

OFFICIAL REPORT OF PROCEEDINGS
BEFORE THE
U.S. COMMISSION ON CIVIL RIGHTS

FACT-FINDING MEETING ON THE MEDIA
AND ITS EFFECT ON MINORITIES AND WOMEN

Place: University of Montana School of Music
Auditorium, Missoula, Montana

Date: April 12, 1975

VOLUME II

Pages 62 to 312

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1 MISSOULA, MONTANA, SATURDAY, APRIL 12, 1975, 11:00 A.M.

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PANEL A

4

The Press: It's Responsibilities

5

to Minorities and Women

6

7

8

MS. PETERSON: This panel is composed of newspaper people, most of whom are old friends.

9

Before we begin, I want to repeat the information

10

I gave earlier, because there are so many new

11

people here. On this panel each person will speak,

12

and at the end of the panel we will have questions.

13

We encourage questions from the audience. We have

14

a microphone down here, and when you want to ask

15

a question, if you will please just step over to

16

the microphone; and please give your name, your

17

address, and your official position. This is

18

necessary, whether we happen to know you up here

19

or not, for the record that we are making of this

20

conference.

21

22

At this time our panel will get under way with Pam Swiger of the Butte Standard as the first panelist.

23

24

MS. SWIGER(Butte, Montana): Hi. Can you

25

hear me?

1 (Microphone handed to Ms. Swiger.)

2 MS. SWIGER: I can't talk very loudly,
3 because I have a scratchy throat. Can you hear
4 me now?

5 THE AUDIENCE: Right.

6 MS. SWIGER: I work for the Montana Standard
7 in Butte, and my topic is editorial policy.

8 I am an editor, but I am not the
9 editorial page editor, so I had to get most of
10 my information from publisher, Scotty Campbell,
11 and editorial editor, Jeff Gibson. They told me
12 that about 95 per cent of our local written
13 editorials deal with state and local issues.
14 There aren't too many local issues that pertain to
15 women or minorities. There are a few state issues
16 that do, and we do not run a lot of editorials
17 that are pro women or pro minority or about issues.
18 I suppose that's because they don't come up very
19 often.

20 The editorial page is one of the better
21 read pages in our paper, and judging from the
22 letters that we receive from readers, the audience
23 is split pretty equally between men and women; and
24 the editorials are not written for a particular sex,
25 Jeff said, but he aims them at some faceless person.

1 The policy of the paper that goes into
2 the editorial page is decided by the publisher.
3 He has the final say, and he insists on this. He
4 says that the paper is not party oriented politically,
5 but is more independent and more liberal than
6 conservative. He gives the editorial page editor
7 pretty free rein; and although they disagree on
8 some issues, he doesn't necessarily kill something
9 because he doesn't like it; but he insists that it
10 be checked out more thoroughly.

11 Mr. Campbell said that in the future
12 the editorial page editor could very possibly be
13 a woman.

14 I don't have anything else to say. I'll
15 wait for the questions later.

16 MS. PETERSON: Thank you, Pam.

17 Our next panelist is Larry Siegel,
18 who is general manager of the Billings Gazette.

19 Mr. Siegel.

20 MR. SIEGEL(Billings, Montana): Thank you.

21 Can you all hear me?

22 (No response.)

23 MR. SIEGEL: When I was invited, I thought
24 there was going to be a group of 500 people here;
25 and I was shaking and nervous, because I am not good

1 at speaking before 500 people. I'm not good at
2 speaking before people on this type of set up; I
3 would rather have gotten into a workshop situation
4 and talked.

5 My discussion is on employment
6 opportunities in newspapers, and we have come a long
7 way. Fifty years or more ago the newspaper's sole
8 single employee female was called a sob sister, and
9 every big newspaper had one. The term came from
10 her ability to sympathize with those of her sex who
11 found themselves in the news, good or bad, and
12 would shy from baring their emotion with a man.
13 The term also came from sob sister's ability to
14 use her womanly wiles in dealing with otherwise
15 crusty, uncooperative males both inside the newsroom
16 and outside the newsroom. Fifty years ago there were
17 no women in advertising. The stenographer, even,
18 was male.

19 Today, the picture is much different.
20 At the Billings Gazette, specifically, about 31
21 per cent of our work force is female; and in the
22 newsroom, specifically, about 40 per cent of our
23 newsroom staff is female. Fifty per cent of our
24 reporters are female. We are getting away, and
25 have gotten away I would say exclusively from the

1 tradional role of society writer, or the woman
2 reporter, or the sob sister in that context;
3 because our reporters are covering all aspects
4 of health, welfare, eduction, government, and
5 special-assignment reporting. In advertising sales,
6 50 per cent of outside sales representatives are
7 female; and in training currently, 71 per cent of
8 our trainees are female. One supervisor, three
9 reporters, two sales representatives. In our
10 internal program where we have recruited college
11 students for summer and/or quarterly work-study,
12 I would say 50 per cent are female. The emphasis
13 seems to be on female. I could go on with the
14 numbers, but I won't.

15 Our minority employment efforts have
16 been mixed and have been very difficult in full
17 success. We have currently employed apprentices
18 in our pressroom who progress to journeyman pressman
19 as well as to composing, who are Indian. One I
20 worked with some years ago was an apprentice who
21 had progressed to journeyman status; and after
22 some preemployment counseling and eight years of
23 employment, he elected or decided to leave our
24 employment and go to work with the state on Indian
25 problems and Indian affairs, particularly, with an

1 emphasis on employment. We have currently one
2 Crow Indian who has finished up his first year of
3 apprenticeship. In our composing room we have two
4 Spanish journeymen printers.

5 Minority applications have amounted to
6 about 1 per cent of our total application volume,
7 and that leads me into our employment process; and
8 again, I mentioned that opportunities have been
9 mixed where in professional areas we have relied
10 generally on promotion from within and intern
11 training. In production, in the crafts, where
12 employment is declining due to new technology and
13 new processes, we have been involved in extensive
14 retraining and have transferred about 25 or 30
15 per cent of our production personnel into salaried
16 positions in advertising sales, photography,
17 circulation, accounting, technical work.

18 The mechanics of our employment process
19 rather simply and briefly is that the position
20 request is submitted to the general manager, myself,
21 for review and approval. Included is position
22 description and criteria for selection related to
23 the specific duties that are demanded. Those are
24 then submitted to our personnel department for
25 action, where as I indicated before we have relied

1 on promotion from within through posting of job
2 openings in all departments of the building as well
3 as reviewing our human resources inventory for
4 potential upgrading or promotion. In professional
5 supervisory positions we frequently contact other
6 leading newspapers in Montana or the Midwest to
7 determine whether there are prospects who are
8 capable of promotion or upgrading. Then if we have
9 no prospects, we generally turn to outside recruiting
10 and advertising, either regionally for professional
11 supervisory positions or locally through walk-in
12 applications, advertising, Montana State Employment
13 Service, and area schools. And our personnel
14 manager does the preliminary interviewing and
15 submits applications to hiring supervisor department
16 heads where multiple interviews are involved, and
17 evaluation of those multiple interviews, and
18 selection made. That's a rather brief synopsis of
19 that.

20 Going back to the newsroom, because
21 the emphasis is on editorial newsroom, I will cover
22 something which I think Ed Coyle will be covering
23 as well and that's newsroom assignments. And the
24 emphasis is on reporters, because many of our
25 reporters feel they can do far more important work

1 in the field, dealing with the people at local
2 levels rather than necessarily getting caught up
3 in the bureaucratic processes of administration and
4 sometimes decision making. Reporters, in addition
5 to covering certain beats or activities, are also
6 assigned to special stories or features by editors
7 who use the following guidelines in making
8 assignments.

