affects the student viewer. Undoubtedly, the most significant affect of television lies in the fact that:

- (1) The student is a passive participant in this process, so
 - a. He learns a passive learning style just because this is the learning style he is most acquainted with.
 - b. He perceives himself as a receiver of information, rather than the creator or transmitter.
 - c. Vicarious experiences substitute for personal experiences.
 - d. He is physically inactive during a period of great physical development.
- (2) Because television is a mass medium,
 - a. People who were hitherto isolated from the mainstream of American experience because of physical or cultural distances are able to share in mainstream experiences.
 - b. Enormous financial and creative resources are available for the development of programming.
 - c. Programs are designed to have broad-based appeal and interest. Thus, little programming can be made available for the off-beat, the idiosyncratic, the controversial, or the highly individual. Students whose backgrounds and/or interests are outside the "mainstream" will feel very isolated indeed.
- (3) The television is viewed at home
 - a. Opportunity to interact with peers is curtailed.
 - b. Community and neighborhood identity is lessened.
 - c. The importance of the home as a base for recreation is increased.



- (4) Since stimulation which requires a minimum of effort is so easily available, the student makes fewer choices about how he will use his time. He watches television automatically because it is the easiest thing for him to do. This lessens his sense of being in control of his own life.
- (5) All content must have some visually interesting component. This makes the presentation of abstract material much less suitable than concrete material. The student's exposure to abstract ideas is minimized.
- (6) "Reality" is filtered through the viewpoint of a selective camera. The camera has chosen, for the student, the significant components of experiences.
- (7) General information, news, opinions, and entertainment are presented through the same medium. The likelihood of confusing them is enormous.
- (8) Certain human capacities are strengthened while others are weakened.
 - a. The senses of touch and smell and taste yield to those of sight and sound.
 - b. A two-dimensional world seems as "real" as a three-dimensional one.
- (9) Almost everything is shown smaller than life-size. Thus, a very important event can be diminished enough to fit on a small screen in a living room.
- (10) No communicator skills are required of the viewer. Not only does he not need to respond to the program content, he can't. He is impotent, powerless, except as a consumer.
- (11) Because watching television is effortless, free after the initial purchase, stimulating, and readily available, the student becomes a heavy consumer.

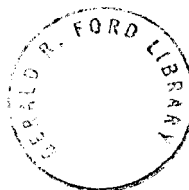
The Message

The messages conveyed by television would seem to be a combination of a reflection of a basic human need for new experiences, popular interests, and the commercial interests of financial supporters. None of these interests seems nefarious and I believe program content has improved enormously. There is a simple way to get rid of undesirable programming -- don't watch it.



Yet the unsophisticated viewer (and that's most of us whose life experiences are limited) is certain to acquire some false information:

- (1) The events of the day can always be covered in twenty-two minutes, regardless of what has or has not happened.
- (2) Everyone "out there" lives in a neat house, inhabited by a cooking, cleaning, loving mom and a working father and kids who basically feel pretty good about themselves.
- (3) The products advertised on television are essential for the consumer and are the most effective for doing the job they purport to do.
- (4) Most other people have either already bought this product or are about to do so.
- (5) Conflicts which are not resolved simply do not exist.
- (6) Resolutions of problems are dramatic and lasting.
- (7) The authority figure always wins.
- (8) Role models on television rarely deal with such experiences as balancing a budget, shopping for household necessities, applying for a driver's license, or any of the other mundane aspects of day-to-day living.
- (9) Money and material possessions are more important than dignity (game shows).
- (10) Opportunities are easily available for students to be informed about people, places, situations that they would never have been exposed to from their immediate experience.
- (11) Contrary to popular opinion, "educational" programs such as Sesame Street and Electric Company do not teach "reading." They teach kids letter recognition and sounds (certainly worthwhile) -- but reading is an infinitely more complicated process than sounding out words. Presenting this kind of content as "teaching reading" results in a widespread misunderstanding and oversimplification of the process.
- (12) See attached article for further influences of program content.



