

committee and all those interested in the development of educational broadcast service to enrich American life and culture should study carefully means by which fair and impartial and thoughtful examination of political issues and positions may be fostered over the facilities of educational broadcast stations.

I want to thank this committee for their courteous invitation to the NAEB to participate in these discussions. The issues and problems we are exploring here are vital ones for the educators I represent. They are vital also for all Americans. We at NAEB trust that, through these discussions on these difficult and controversial issues, all of us will have a sharper understanding and a clearer guideline for future conduct in this area.

Dean BARROW. Thank you, Mr. Harley, for your excellent contribution to the program.

The comment on Mr. Harley's paper will be made by Mr. Lincoln Furber, who is director of public affairs, WETA-TV in Washington.

COMMENT ON PAPER NO. 5, BY LINCOLN M. FURBER

Mr. FURBER. Thank you.

It is a real honor for me to appear before this important and distinguished subcommittee, and in the company of such able and knowledgeable participants.

I doubt that my contribution will be significant, but it may give the members a little insight into the effect of the Fairness Doctrine and the equal-time provision on the actual thinking and considerations which go into the creation of programs at a local educational television station. And programs shown by television stations are the ultimate concern of this conference.

First, since it is my responsibility to comment upon Mr. William Harley's well-formulated statement, let me say that I agree with his three basic points.

At the outset, he says:

Educational stations are * * * readily attuned to the necessity and, indeed, the desirability of presenting opposing conflicting viewpoints on controversial issues.

For a person whose job it is to dream up programs and to transform these dreams into informative and engrossing scripts, documentaries, events to be covered, confrontations or whatever the final program is, this statement, "the desirability of presenting opposing conflicting viewpoints on controversial issues" is kind of a basic tenet. A program on a controversial issue has built into it the excitement and challenge that make this television business the intriguing one it is. The burden of the producer, of course is that fairness in presentation be paramount.

I don't know if the subcommittee has discerned it or not, but there seems to be a new program trend developing in educational television. This is the trend of immediate reaction or comment; a kind of "instant fairness."

Instead of presenting a program on a controversial subject, and then sometime later on presenting another program with "the other side" after the initial impact has been felt, educational programmers are now heading toward the form of immediate comment.