9 First, interest and/or expertise in
10 the event or individual on which the story is to
11 be written. The reporter, after all, can write
12 better and more understandably when he is on
13 familiar ground, has a rapport with certain people,
14 and likes what he's assigned to write about. The
15 first point, however, is frankly tempered by the
16 editor's knowledge of the reporter's degree of
17 bias or involvement in the event or the individual.
18 Such personal feelings of course are not supposed
19 to exist in the "objective reporter," but since
20 reporters are only human, it is a factor to be
21 considered in making assignments. Availability is
22 last. Is the reporter who can do the best job
23 in the office available, discovering the first two
24 elements. Does the editor in effect have the best
25 person to do the job. If not, is there a substitute;

1 and here we are talking about particularly breaking
2 news which demands immediate coverage regardless
3 of who is available. In other words, you
4 ordinarily don't send the newsroom aesthete to
5 cover a closed meeting conference. On the other
6 hand, if the religion reporter is on vacation and
7 the aesthete is the only one available, you assign
8 the aesthete. If that person is a real reporter,
9 you don't even have to pray for objectivity.

10 I have covered our situation generally.
11 Five minutes doesn't really allow us time. I have
12 covered some of the mechanics. I think the
13 Billings Gazette is constantly seeking other
14 avenues, other solutions or ideas; and we have been
15 making progress. That's partially why we are here.
16 I would hope at this meeting and others like it
17 in the future that we can help in this effort.

18 Thank you.

19 MS. PETERSON: Thank you, Mr. Siegel.

20 Ed Coyle of the Missoulian is going
21 to talk about assignments.

22 MR. COYLE (Missoula, Montana): Thank you,
23 Helen.

24 Now that Larry Siegel has given you my
25 speech, maybe I could tell a couple jokes or

1 something.

2 My topic, I was assigned to do
3 assignments. I suppose I should give a little
4 background of the person who has been assigned
5 this topic. I came to the Missoulian in 1960 as
6 the executive editor, and I have been the editor
7 since 1964.

8 In discussing assignments, I think we
9 probably take something from the composite role
10 of the newspaper, what we are trying to do, what
11 we are trying to accomplish in service to our
12 readers. The role of the newspaper is a rather
13 vague one, and I would refer to a portion of a
14 lecture made by James Reston, the famed
15 Washington Bureau Chief and columnist for the
16 New York Times, who stated: "It has been my
17 experience in more than 40 years in this business
18 that there does not exist in America any generally
19 accepted public philosophy about what newspapers
20 are or what they are expected to do. There are
21 millions of people in this country who do not
22 read newspapers and millions more, given the rising
23 costs of everything, who cannot afford to; but I
24 have yet to meet anybody who doesn't think he could
25 edit them better than we do."

1 I suppose Helen ran into that when she
2 was the publisher of the fine paper she had in
3 Hardin. So, this is the problem. We try to
4 cover to what extent we can, what facilities, what
5 capacities we have of what we hope is of interest
6 to our readers, what their requirements are, and
7 they are myriad. So, in making a newsroom work,
8 we have to divide first the potential reporting
9 power we have into various fields. We call
10 these the beats, and we have certain beat reporters
11 who are responsible for a certain segment of the
12 coverage; and this is on practically a daily basis.
13 The fields that we cover generally are pretty much
14 the same I imagine in most newspapers. Perhaps
15 they do it a little differently than we do, but
16 our list includes city government, county
17 government and federal governments, education, the
18 environment, courts and police, religion, business,
19 politics, women's news, the society section, and
20 sports. So, this gives us quite a field to start
21 in on. Then in addition, of course, we have things
22 that come up that require special attention.
23 Persons who come to town to give talks and things,
24 these have to be covered; workshop seminars, this
25 type of thing; so these have to be included in our

1 assignments.

2 Now, who makes the assignments,
3 generally, after we establish the beat reporter is
4 generally done by the city editor; and then if there
5 are special events that come up, things that we
6 feel need attention, special problems, issues,
7 controversies that arise in the community, in our
8 Western Montana, then the city editor generally
9 consults with me or the news editor to assign the
10 best possible people to these events and
11 occurrences.

12 As Larry pointed out, sometimes
13 reporters do not like to cover certain things, and
14 sometimes we try to find the reporter with the
15 special interest who might want to cover a certain
16 interview or event or speech of this type.
17 In addition to our local coverage, assignments to
18 beat reporters, and special assignments, we also
19 maintain a Flathead Bureau now, which was established
20 in last July. This is an office in Kalispell to
21 cover our area in the northern part of Western
22 Montana where we have approximately now 8,300
23 subscribers. We had a correspondent up there for
24 many years, but to improve the service to our
25 readers we established a formal office up there with

1 a staff of five people; and we handle news and
2 classified display advertisements, circulation,
3 all the requirements that go into a newspaper
4 operation.

5 In addition to that, we have our
6 state Bureau in Helena. This is a three-man
7 Bureau, which the primary purpose is to cover
8 state government. In addition, we also are on
9 call from the editors of the four lead papers in
10 Montana to do special assignments where we feel
11 that issues are arising in different parts of the
12 state, and they are on call to go and cover these
13 stories that we want.

14 Now, on our staff we have, with all
15 of this scene to cover, we have 11 persons who are
16 generally occupied in covering news, reporting
17 or by people coming to the office, or people who
18 cover beats. Eight of these are women, now. Our
19 Flathead Bureau Chief is a woman, so in the area
20 of coverage, we find it very easy to assign women
21 to news of special interest to women. We have no
22 problem there whatsoever.

23 So, in the long run we have been
24 involved in a new process, too, in our operation
25 here, which is converting our newsroom to an

1 electronic input system with a computer; and this
2 has caused us some problems lately.

3 Thank you.

4 MS. PETERSON: Thank you, Ed.

5 Now, this next gentleman I might say
6 is from my old newspaper now. I know that he
7 really doesn't believe that I am going to remember
8 his name.

9 Mike Voeller.

10 MR. VOELLER(Helena, Montana): My topic is
11 the role of the newspaper. I guess quite simply
12 stated, at least as far as I'm concerned, and I'm
13 sure that most editors agree with me, is very simply
14 to mirror the community, to print what's going on.

15 Excuse me, I get nervous when I have to
16 talk. I'd rather sit in my ivory tower and write
17 editorials.

18 I think you have got a pretty good
19 idea from Ed that it's not an easy thing to do, but
20 we try very hard; and the effort never dims as
21 far as I'm concerned. But when it comes to
22 covering, let's say, news of minority groups or
23 women or discrimination, we have to have facts
24 to go on to fulfill our role; and many, many
25 times these facts are sadly lacking; and maybe that's

1 why sometimes something that one group of people
2 feel should be printed never finds its way into
3 print, because it can't be substantiated. That's
4 one thing, I think, that if a minority group or
5 a women's action group that's involved in some
6 area of activity that when they do come into a
7 newspaper that they give us a handle to go on
8 rather than just walking in and say, "Well, OEO
9 is a rip off; the director isn't any good." And
10 then we're supposed to come up with a big expose.
11 I really don't have an awful lot to say about it,
12 because I think that a newspaper has to try to be
13 all things to all people, and you are naturally
14 going to have a lot of people mad and upset with
15 you much of the time. But we do have that role,
16 and sometimes it's fun; sometimes it's not so fun.
17 I'm sure that you can appreciate the difficulties,
18 and rest assured that we do try to mirror the
19 community.

20 MS. PETERSON: Thank you, Mike.

21 Our next panelist is a gentleman I have
22 known for a while. He is not a native Montanan,
23 but he likes us, I think.

24 Paul Freeman who is the Bureau Chief
25 of the Associated Press for Montana.

1 MR. FREEMAN (Helena, Montana): Thank you
2 very much, Helen. I think I'm on this panel today
3 because for balance, short Texan's meeting.

4 I have been the Bureau Chief in
5 Montana for the AP for the last five years. My
6 topic today is the role of the news service.
7 Empirically it's a very simple topic: The role of
8 the news service is to cover news. Beyond that,
9 it gets somewhat complicated.