THE SCHOOLS

The schools have an obligation to accept the primacy of television in certain areas and to educate students in those areas that are not being met in any other way. The schools must accept the importance of television in the lives of our students and help them to use the media, rather than to be used by it.

A. The Medium

What can the school setting offer, in and of itself, that is uniquely different from what the other formative medium, television, has to offer its students?

- (1) The opportunity to participate in active learning experiences is a prime mover in the learning experience. This should have many benefits, among them, in which the student
 - a. The self-image and self-understanding of the student will be enhanced as he takes responsibility for his own development.
 - b. More of the student's faculties (mind and body) will be engaged in the learning process, thus strengthening the availability of the actual learning for the student.
- (2) Effective role models in the persons of teachers and other adults whom the student encounters. To make the most of this opportunity, it is necessary for teachers to expose themselves to their students as whole people and not just authority figures who are alive between 9 and 3 o'clock. It is also valuable for the schools to make other adults available to students in as many ways as possible.
- (3) An opportunity for students to interact with their peers. For this opportunity to be effective, time must be made available for informal and unstructured socializing in the school setting, as well as the establishment of a "socialized classroom."
- (4) The chance to work towards the solution to a problem in a group setting.
- (5) Opportunity for physical expression built into as many activities as possible. This would include writing, as well as such obvious things as movement.



- (6) Active support and encouragement of student response to the ideas they are receiving.
- (7) A strong emphasis on the importance of individual differences and contributions.
- (8) The presentation of open-ended problems which can be worked on over a period of time. This would allow students to investigate and evaluate alternative solutions to problems.
- (9) An opportunity to present ongoing learning experiences whose time parameters are not arbitrarily framed. While learning to work within deadlines is valuable, it is also useful to learn that life is not divided into station breaks.
- (10) Freedom for the student to make as many choices as possible about his own education. He should be encouraged to examine the process whereby he has made these choices and their implications. He should then take responsibility for carrying out these choices.
- (11) Schools should assume a significant role as community centers for its students, as well as the community from which the students come. They must be very personal and supportive so that they can offer their students the feedback and opportunities for interaction that do not exist for the TV watcher. For this reason, school size, rather than class size, should be minimized, so that no one can feel anonymous and unidentified.
- (12) Effort can be rewarded, even if not always fruitful. We should be more process- and less product-oriented. Students have to put so little effort into watching television that they often have little opportunity to learn the rewards of making an effort.
- (13) Teachers have the opportunity to share experiences outside of the classroom with their students by watching the same programs their students watch and sharing their responses and reactions with them. Increased understanding and strengthened lines of communication may result.



B. The Message

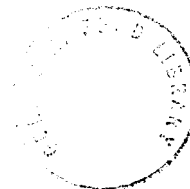
Here I am talking about the actual content of material presented in the classroom -- the curriculum rather than the method; although I certainly realize, and hope, that the two are inextricably bound in practice.

As with the "message" of television, I feel that the "message" or curriculum of the schools is easier to change than the "medium." Yet I suspect that a much more profound potential for student affect lies in scrutinizing the "how" rather than the "what" of the learning process.

In all of the points below, particular age group is not specified because these suggestions could be adapted appropriately for use by students of all ages.

- (1) Instead of teaching "English" per se, we should teach literacy in all communications media. Students should be able to find the main idea, separate fact from opinion, find inferences, draw conclusions, etc., from any information they receive, no matter what medium is used to present this information. This is certainly not meant to imply that the current language arts curriculum should be further diluted, but that it should be strengthened and expanded. If students are receiving most of the information available to them from television, it seems criminal not to insure that they deal with this material in a literate, educated manner.
- (2) A strong program in value identification and clarification should be established so that students have the opportunity to examine and evaluate those values implicit and explicit in the programs they are watching, and to relate these values to those values they consider appropriate in their personal and civic lives.
- (3) When appropriate televised material is available to students, the teacher should encourage the students to watch it and use it as a basis for classroom discussion activity rather than wasting valuable classroom time repeating factual material.
- (4) The influence of commercials on programming content should be thoroughly explored.
- (5) Pros and cons of commercial advertising from a consumer point of view should be discussed.
- (6) Children should be helped to deal with visual distortion of reality.