10 I have the smallest news staff of any
11 one on the panel. Counting myself, seven AP
12 reporters, full-time staff reporters are charged
13 with covering an increasing, a hugely increasing
14 diet of news in the state. State government has
15 expanded by roughly double. The amount of
16 coverage needed in fields including the fields of
17 news of women and minorities has at least doubled.
18 The amount of even sports coverage in this state
19 has at least doubled. The AP staff has remained the
20 same.

21 We have, I think, a reasonably good
22 record of presenting what is news in the state
23 on a daily basis. We have some questions put to
24 us occasionally not by minorities or women just as
25 a single entity, but by people who simply don't seem

1 to understand the role of a news service or in many
2 cases the role of a newspaper or broadcast station.
3 A specific example that comes to mind is on the
4 House Debate on the ERA in, I believe, 1972. I
5 was confronted in my office after an entire day
6 of debate in the Montana House about the ERA by a
7 very angry woman who wanted to counter, counter and
8 answer remarks made by the Speaker of the House about
9 the Equal Rights Amendment. Simply, coverage of
10 that breadth, citizen input into our news reporting
11 simply cannot be handled in any reasonable fashion.
12 We do make an effort to go beyond the formalized
13 lines of communication to get citizen input into
14 the AP report; but it obviously cannot be done
15 much, if at all.

16 Just to outline what the AP is just for
17 those of you who might not know, the AP is the
18 world's largest news gathering operation. We
19 operate in 106 countries and every state in the
20 U.S.A.

21 I thank you very much.

22 MS. PETERSON: Thank you, Paul.

23 I think, perhaps, I owe Mr. Lathrop an
24 apology. You two gentlemen are sitting in reverse
25 order, so I just took you that way. That's not the

1 way you are on the program.

2 Mr. Lathrop is the executive editor
3 of the Great Falls Tribune, and he is our next
4 speaker.

5 Bob.

6 MR. LATHROP.(Great Falls, Montana):

7 Thank you, Helen, and I don't think the order of
8 our arrangement here really is greatly significant.

9 My topic is the press, it's responsibility
10 to minorities and women.

11 Now, I'm going to speak in a rather
12 general way. I hope not philosophically, because
13 I'm not a speaker; and I have written in longhand,
14 which is taboo, seven pages; and I did that because
15 dealing with editors, I thought certainly it would
16 be brutally cut before I ever had a chance to
17 express it. Now, I do some of that myself, too;
18 and I believe in shortening text whenever it's
19 possible.

20 I'm going to speak, I think, to start
21 with about the personality of the individual
22 paper. Fundamentally, it's a private enterprise;
23 and every paper, I believe, is as distinctly
24 individualistic probably as its thousands of
25 readers. Now, one paper may stand for one thing,

1 another may stand for another thing on editorial
2 policies; but the basic responsibility is to inform
3 the people of what's going on in the country, in
4 the state, in the nation, and the world. This
5 matter of informing is done through the news
6 columns. When we move into the editorial stands
7 the paper may take, we have a little different
8 position. As collectors of news with access to
9 dockets, public offices, and where the news is
10 gathering as a congregating point for people with
11 causes, fundamentally, the newspaper should be
12 well informed. It's in the basis of its being well
13 informed that it can take a position in civic
14 matters, in minority matters, if you will, whatever
15 might be a matter of concern to its readership at
16 the time. So, I think that we have to accept the
17 fact that every paper has a distinct possibility
18 as do each one of us have a distinct personality.

19 Now, this is entirely wholesome in
20 my opinion, because then we get a vast exchange
21 of ideas, which to me is a matter of vital
22 importance. If we had a press that went down the
23 line all the way on one side of an issue, we don't
24 have any matter of exchange of ideas. If we closed
25 our minds to people who come in with minority

1 causes and cut them off, perhaps it can be done in
2 one paper, but then they will have an outlet in
3 another; and the exchange does come about.

4 Fundamentally, the news is many things.
5 It ranges from what happens on a docket in a day;
6 it ranges to a meeting like this; it ranges through
7 what may be transpiring in a court. It may deal
8 with murder; it may deal with a speech; and I think
9 probably basically, one of the functions of the
10 press and one of the major functions of the press
11 is that it deals with the abrasions upon our
12 society by members of the society; and these
13 abrasions I think are manifest in violations of
14 the law. They may be manifest by allowing
15 poverty groups to exist without care; and I think
16 there are tremendous responsibilities in this
17 area. But when we come to the news columns, and
18 when we come into such matters, and there has been
19 reference to it before, Ed Coyle pointed out the
20 subject of objectivity, the news columns must be
21 objective. We want people to report what the fact
22 is. Best that it be reported from what the record
23 is, because if two people are standing on a corner
24 and there is an accident in the middle, there are
25 two different points of view. Well, maybe that's

1 wholesome; but the record, which is based on
2 investigation, then is the source upon which
3 decisions are made.

4 I can remember times when in my many
5 years of reportorial experience when we used to
6 if someone was on a docket, heck, we used to
7 identify John Jones, a Marine, was arrested for
8 drunken driving; and you know that he was a Marine.
9 I don't know why it was ever done. We did the
10 same, I think with blacks. I don't think we did
11 with Indians, but that's beside the point. If it
12 was a dwarf involved, for example, in a news item,
13 that usually was a point; but that's not so now.
14 The stories stand on the merit of the facts, and
15 the situation of the individual accused or the
16 participant in the news, unless it's relevant to
17 the objective reporting of the story, doesn't
18 enter, or at least we try to keep it out.

19 I think really that our press, I think
20 the Tribune at least tries to meet its
21 responsibilities to minorities. We have had
22 many news stories from our poverty groups, from
23 our women's organizations, or our equal rights
24 programs and objectives; and we also have had a
25 number of editorials on each. We, too, hope to

1 maintain an independent stand.

2 Our staffing, I think, as I look
3 through the people charged to the newsroom, and
4 I'll say roughly there are 28. I think 13 of
5 them are women, and these include women with
6 tremendous capabilities. There are women on our
7 staff, our Commission member Jake Beck's wife is
8 one. I think of another one; I won't mention the
9 name because I don't believe it will mean anything
10 to anybody; but these people can cover anything
11 from a ballgame to a city council meeting. They
12 are versatile, and they are capable, and they are
13 experienced; and we depend upon them. I think in
14 one instance we have an excellent copy desk person
15 who we customarily refer to as a copy reader, but
16 the responsibility goes a little deeper than copy
17 reading in many instances in our office. It
18 determines the place stories will get, how big
19 the headline will be; and also, of course, in subjects
20 that come under that jurisdiction, what the
21 headline is going to say. Bearing in mind,
22 however, that the headline must stay within the
23 column inches designated for it; and that's pretty
24 tough.

25 Let me say, too, that when we are talking

1 about minorities, it's quite easy to deal with
2 minority groups in that they have something to
3 say. They come into the office; usually they have
4 an articulate spokesman or spokesperson, perhaps,
5 I'm not used to that; but they are fine. We have
6 taken up Indian causes for many, many years.
7 Thirty-five years ago I was writing stories on
8 behalf of trying to help some of the Indian people;
9 but I want to say that in this respect, I don't
10 think that in dealing with any minority group or
11 any business group or any law group that we can
12 preempt the rights of the others. I think that
13 it's a strong line that we have to go along on
14 when it comes to minorities, whatever they may be.
15 I think that we are probably talking basically
16 about human rights, which to me is a fundamental
17 thing; and I think when we come to human rights,
18 I think fundamentally we are simply talking
19 about the golden rule.

20 I think that that's all I'll say at
21 this moment.

22 MS. PETERSON: Thank you, Bob.

23 Now, our time for questions is very
24 limited. We must have questions from our board
25 members first. I'm going to ask you to ask these

1 questions quickly and try not to cover anything
2 that has been covered in the speeches; and I'll
3 ask the panelists to try to make their answers
4 as brief as possible, also.

5 I think Mrs. Travis would like to
6 start.

7 MRS. TRAVIS: I would like to ask Pam a
8 few questions. I'm delighted to see a woman here
9 represented on this panel, and I think she stated
10 that 90 per cent of the news covered by your
11 paper deals with local and state issues.

12 Number one, I would like to ask you
13 how long have you worked as a news reporter?

14 MS. SWIGER: Well, to clear up something
15 first. I said 90 per cent of the editorials.

16 MRS. TRAVIS: Editorials, I'm sorry.

17 MS. SWIGER: Yes, this is a viewpoint of
18 the paper.

19 I worked for a reporter for three years
20 while I was going to college, and I have been with
21 the Standard for almost six years now. Five of
22 that was as a reporter, and one as an editor.

23 MRS. TRAVIS: One year you have been working
24 with the editorial staff?

25 MS. SWIGER: This is confusing, I know.

1 Editorials are the nonobjective where you take a
2 stand on this and there is an editorial editor.
3 The other people who work with copy, there is
4 a city editor, a wire editor. My position is kind
5 of overlapped to both of those. I do both jobs
6 when the other people are gone.

7 MRS. TRAVIS: That answer leads me to
8 another question. Would you consider the
9 Montana Standard a liberal or a conservative
10 newspaper in it's editorial outlook.

11 MS. SWIGER: Well, I would say that they
12 are -- I really couldn't quote you an estimate that
13 they are more liberal than conservative. It used
14 to be a lot more liberal than it is now, but it
15 depends on the editorial editor at the time.

16 MRS. TRAVIS: I find these terms "liberal"
17 and "conservative" very much used, you know, and
18 misused, so what is your definition of liberal
19 and conservative as far the editorials in the
20 Montana Standard?

21 MS. SWIGER: I haven't the faintest idea.

22 (Laughter.)

23 MS. SWIGER: I would say liberal in my
24 estimation, and this is just my assessment of the
25 editorial page, which I really have nothing to do

1 with except to contribute an idea every once in a
2 while, I would say that liberal is being willing
3 to take a stand on a controversy, you know, to
4 want something that is a little bit out of range.

5 Conservative is not being willing to
6 go out, because you might insult somebody. And
7 that's just my opinion, and I'm sure that's not
8 politically oriented.

9 MRS. TRAVIS: How much decision-making power
10 do you have in determining what is written in the
11 editorials?

12 MS. SWIGER: None. I can suggest, like
13 all reporters can and do, frequently suggest topics
14 for editorials.

15 I did bring a lot of editorials here,
16 a little stack of editorials here that pertain to
17 women and minorities; and I brought some typical
18 editorial pages, which do not pertain to women
19 and minorities; so I'd be glad to give those to
20 the Commission.

21 MRS. TRAVIS: Well, I have one other
22 question. Does the editorial staff have any
23 minorities? You said all the newspaper writers
24 contribute to the editorials. Are there any
25 minorities employed?

1 MS. SWIGER: I don't believe there are any
2 minorities on the newsroom staff. There might be
3 some, you know, maybe quarter blood Indians; but
4 I'm not --

5 MRS. TRAVIS: So, there is no input in the
6 editorials from minorities?

7 MS. SWIGER: Not really.

8 MRS. TRAVIS: What about women? How many
9 women are involved?

10 MS. SWIGER: Well, I just tried to count in
11 my head a few minutes ago and I got to ten, and
12 five women; so 50-50.

13 MRS. TRAVIS: And they are news reporters?

14 MS. SWIGER: Yes.

15 MRS. TRAVIS: Do you have any recommendation
16 as to how the newspaper could deal with this lack
17 of minority women representation?

18 MS. SWIGER: Actually, I believe that it's
19 not the newspaper that has to deal with it; because
20 as far as I know, the newspaper has had no
21 applicants, you know, applications from minority
22 women who are qualified to do the job. If there
23 were applications, I'm sure there would be no,
24 you know, bar to their being hired.

25 MRS. TRAVIS: So, they don't recruit. Do you

1 have a policy of recruitment of minorities?

2 MS. SWIGER: We very seldom recruit anybody.
3 The news media is overflowed with applications
4 now.

5 MRS. TRAVIS: So, there is no real solution
6 for minority input unless someone walks in and
7 has all the qualifications and gets hired?

8 MS. SWIGER: I don't want to get out on a
9 limb with this, because I really don't know; but
10 I would say that, you know, it's pretty much up
11 to the people to come. Just like it's, you know,
12 up to the white people to come in and apply for
13 a job, too.

14 MRS. TRAVIS: In other words, you don't seek
15 to have any input from these groups?

16 MS. SWIGER: We have covered a lot of
17 cultural things. I don't know if this is what you
18 mean by "input," but like Indian festivals, art,
19 and cultural things like this. We do have a very
20 active Indian center to get some input, you know,
21 we are getting that.

22 MRS. TRAVIS: But this lack of minorities --

23 MS. SWIGER: People on the staff.

24 MRS. TRAVIS: Do you feel this has any
25 affect on the newspaper in any way?

1 MS. SWIGER: I would have to say, no. I
2 think that we are all very fair and unbiased.

3 MRS. TRAVIS: And you make this determination?

4 MS. SWIGER: Yes.

5 MS. PETERSON: Mr. Bighorn has some questions.

6 MR. BIGHORN: I have a couple questions
7 for Mr. Siegel.

8 Mr. Siegel, do you have what's called
9 an affirmative action plan?

10 MR. SIEGEL: We have a document recently
11 amended, December '74, that constitutes an
12 affirmative action plan. We talked earlier about
13 the numbers on the EEOC records respecting
14 minorities and I would hope the government changes
15 that; and I know from reading the corporate policy
16 on affirmative action it means a hell of a lot of
17 paperwork; but which is not the problem. The
18 problem is one of out reach and effectively
19 permitting affirmative action. But we do in essence
20 have one, and steps have been taken, steps from
21 within.

22 MR. BIGHORN: I have had an opportunity to
23 glance over your affirmative action plan, which
24 was submitted; and I noticed that there are no
25 goals or time tables in there. Can you tell me why?

1 MR. SIEGEL: Yes, I can imagine specifically
2 why. That is a corporate policy that the specific
3 goals and objectives are left to each of our
4 operating units to determine based on their
5 experience and their population situation and their
6 needs what their goals and objectives will be. And
7 that in our planning process, which we do have,
8 which we have had for sometime, we identify specific
9 goals and objectives for recruiting. But in that
10 document, that is a corporate document as
11 contrasted against a local vehicle.

12 MR. BIGHORN: How many minorities do you
13 have, and particularly Indians that I'm thinking
14 about in terms of?

15 MR. SIEGEL: I think if I went by that
16 EEOC report, I could say we have 5 per cent minority;
17 but the EEOC report can be misleading itself when
18 it comes to real identification. As far as
19 specific numbers, we have a few Indians on our
20 staff. I don't know what the specific percentage
21 might be.

22 One currently serving his first year
23 of apprenticeship as I mentioned earlier. In our
24 newsroom, we have no representation. Our efforts
25 there have been principally one of promoting from

1 within and upgrading training. The preponderance
2 of our applicants, I think, and from statistical
3 projections from journalism schools indicate that
4 in most recent years more women have been entering
5 journalism schools. For example, within the next
6 three years, 50 per cent of the graduating
7 journalism students will be female; and I don't
8 know what the specifics of the statement within
9 in the area of minority employment in professional
10 areas, particularly in Indian recruitment.

11 MR. BIGHORN: Just one more question. What
12 efforts has your newspaper put forth in terms of
13 actively recruiting minorities to be employed in
14 your newspaper?

15 MR. SIEGEL: I think you have to recognize
16 a couple things; A., when we do have openings,
17 particularly local openings where we can recruit
18 from the population, we do work with the
19 Montana State Employment Service; and the Montana
20 State Employment Service has helped us, in fact,
21 in recruiting Indians. I think the black population
22 in Billings is fairly small. We work also with
23 the Bureau of Indian Affairs. Once having hired
24 an Indian apprentice, take for example, the Crow
25 Indian who recently joined us, working with the

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Montana
Report*

1 Bureau has insured that that individual was properly
2 oriented to the white precedent to insure that he
3 had properly made transition, if you will, from the
4 reservation to finding living accommodations in
5 Billings; and we work very close on that.