- (7) Students should be helped to separate fact from opinion and from fiction.
- (8) In dealing with non-factual programming, students should be encouraged to separate those elements that are "realistic" from those that are not.
- (9) Students should explore information presented on television through other sources and compare the information received in various ways.
- (10) At least one hour a day should be devoted specifically to physical exercise. This may compensate in part for the lack of it in the student's life generally, and may even interest him in pursuing these activities on his own.
- (11) Students should have the opportunity to participate in many activities that they could pursue individually outside of school. Perhaps this would cut back on the television viewing that is a result of "nothing else to do" and help to prepare our students for a future society in which they will have a great deal of discretionary leisure time.
- (12) Students should be encouraged to discuss television programming, and learn how to use a television programming guide effectively so that they are actively choosing what they are watching, rather than passively watching whatever is on.



Some items in this folder were not digitized because it contains copyrighted materials. Please contact the Gerald R. Ford Presidential Library for access to these materials.

Americans who watch prime-time television more than four hours a day think the world is more dangerous than those who watch two hours or less. A top television research team reports that by mobilizing fear, the medium has replaced the Church as the toughest means of social control.

***by George Gerbner
and Larry Gross***

MANY CRITICS WORRY about violence on television, most out of fear that it stimulates viewers to violent or aggressive acts. Our research, however, indicates that the consequences of experiencing TV's symbolic world of violence may be much more far-reaching.

We feel that television dramatically demonstrates the power of authority in our society, and the risks involved in breaking society's rules. Violence-filled programs show who gets away with what, and against whom. It teaches the role of victim, and the acceptance of violence as a social reality we must learn to live with—or flee from.

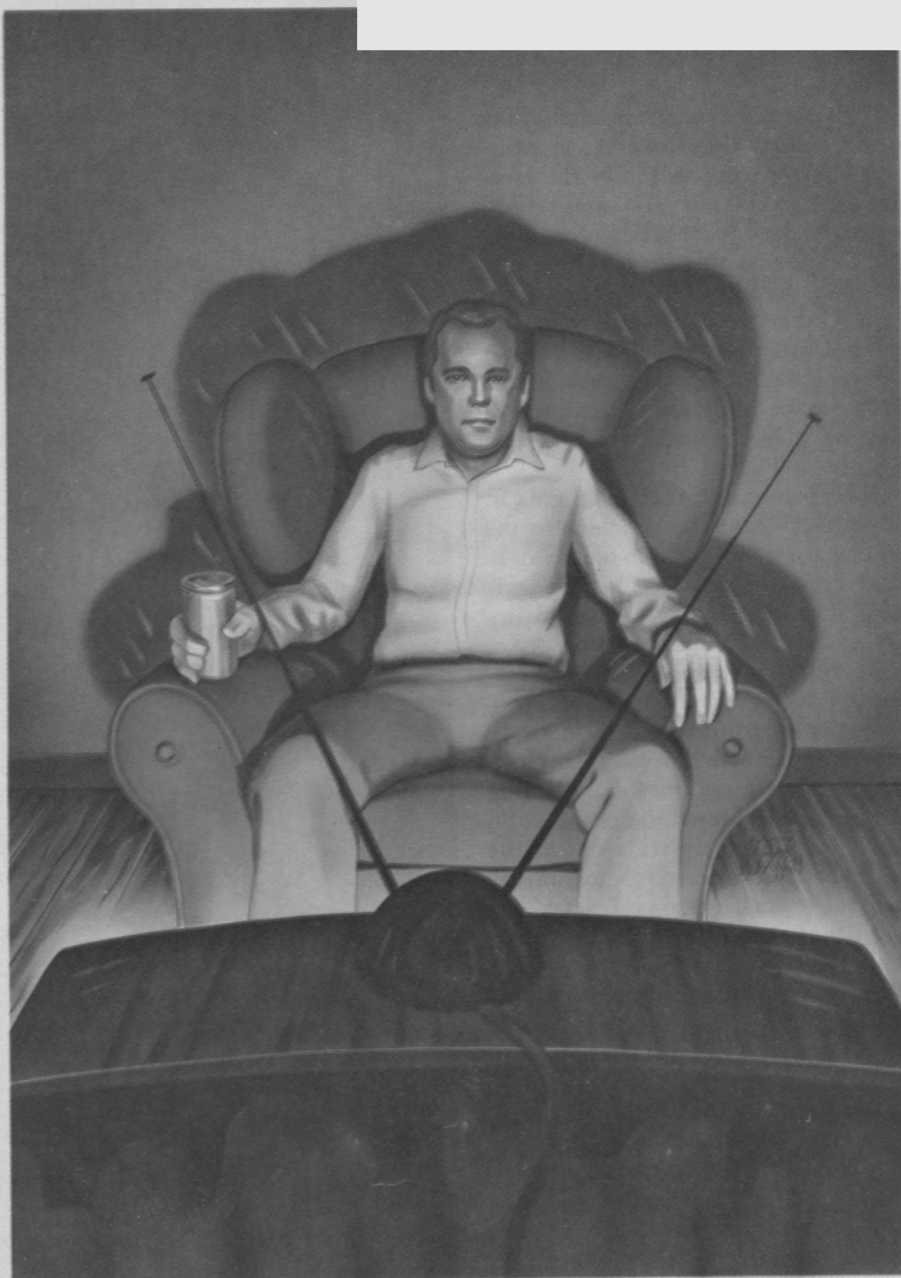
We have found that people who watch a lot of TV see the real world as more dangerous and frightening than those who watch very little. Heavy viewers are less trustful of their fellow citizens, and more fearful of the real world.