6 MR. BIGHORN: Just one comment. Do you know
7 if there are any Indian organizations in Billings?

8 MR. SIEGEL: I'm sure there are. I see them
9 in the conference room regularly with our editorial
10 staff.

11 MR. BIGHORN: Do you know the names of any
12 organizations in Billings?

13 MR. SIEGEL: Having been in Billings
14 15 months, no, I don't.

15 MR. BIGHORN: Okay. Thank you.

16 MR. SIEGEL: You're welcome.

17 MS. PETERSON: Mr. Board.

18 MR. BOARD: I have some questions for
19 Mr. Coyle.

20 I noticed that you said that you have
21 women who are employed as reporters. Are there
22 any other minorities who are employed as reporters
23 with the Missoulian?

24 MR. COYLE: No, we have one who is a part
25 American Indian who is the fourth ranking person in

1 the newsroom. He is our feature editor.

2 MR. BOARD: Now, I noticed, too, that in your
3 comments you said that you assign reporters to
4 certain beats; and a question that bothers me, or
5 a beat that bothers me is that you have, I think,
6 you said a women's news.

7 MR. COYLE: Yes.

8 MR. BOARD: Well, I am a man, and I always
9 read in the paper, you know, what women are doing;
10 and a lot of times I have a hard time -- I'm
11 wondering if I am neutered, because I find much
12 interest in what's in the women's page.

13 Why does there have to be, in your
14 opinion, a women's page or a women's editor? Why
15 is it there?

16 MR. COYLE: Well, this is mostly in response
17 to the demands from the women.

18 MR. BOARD: What are their demands?

19 MR. COYLE: Recipes, fashions, oh, an element
20 of things, Dear Abbie. It's the best read thing
21 in the paper.

22 MR. BOARD: Do any of the women who are
23 employed as editors on the Missoulian, are any of
24 them assigned to sports beats?

25 MR. COYLE: Women?

1 MR. BOARD: Right.

2 MR. COYLE: No, not at the present time.
3 About two years ago we had a girl who was doing
4 rewrites for us and helping the city editor, and
5 a job opened up in sports, assistant sports editor;
6 and we offered her the job; but she declined the
7 position.

8 I can see with the proliferation of
9 women's sports that not before too long we will have
10 a woman covering sports. It's very likely with
11 women's basketball and track, which is really -- the
12 basketball has really become quite prevalent in
13 the last two years; so it's down the road, yes.

14 MR. BOARD: I seem to have heard, and not
15 just from you, Mr. Coyle, but from the others, and
16 I may be wrong in what I heard, that when it comes
17 to women and minorities, I seem to have heard, I
18 think, that there has to be an issue or a cause
19 for this to be covered.

20 MR. COYLE: No, that's not true.

21 MR. BOARD: So, I heard wrong in what all
22 of you said?

23 MR. COYLE: No, that's not true.

24 In our environment, we have a person
25 on our staff who practically covers nothing but

*Already
defined
woman's
role as
during
woman
sports*

1 environment; and this includes the whole housing,
2 you know, whole realm of things.

3 In our educational, our education area
4 covers a whole range of minority education,
5 opportunities, all this type of thing; and that's
6 done on a regular assignment. That's part of her
7 job.

8 MR. BOARD: You did say that you have a
9 reporter now up at the Flathead area?

10 MR. COYLE: Yes.

11 MR. BOARD: My understanding is that
12 especially in the western part here there are a
13 number of Native American Indians. What is the
14 image which is put forth by the Missoulian of the
15 Native American Indians? Only when they want to
16 take on the white landowners up around Flathead
17 for water rights or property rights, is that what
18 constitutes the Indian's image in the Missoulian?

19 MR. COYLE: Do you mean the things we are
20 covering or what we have covered?

21 MR. BOARD: Yes.

22 MR. COYLE: About three years ago we sent
23 two reporters up to the Flathead reservation, and
24 we did about a six-part series on Indian housing
25 and economic opportunities.

1 And, of course, we have another
2 correspondent who lives at Polson, and he covers
3 quite a bit of the Reservation, their problems,
4 all this type of thing.

5 MR. BOARD: Another question, does the
6 Missoulian have an affirmative action program or
7 plan?

8 MR. COYLE: Well, yes, it's part of what
9 you asked Mr. Siegel. We have received an outline
10 of a plan, and it's under study now; and it will
11 be implemented, yes. The publisher is the chief
12 operator of this plan.

13 MR. BOARD: Another question, do you feel
14 that the lack of a let's say a Native American
15 reporter inhibits the type of news which the
16 Missoulian could get if they had a Native American
17 reporter to perhaps gather the news?

18 MR. COYLE: Not to a direct amount of effect,
19 no. We are very aware of the problems; we see them
20 every day. We have direct contacts with them
21 every day. Like I say, we have people who live on
22 the Reservation, right in the area; and we have done
23 a tremendous amount of work in this field.

24 For the last three years we have been
25 trying to line up someone, an Indian American, to

1 at least write a column for us; and we have
2 contacted different people who we thought were
3 qualified, you know, to do this; but so far we have
4 not been able to come up with anybody.

5 MR. BOARD: One last question. Does the
6 Missoulain in it's employment of reporters and all
7 follow the equal payment, equal assignment regardless
8 of sex?

9 MR. COYLE: Right. We have a wage salary
10 program, and we have three levels for reporters.
11 Reporter trainee is a pay level seven. We have
12 a junior reporter, which is pay level eight; and
13 a senior reporter as pay level nine. Whatever
14 level they are in, they receive the pay of that.
15 We have a starting, a hiring rate, which sometimes
16 we exceed because of their experience or
17 qualifications.

18 We have a three-month review in the
19 first three months on the job, and we have a
20 six-month review; and we have an annual review,
21 and an 18-month review of their performance.

22 MS. PETERSON: I believe that --

23 MRS. TRAVIS: I would like to ask some
24 questions.

25 MS. PETERSON: Questions of Mr. Voeller?

1 MRS. TRAVIS: Yes, I wanted to ask him some
2 questions.

3 Mr. Voeller, am I correct in saying
4 you are the editor of the Independent Record in
5 Helena?

6 MR. VOELLER: Yes.

7 MRS. TRAVIS: I have a question that I
8 would like to ask --

9 MS. PETERSON: Excuse me, Geraldine.

10 I believe I must limit our people on
11 the panel to three questions. We are running
12 very late; it's almost noon; and we want to have
13 our workshop.

14 MRS. TRAVIS: I wanted to ask him, because
15 I have been reading the Helena paper for the past
16 three months since I have been serving in the
17 legislature, and I would like to know as editor,
18 how do you view the role of the newspapers in
19 Montana today?

20 MR. VOELLER: I think I have pretty much
21 explained it. It's a very general thing.

22 Again, to mirror the community, to
23 report what's going on, and to editorially comment
24 about it. That really is the role of a newspaper.

25 MRS. TRAVIS: I would like to know, do you

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1 employ any minorities on your newspaper?

2 MR. VOELLER: Well, from all the facts
3 and figures, I have got four men; and I guess maybe
4 that's a minority.

5 No, we don't. I have three women on the
6 newsroom staff.

7 MRS. TRAVIS: And I suppose being in Helena,
8 you cover the legislature?

9 MR. VOELLER: Our State Bureau does.

10 MRS. TRAVIS: Since there have been a number
11 of bills in this legislative session dealing with
12 minorities, women, and civil rights issues, are
13 there any women assigned to cover the state
14 legislature?

15 MR. VOELLER: Not specifically, no. Sometimes
16 on topics, yes. Sometimes on editorials.

17 I championed passage of the Equal
18 Rights Amendment in 1973, and caught holy hell for
19 a year from the anti-ERAers. That bill was tabeled.
20 The senate was dragging its feet. I went to one
21 of my women reporters and said, "Write another
22 editorial. I don't care what you say, except the
23 first sentence has to say calling the senate yellow."
24 And then it started off on that mild note and went
25 from there.

1 MRS. TRAVIS: How are the decisions made as
2 to priorities on women and minority issues to deal
3 with the problems, to deal with the coverage?

4 MR. VOELLER: They are made by me.

5 MRS. TRAVIS: How do you set your priorities?

6 MS. PETERSON: That's your last question,
7 Geraldine.

8 MR. VOELLER: How do I set my priorities?

9 MRS. TRAVIS: Yes.

10 MR. VOELLER: Well, I guess maybe I could
11 best explain it this way: I am intensely
12 interested in the American Indian, and I comment
13 frequently in editorials on the need for better
14 educational opportunities for the American Indian.

15 I was born in a BIA hospital on a
16 Reservation and spent my first 18 years there; and
17 I think I am very familiar with a lot of their
18 problems.

19 MRS. TRAVIS: But you don't have any employed,
20 so how do you get your input?

21 MRS. VOELLER: Like I'm telling you, I think
22 I know and have as good a viewpoint as if I had an
23 Indian on my staff. And I would venture to say
24 that if I had a Blackfeet Indian on my staff and
25 I sent him to the Crow Reservation or the (see p 116)

1 Fort Peck Reservation, he couldn't come out of
2 there with as much news as I can; because there is
3 an intense jealousy and rivalry among the various
4 tribes; and I think Helen would substantiate that.

5 MS. PETERSON: Now, Mr. Board, do you have
6 some questions of Mr. Freeman?

7 MR. BOARD: Just two, I think.

8 One of the other people spoke to it,
9 but does the AP ever make identities as to race?

10 MR. FREEMAN: Only when it's salient,
11 necessary to the story.

12 MR. BOARD: Such as?

13 MR. FREEMAN: Oh, such as in a story -- well,
14 for instance, we had one in Cut Bank where we viewed
15 the identification of a man who was hanged under
16 very strange circumstances in the jail. I believe
17 we identified him as an American Indian; because
18 frankly, we had been contacted by several
19 representatives of Indian groups from here to
20 request us to look further into the story. It
21 seemed that in the local context it was being
22 discussed in that it was a slightly racial issue.

23 We seldom identify people. We never
24 identify people by race unless it's salient to
25 the story. We simply don't identify accident

1 victims by race.

2 Our policy has gone far away from that
3 in recent years. There was a day when, for
4 instance, Negroes were almost always identified.
5 That was 20 some odd years ago but that's slid into
6 the past, thank God.

7 MR. BOARD: The other question then, does
8 the Associated Press feel that in general it has
9 a responsibility to minorities and to women as
10 far as news coverage is concerned?

11 MR. FREEMAN: Well, of course. We have a
12 responsibility to cover all of that which we can
13 cover. Again, you know, there is severe -- there
14 is some limitations in what we can do. Limitations
15 of time, of staff, and money.

16 MRS. TRAVIS: Madame Chairman, I realize
17 I'm out of order and you are busy, but I do have
18 a question that I would like to put to all of the
19 panel members.

20 I would like to know, do you feel that
21 your responsibility in covering the news is met
22 when there is a lack of reporting? I have noticed
23 this in the legislative session that the
24 responsibility in reporting the news cannot be met
25 if some of the news is deliberately left out.

1 MR. FREEMAN: For my part of that, there
2 is nothing that's deliberately left out.

3 MRS. TRAVIS: Well, the lack of reporting
4 news is just as important.

5 MR. FREEMAN: Absolutely, absolutely. It's
6 an imperfect world.

7 MRS. TRAVIS: It can be as effective as
8 reporting inaccurately.

9 MS. PETERSON: I think Mr. Freeman is the
10 best person to answer that, too.

11 Did you have another question,
12 Mr. Board?

13 MR. BOARD: No.

14 MS. PETERSON: Mr. Bighorn, I believe you
15 have a few questions of Mr. Lathrop.

16 MR. BIGHORN: I have three questions, and
17 I'll make them very, very brief.

18 How many minorities do you hire in
19 the newspaper?

20 MR. LATHROP: At the moment, we have an
21 Indian machinist in the composing room. We had an
22 Indian pressman who quit our staff and went
23 elsewhere. We have five or six handicapped people
24 from the Montana School for the Deaf and Blind in
25 the composing room. We did have one of our most

1 beautiful people, a little black girl from
2 Malmstrom Air Force Base. It's been five or six
3 years ago. Valerie Dickinson, who was a queen in
4 everybody in the plant's mind.

5 At the moment, in the newsroom we do
6 not have any minorities.

7 MR. BIGHORN: Do you know how many Indians
8 there are in Great Falls? Is there 500 to 1,000,
9 2,000?

10 MR. LATHROP: I would just have to take a
11 wild guess, and I really don't know. Say, if
12 there are roughly 15,000, perhaps, non-Reservation
13 Indians around the state, 700 to 1,000 in Great Falls
14 and on the fringes. That's a guess.

15 MR. BIGHORN: One more question. Do you
16 know of any Indian organizations in Great Falls?

17 MR. LATHROP: There are several Indian
18 organizations in Great Falls. I can't recite the
19 names of them off the top of my head, because like
20 Larry, I'm not directly associated with working
21 on the news with respect to them; but there are also
22 participants in other organizations like
23 Friendship Inn and the Wesley Center and other
24 areas.

25 MR. BIGHORN: Okay. Thank you.

1 MS. PETERSON: Just one moment, please. It's
2 12:00, and we are going to have to limit questions
3 to 15 minutes; and then I'm going to have to cut you
4 off.

5 We may have to miss lunch for the
6 workshop sessions. I certainly think these workshop
7 sessions are worth having.

8 So, please come stand down by the
9 microphone. First come, first serve.

10 MS. REUSS (Helena, Montana): I'm
11 Patricia Reuss from the Women's Political Caucus,
12 and I realize you are in a private business; but
13 you also say that you want to be objective. So,
14 I'm asking if you have anything like this
15 ascertainment program where you go out in the
16 community and look for both sides of the minority
17 opinion? Is there anything that you do in that
18 area called ascertainment where you ascertain what
19 really you need to be doing in your area of
20 the media?

21 MS. PETERSON: Pat, who would you like to
22 answer that? You better select a panelist to
23 answer.

24 MS. REUSS: Okay. Mr. Lathrop.

25 MR. LATHROP: Well, not directly. We have on

1 occasion when issues come up that are pertinent to
2 some immediate situation we seek interviews from
3 people involved to find out what the circumstances
4 are that creates the situation about which they are
5 concerned. On occasion, we will try to carry it
6 a little bit further by getting responses and
7 reactions from other people who may be involved
8 or who may be on the fringes of involvement.

9 I don't know that that answered it,
10 but these things are matters of judgment at the
11 time and staff capabilities; but we usually welcome
12 them in the office and welcome the chance to take
13 them up. But as far as our taking the initiative,
14 to some degree, yes. We are interested in poverty
15 areas; we are interested in Indian causes; we are
16 interested in equal rights and those issues.

17 MS. REUSS: Thank you.

18 MS. BROWN(Bozeman, Montana): I am
19 Alanna Brown from the English Department of
20 M.S.U.

21 No one here is from the Bozeman Chronicle,
22 so I can't really direct this question to anyone
23 specifically; but I think the problem is common;
24 so I would like to make, more or less, two protest
25 comments.

1 I really feel that there is an effort
2 to cover women's news, and I do appreciate that.
3 What I find is the case, however, is that if
4 women, for instance, take a political stand like
5 the NAACP, what happens is that they are put in the
6 women's section rather than where an equal political
7 group, say Montana coverage, in a different section;
8 or at least, I have experienced that in papers.