Since most TV "action-adventure" dramas occur in urban settings, the fear they inspire may contribute to the current flight of the middle class from our cities. The fear may also bring increasing demands for police protection, and election of law-and-order politicians.

Those who doubt TV's influence might consider the impact of the automobile on American society. When the automobile burst upon the dusty highways about the turn of the century, most Americans saw it as a horseless carriage, not as a prime mover of a new way of life. Similarly, those of us who grew up before television tend to think of it as just another medium in a series of 20th-century mass-communications systems, such as movies and radio. But television is not just another medium.

TV: the Universal Curriculum. If you were born before 1950, television came into

THE SCARY OF TV'S HEAVY



THE WHITE HOUSE

WASHINGTON

May 12, 1976

MEMORANDUM FOR: JIM CANNON
FROM: DAVID LISSY *DL*
SUBJECT: Commissioner of Education

As you know, Ted Bell has resigned as Commissioner of Education and will be leaving in July. His Deputy has also announced his resignation and will be leaving before Ted.

The Deputy's resignation presents us with an interesting opportunity. If we want to avoid the problem of a Senate confirmation problem for a new Commissioner of Education, we could fill the Deputy's position (not a Presidential with Senate confirmation), leave the Commissioner's slot vacant, and have the Deputy serve as Acting Commissioner. I believe such an arrangement would be legal. It would not be possible, on the other hand, to withstand a legal challenge if we were to appoint someone other than the Deputy as acting.

The Office of Education is a management disaster area. In my judgment we need a tough no nonsense type person to pull it together. The kinds of safe, old boy network candidates who would be acceptable to the education community and readily confirmable this far into the year are not likely to meet the qualifications I have described.

With the two top OE positions about to be vacant and the incumbents perceived to be lame ducks by the bureaucracy, we need to act soon.

cc: Jim Cavanaugh
Art Quern



educ.

THE WHITE HOUSE

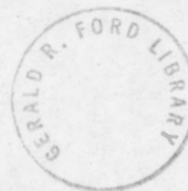
WASHINGTON

May 12, 1976

MEMORANDUM FOR: DOUG BENNETT
FROM: JIM CANNON
SUBJECT: Commissioner of Education

David Lissy has some constructive comments about replacing Ted Bell.

Attachment



THE WHITE HOUSE
WASHINGTON

May 12, 1976

MEMORANDUM FOR:

JIM CAVANAUGH

FROM:

DAVID LISSY *DL*

Attached is a copy of the President's remarks on student assistance which we discussed in our meeting Tuesday afternoon.

I believe we should make more explicit our acceptance of the higher totals Congress will appropriate and we should couple this with a renewed effort to look for better ways to provide student assistance. Our prior efforts in this regard were doomed to failure because we linked them to reduced spending.

I would suggest that we convene a meeting of leading higher education figures and the President. The President could indicate his support for full funding for BEOG's, general acceptance of somewhat greater spending for all student assistance, and could solicit recommendations on the proper role for Federal support for higher education while indicating our interest in taking a fresh look at the question. As you know, there is little agreement within the higher education community on anything other than the need for more money and the fact the Administration has not appeared responsive to that need. This meeting would be very well received.

This is not the kind of issue which is susceptible to fast solution. We could, however, improve the President's standing in the higher education world (including students and their parents) if we show interest in more funding and new ideas, without any obligation to come up with new solutions before January and the next Budget cycle.

In a general way this is a subject I have discussed with Paul O'Neill and Bill Morrill. Our present policy leaves us satisfying no one and, candidly, doing less than our rhetoric suggests. This is an area where a Presidential initiative would be appropriate.

This initiative would logically require that we indicate a more positive attitude toward some, but not all, aspects of the pending legislation.

Attachment

cc: ✓ Jim Cannon

Art Quern



Franklin, Tex
4.30-76

Page 3



As I understand, your Administration is recommending a cutback in the college work-study program and an increase in the BEOG program for the upcoming fiscal year appropriations. Could you explain the reasons for that?

THE PRESIDENT: Yes, we did recommend a very substantial increase in the BEOG program, so to speak, and a relatively minor reduction in the work-study program. We think that the BEOG program overall, with a ceiling of \$1,400, is the maximum that a person could get on BEOG and the average under our funding of about \$900 per student is the right approach.

Now if it is of any solace to you, I don't think the Congress is going to cut back the work-study program so whether I recommended it or not is immaterial. I think it would have been better to go much larger on the BEOG program and some minor reductions on the work-study program, but Congress, unfortunately, on one hand is going to cut back my recommendation on BEOG and continue the work-study program at about the same level.

It is a matter of priorities and where our people thought we could put the most money to the best advantage. But if they appropriate it, we will spend it, in this case.

QUESTION: Will you approve of the additional supplements to the 1976-77 BEOG programs that are in Congress right now?

THE PRESIDENT: We just sent up a very complicated readjustment in those four or five programs -- BEOG, work study, and there are several others -- and this was worked out with the leaders, I think, in the House and the Senate who have primary jurisdiction over that appropriation bill.

Quite frankly, if the one that I am thinking of is the one you are thinking of, yes, I will go along with it because it was worked out as a compromise between what we proposed and what they wanted.

QUESTION: President Ford, as you know, agriculture is the economic lifeline of this area and, as you probably also know, the water table here is being rapidly depleted.

What do you feel about water importation and what are your ideas concerning that?

THE PRESIDENT: Well, I was talking to the editor of a local newspaper about that flying up from Dallas today. We discussed the fact that about 10 years ago the Corps of Engineers and the Bureau of Reclamation made a study as to the diversion of water from the Mississippi into here and, at that time, that study decided that on a cost-to-benefit ratio it was not an economically feasible plan.

MORE

THE WHITE HOUSE
WASHINGTON

May 13, 1976

MEMORANDUM FOR: JIM CANNON
JIM CAVANAUGH
ART QUERN

FROM: DAVID LISSY *DL*

SUBJECT: Higher Education Legislation/
Presidential Initiatives

Education
David
Travis

The House passed the extension of the Higher Education Act by a vote of 388-7.