9 Another thing, and this is especially
10 on the AP, I can't get over how horrible women
11 athletes look in the paper. Their eyes are crossed;
12 they are biting their tongues, they are some sort
13 of ridiculous picture coming out; and there we have
14 Jack Nicklaus seriously, you know, staring at that
15 ball, conquering the world in golf. These seem to
16 me to be very sexist images. News of women is
17 being covered; it's still very biased.

18 The last thing I want to mention, I
19 feel if there is a kind of a sexism or racism, I
20 think it's communicated in papers. It's really not
21 the paper's fault, but I would like to bring it
22 up. It's where legislators or someone else
23 really comes out with a racist or sexist statement,
24 which has a lot of -- what should I say, anger
25 appeal, and dramatic appeal, and rhetoric or

1 whatever. When a paper just states these kinds
2 of statements, it still tends, I think, to bring
3 across a socialized view and to support those biased
4 statements. Whereas the paper, instead of just
5 being factual, also has the potential to be
6 educational and provocative; and I don't really
7 feel that the papers found anything factual; but
8 they don't set up a debate format. For instance,
9 in the state in ERA when someone can come up and
10 say, "Well, God depicts his apostles." This is
11 obviously a very eroded and sexist statement, but
12 I think to find papers that are picking up anything
13 that permitted debate, debate happens in papers in
14 the letters to the editor, and I find that very
15 disappointing. I think that papers can have a lot
16 more, as I say, educational and provocative merit.

17 Thank you.

18 MS. PETERSON: I must ask you to be very
19 brief, because you are depriving someone else of
20 the right to speak, unless you are.

21 MS. SMITH(Missoula, Montana): My name is
22 Judy Smith. I work at the Women's Resource Center
23 at the University of Montana.

24 I would like to say that one of the
25 primary responsibilities of the media to women and

1 minorities is to stop stereotyping them, and I
2 don't think anyone on the panel really addressed
3 themselves to that. I will be very brief.

4 The impact of the paper as a whole
5 on stereotyping, and I'm speaking for women and
6 I'm sure the same point can be made for other
7 minorities, that we have a stereotype image.

8 I could give you a few examples of
9 women's news that was already used; the fact that
10 most women are asked specifically if it's Miss or
11 Mrs. or Ms.; that fact that women are still
12 described as to their appearance, or their
13 relationship to different people like their husband,
14 et cetera, rather than just as a person with an
15 independent opinion.

16 Look at the cartoons that are still --
17 the image of women in cartoons, the image of women
18 in advertising, the tone that is often taken toward
19 the women's movement, rather a satirical tone or
20 perhaps a sensational tone.

21 I would argue that the impact of the
22 newspaper still is to stereotype men and women, and
23 we have to look at that as an impact of the whole
24 paper. Perhaps you are covering news better than
25 you used to be; perhaps you are employing a few

1 women; I support that. I hope it continues. I
2 think that socialization is one of the main functions
3 of the newspaper, which no one mentioned today.
4 It happens to be one of my firm beliefs that we
5 learn our images through the media very often, and
6 this image is still very biased. *Right on!*

7 I suppose that I should direct this to
8 the Missoulian since I'm from Missoula, and I simply
9 comment that I think the Missoulian still has these
10 kinds of images with women; and I would certainly
11 hope that it would be working to avoid and stop
12 stereotyping women and minorities.

13 MS. PETERSON: Please come to Panel C this
14 afternoon.

15 MS. SMITH: I will.

16 MS. PETERSON: Thank you.

17 MS. VAN VALKENBURG (Missoula, Montana): My
18 name is Carol Van Valkenburg, and I work at the
19 Missoulian.

20 I would direct this to Mr. Lathrop,
21 please. You touched briefly on the question of
22 news in the news columns, and I believe editorials
23 and that type of thing; and one thing I noticed
24 that I have been wanting to ask about for a long
25 time is last fall the Tribune had a strike; and at

1 the end of the strike when they resumed publication,
2 there was a story on the front page; and it didn't
3 have a by-line; and it wasn't labeled as an
4 editorial or anything; and I wish I had it with me,
5 but I don't; but it said something to the effect
6 that, you know, we were apologizing for our readers
7 for the inconvenience of the strike and that it
8 said we feel this was a very unwarranted strike or
9 something. I don't recall exactly, but it was, in
10 my opinion, obviously an editorial; and I was
11 wondering who wrote it, why it was on the front
12 page, and why wasn't it labeled an editorial?

13 MR. LATHROP: Trying to answer this very
14 briefly, I don't remember what was in the story
15 announcing our resumption of publication. There
16 was a traumatic experience for everyone involved.
17 I think that an apology would be due to our readers
18 who didn't get a paper for two months, without
19 putting any blame on anyone, without accusing
20 anyone. If a fire had burned down our plant for
21 two months, I think we would have apologized the
22 same way.

23 I would think, though I do not know this
24 to be categorically so, that the resumption of
25 publication story would be written by the publisher.

1 And I don't recall any matters of
2 placing responsibility on it on the strike
3 conclusion and publication resumption issue.

4 I don't think I answered you fully,
5 perhaps.

6 MS. VAN VALKENBURG: No. I can't say
7 anything, because I don't have the article here;
8 but if you could, when you went back to Great Falls,
9 if you would look, I think it was on the second day
10 and it was in the last paragraph; and I'm sure
11 that it was something about we feel this strike was
12 totally unwarranted. Perhaps that was the feeling
13 of the management, but at the same time, it didn't
14 give the chance for the reporter; because obviously,
15 the reporters felt it was warranted. That's why
16 they were on strike.

17 MR. LATHROP: I will look up the story just
18 to see, but I might say just in passing that it isn't
19 unknown to have Page 1 editorials.

20 MS. VAN VALKENBURG: But they are usually
21 labeled as that, or they have a by-line or something.

22 MR. LATHROP: There is some distinction as
23 a rule; that is correct.

24 MR. MURDOCK(Duluth, Minnesota): My name is
25 Ray Murdock from the Indian Viewpoint in Duluth, and

1 I will speak slowly because I want these gentlemen
2 and ladies to hear.

3 As a radio and television newsman, as
4 a newspaperman, and as an Indian, I totally reject
5 the idea that any of you gentlemen who are
6 non-Indian or the lack of Indian reporters on your
7 staff can cover news at the Indian communities,
8 Reservation or urban, as well as that kind of
9 reporter.

10 Secondly, Mr. Coyle, you had said
11 that you were aware of problems of the Indian
12 community. You had talked in terms of causes.
13 That's the only way Indian people are ever thought
14 of -- problems or causes.

15 You said that you were aware of the
16 problems. I would like you to tell me of the
17 problems. I would like you to tell me and this
18 audience what you believe those problems are. What
19 are the qualifications for the Indian person that
20 would have to work on your news staff? Let me see
21 if I would fit that.

22 MR. COYLE: Well, you probably would.

23 Our general qualifications are: A
24 good knowledgeable working knowledge of the
25 English language, expertise in some field of

1 economics and of environment, politics, the courts,
2 some background in journalism, how to put a story
3 together, how to structure sentences, how to
4 convey ideas; because if we cannot convey ideas
5 through the printed word, then our readers are lost.
6 We have to have the ability to convey ideas.

7 I'm certain that you would have the
8 qualifications, certainly.

9 But as far as the problems are
10 concerned, we keep in touch with these people.
11 We have a member of our staff who has started last
12 year a ski program for Indian children with our
13 support, some support from the Missoulian, and
14 other organizations in the community. He is very
15 involved with these people.

16 MR. MURDOCK: What are the problems that
17 you had said? Give me some. You are a newspaperman,
18 I want specific problems.

19 MR. COYLE: Lack of education opportunities,
20 mostly.

21 We have on our staff 15 people who are
22 graduates or have been students at the University
23 of Montana. We draw heavily on the J School here.
24 I think they have probably two or three minority
25 people in their entire J School enrollment now; and

1 I think if an effort was made for the educational
2 systems to attract and make it possible for more of
3 minority people to receive a background in journalism
4 and training in journalism, it would be much easier
5 for us --

6 MR. MURDOCK: But you are putting the burden
7 and responsibility on the School of Journalism.

8 MR. COYLE: -- to bring them into the actual
9 newspaper field.

10 MR. MURDOCK: The responsibility you are
11 putting on the School of Journalism because they
12 don't accept and turn them out.