As one could expect in such a bill, there are a number of unhelpful amendments. Bill is working with HEW to get us an analysis of the bill.



cc: Bill Diefenderfer

Date: May 24

Time:

FOR ACTION: Jack Marsh
Bob Hartmann
Bill Seidman
Bob Goldwin
Phil Buchen

cc (for information):
Jim Cannon

FROM THE STAFF SECRETARY

DUE: Date: Wednesday, May 26

Time: c.o.b.

SUBJECT:

Scowcroft memo (5/24) re: Response to a Letter
from the Director General of UNESCO,
Amadou Mahtar M'Bow

ACTION REQUESTED:

☐ For Necessary Action☒ For Your Recommendations☐ Prepare Agenda and Brief☐ Draft Reply☒ For Your Comments☐ Draft Remarks

REMARKS:

5/25

Recommend concisely in
letter as drafted.

6/4 phoned
comments

Moved
peer brought
to very
attention

Who is
that

PLEASE ATTACH THIS COPY TO MATERIAL SUBMITTED.

If you have any questions or if you anticipate a
delay in submitting the required material, please
telephone the Staff Secretary immediately.

Jim Connor
For the President

THE WHITE HOUSE

WASHINGTON

1189

ACTION

May 24, 1976

MEMORANDUM FOR: THE PRESIDENT

FROM: Brent Scowcroft 

SUBJECT: Response to a Letter from the Director
General of UNESCO, Amadou Mahtar M'Bow

The Director General of UNESCO, Amadou Mahtar M'Bow (Senegalese), wrote you concerning nonpayment of the U.S. share (25%) of the UNESCO budget which he says will force him to curtail severely the organization's activities in the developing countries. This nonpayment resulted from Congressional limitation imposed in December 1974 in response to two actions of the 18th General Conference of UNESCO in November 1974:

- Exclusion of Israel from any regional group within UNESCO.
- Cutting off technical assistance to Israel on the grounds that Israeli archeological excavations were endangering Muslim monuments in Jerusalem.



The Congressional limitation imposed in December 1974 was Section 302H of the Foreign Assistance Act of 1961 as amended. The act requires that before the United States contributes to UNESCO, the President must certify that:

" . . . UNESCO has adopted policies which are fully consistent with its educational, scientific, and cultural objectives and has taken concrete steps to correct its recent actions of a primarily political character."

Although the regional group action was partially corrected by the 98th Executive Board, there has been no movement toward solving the excavation issue, and I do not believe Congress would approve a request for an appropriation amounting to about \$43 million.

In the suggested response (tab A) you express your understanding of the difficult situation faced by Mr. M'Bow and explain that we were encouraged by the steps taken at the 98th session but that we are not yet able to make the certification required by Congress before it will appropriate funds for UNESCO. Doug Smith in Robert Hartmann's office has cleared the text of the proposed letter.

RECOMMENDATION:

That you sign the letter to Mr. M'Bow at Tab A.



THE WHITE HOUSE

WASHINGTON

Dear Mr. Director General:

Thank you for your letter of February 10, 1976.

I very much appreciate your determined efforts to return UNESCO to its basic constitutional goals, goals which the United States helped to formulate thirty years ago and which the United States continues to endorse fully. We are, I know, in agreement on the importance of avoiding divisive political actions that impede the work of the functional agencies of the United Nations.

In this connection, I want you to know how warmly we welcomed your success in encouraging the Executive Board, at its 98th session, to take positive action to help insure that all member states of UNESCO participate fully in the work of the Organization's regional groups. We are hopeful that the procedure recommended by the Board will lead to the achievement of this goal at the 19th General Conference of UNESCO in the fall.

Although I am not yet in a position to make the certification required by the Congress before it will appropriate funds for UNESCO, it is my earnest hope that developments at the 19th General Conference will make it possible for me to do so, for I am well aware of the serious financial problems which have been created for UNESCO. On the other hand, I am sure you understand that the action of our Congress was an expression of deep dissatisfaction felt by many Americans with certain politically motivated actions of the 18th General Conference.



In closing, I should like to recall your reference to the opening words of the UNESCO Constitution and assure you that I share your belief that man is indeed capable of enormous achievement through peaceful cooperation toward common goals.

With best personal wishes,

The Honorable
Amadou Mahtar M'Bow
Director General of UNESCO
Paris, France



The Director General

PERSONAL

10 February 1976

Dear Mr. President,

Although I have already written to Dr. Kissinger on the subject, I am taking the liberty of addressing you personally on a matter which I feel to be of vital importance for the future of international co-operation. It concerns the proper functioning of the Organization which I have been called upon to direct since 15 November 1974 and which is now going through a particularly difficult situation. That situation results in large measure from the fact that the balance of the United States' share of Unesco's operating budget for 1974 and the whole of its contribution for 1975 and 1976 have still not been paid.

• As you will appreciate, this has placed the Organization in an extremely grave situation, particularly as the programme approved by the General Conference at its eighteenth session in 1974 had already been seriously jeopardized by inflation and depreciation of the currency of account. As a consequence I have had to take a number of exceptional measures. One of these was my appeal last year to Member Governments to make available interest-free loans to the Organization to enable it to meet its immediate cash requirements. Another is this letter to you, Mr. President, in order to draw your personal attention to the question.

In consequence of the non-payment of the United States contribution, representing 25 percent of the budget, and the other factors mentioned above, I find myself increasingly compelled to restrict the Organization's activities at the risk of endangering the conduct of important work in the fields of intellectual co-operation, cultural exchange, scientific research and information and the development of communications. The weight of the cuts will be felt particularly

.../...

The Honorable Gerald Ford
President of the United States of America



severely by the developing countries. which rely in large measure upon the advice and assistance provided through Unesco in education, culture, science and communication.

The Executive Board of Unesco, to which I shall be reporting on the situation in May, will decide on the most appropriate steps to be taken. It is not impossible that it will decide to call an extraordinary session of the General Conference in order to discuss the question.

While it is not for me to question the decisions taken by Member States, it is my duty to draw their attention when those decisions affect obligations whose non-fulfilment would gravely compromise the work of the Organization. I would also like to emphasize that the resolutions which appear to have motivated the United States' attitude constituted only one very special and minor aspect of the work of the eighteenth Unesco General Conference, which adopted a wide-ranging and constructive substantive programme fully consonant with the Unesco Constitution and which approved, with the concurrence of the United States of America, a budget of nearly \$170 million to carry it out. Moreover, although it can fairly be said that the practical, as opposed to the psychological, effects of those resolutions are negligible, I have since endeavoured to create the conditions which will enable every Member State to participate fully in all the Organization's activities, as indeed the General Conference itself has expressed the need. You are no doubt aware that the Executive Board, at its 98th session, recommended to the General Conference, which alone can decide in this matter, new methods of examining the admission of Member States to the regional groups. It is my hope that the next General Conference, which will be meeting for the first time on African soil, will respond to the appeal which I addressed to it on taking office and will conduct its work in that spirit of tolerance and mutual respect that could give new vitality to international co-operation in education, science and culture.

.../...



From contacts with your officials, particularly during my visit to Washington in October of last year, I have the impression that you share the views I have just expressed. It is for this reason, Mr. President, that I venture to express the hope that we may count upon your support in ensuring your country's full participation in the work of Unesco, especially through payment of its share of the Organization's budget. For I need hardly stress the vital contribution which the United States makes and has always made to Unesco, nor the positive influence it has often exercised. I continue to believe that international co-operation in Unesco's fields of competence cannot attain its real dimensions without the full participation of the United States of America and its intellectuals and artists. Indeed, your country's leading role in the creation of Unesco - was it not Archibald MacLeish who gave us the unforgettable opening words of the Constitution "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed"? - has been confirmed by the unstinting moral, intellectual and material support which it has constantly provided to the Organization during the past 30 years. That support is needed even more today than ever before.

Yours sincerely,

A. M. M' Bow

Amadou-Mahtar M' Bow