13 MR. COYLE: We have to have trained people.

14 MR. MURDOCK: I realize that. I have never
15 been to a school of journalism. I have been a
16 news director at two radio stations, and an
17 anchorman at a television, and a newspaper editor.

18 MR. COYLE: You are unusual.

19 MR. SIEGEL: There are exceptions.

20 MR. MURDOCK: I understand that, but I don't
21 think there has to be exceptions. I don't believe
22 that I'm an exception, necessarily, simply because
23 I have had some opportunities that other Indian
24 people have not had; but it's up to people like you
25 in the hiring role that have got to take a chance

1 on people in this country and got to take a chance
2 on Indian people.

3 MR. SIEGEL: And it's up to all of us to
4 take a chance, whether it's a school system, or
5 political system, or the institutions, and
6 Reservations, and Indians.

7 * MR. MURDOCK: The questions you should be
8 asking yourselves and your staff in a rhetorical
9 sense is why we do not have Indian newspaper
10 reporters on our staff.

11 MR. SIEGEL: We asked the question, and
12 we also asked the question: What are the problems
13 of minorities, and whatever the problems, properly
14 present those problems to our readership; and we
15 think we do that.

16 MR. MURDOCK: The problems that Indian *People*
17 people will ask you are what's the problem with
18 your newspaper.

19 MS. PETERSON: Mr. Murdock, this will come
20 up again, I think, this afternoon; and I do
21 appreciate your comments.

22 Our 15 minutes are up. Now, I know
23 that there are two more of you who have something
24 to say. I hope these are statements rather than
25 questions. If they are, I will guarantee you both

1 a chance to express these opinions this afternoon.

2 MR. WINGATE (Missoula, Montana): This is
3 a question.

4 MS. PETERSON: Of specifically one of these
5 gentlemen?

6 MR. WINGATE: Of you.

7 MS. PETERSON: All right, but we have got
8 to give our workshop people some time to go on.

9 MR. WINGATE: Jim Wingate. I wonder if you
10 and your committee plan to extend an apology to these
11 people who have come from all over the state under
12 the guise of participating in a conference with a
13 dialogue, which to me is nothing more than a
14 tribunal, a trial, with many questions to which the
15 answers are already known and with many speeches,
16 protests, and all that diatribe which makes this
17 whole thing a farce.

18 MS. PETERSON: I think that was a statement
19 rather than a question.

20 MR. WINGATE: The question was: Are you
21 going to apologize?

22 MS. PETERSON: I would suggest that if anyone
23 thinks an apology is due, they ask. Do any of you
24 feel that way?

25 (No response.)

1 MS. PETERSON: All right, thank you very
2 much.

3 We will go to our workshop sessions
4 now. You all know where they are.

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1 WORKSHOP SESSION C

2
3 Training Programs and Minorities

4
5 BY RAY MURDOCK

6
7 MR. MURDOCK: I have a few paragraphs that
8 I am going to read, which is in connection with the
9 program that I'm now the project director of in
10 Duluth, Minnesota. The project that I am currently
11 involved with, and there are some brochures out
12 in the hall, is called Motivation Through
13 Communication. I'm working with an urban Indian
14 organization in Duluth called the Duluth Indian
15 Action Council. Motivation Through Education is a
16 program funded under Part B of Title 4 of the
17 Indian Education Act under the Office of Education.

18 Part of what we have done over the
19 last several years is begin a training program for
20 Indian students, and it doesn't necessarily mean
21 that the student has to be young, or in high school,
22 or of college age. But the few paragraphs that I'm
23 going to read are part of the proposal that we
24 submitted to the Office of Education, trying to
25 define better some of the problems the Native

1 American has in the media generally.

2 "Hollywood and the electronic media
3 played a major part in characterizing the Indian as
4 savage, void of culture, and bent on the destruction
5 of the white pioneers who moved across the land
6 under the mandate of manifest destiny.

7 "The familiar sight of the valiant
8 wagontrain and its passengers being surrounded by
9 whooping painted Indians is a legend to most
10 Americans just as is the sight of the Western hero
11 then riding to the rescue with six guns blazing and
12 killing 15 Indians with one shot. That was the
13 ever popular 25-shot six gun used by many a
14 Hollywood good guy. While that characterization
15 seems exaggerated to some, it's an image that
16 America has grown up with since the winning of the
17 West was captured on film.

18 "Not only must Hollywood share the
19 burden of responsibility for the portrayal of the
20 Indian in less than true light, the news media
21 must acknowledge its part in presenting the
22 Indian in mostly negative terms. As shown in a
23 local survey -- one that I'll discuss a little
24 more -- Indian news or viewpoints occupy very little
25 time on the air compared with the tens of thousands

1 of hours broadcast every year on radio and television.
2 When a news item does find its way to the front,
3 it's usually about a white and Indian confrontation,
4 scandal in tribal government, or that the Indians
5 are making demands on a governmental agency.

6 "With the organization of the Indian
7 in the 1950s, an entirely new set of circumstances
8 befell those who made the move from Reservation
9 life to city life. With no job skills, little
10 education, and unaccustomed to the confusion and
11 frustration of an urban center, the Indians, for the
12 most part, joined the growing number of blacks, the
13 poor, and the unemployed of the inner city. In
14 1975 about half the population of the state, referring
15 to Minnesota, lives in the urban area.

16 "While Minnesota mandated equal educational
17 opportunity for all children, urban schools were no
18 more successful than the rural districts in providing
19 education for Indian children. You will seldom
20 find an Indian child or his or her parents who do
21 not recognize the value of education, but cannot
22 accept it on alien terms. Thus, a skyrocketing
23 dropout rate nationwide, compared with the
24 disproportionate number of young Indian suicides,
25 increased Indian population in penal institutions, and

1 unemployment second to none across the country.
2 Education, whether in a formal setting or vocational,
3 is seen by many Indian people as a means of
4 overcoming those problems which engulf their
5 everyday lives. It's a way to break out poverty;
6 on the other hand, explore the rich cultural
7 heritage of the Native American people.

8 "The partial thrust of the MTC program,
9 as we call it, or Motivation Through Communication
10 is to portray the Indian in a positive manner and
11 show the non-Indian community that all Indians do
12 not receive government checks, they are not all
13 lazy, they are not all drunkards. It's a program
14 designed to project educational, employment,
15 entertainment, or social information to the Indian;
16 thus making them better informed and better able to
17 take advantage of opportunities, or having a
18 meaningful input into programs, projects, and
19 activities that affect their daily lives.

20 "Another aspect of our program is to *
21 create semi-skilled craftsmen who will have the
22 employability to work in the mass media and perhaps
23 inject a fresh viewpoint into news programs,
24 editorials, art work, or photography. These skilled
25 Indian craftsmen will be trained to create and

1 interpret events of the day with camera or the pen,
2 using this skill to help educate their people.
3 Motivation deals with the need for educational
4 motivation among Indian people, the need for
5 multi-media publications directed toward the Indian
6 community, and provide vocational direction and
7 guidance for the Indian oriented toward the media
8 and mass communication skills.

9 "Part of how we in the Duluth Indian
10 Action Council and our group define mass
11 communication in relationship to the Indian is that
12 mass communication can have several meanings, but
13 in terms of Motivation Through Communication it means
14 the transmitting of information between Indian
15 groups, organizations, and individuals. Historically,
16 the gathering of information throughout the Indian
17 community has been piecemeal, and it's only through
18 the sometimes misquoted, misinterpreted moccasin
19 telegraph that the Indian has been able to gain
20 knowledge which will benefit him directly. Oftentimes
21 misinformation transmitted this way can create a
22 poor understanding among the Indian and non-Indian,
23 reinforcing invalid stereotypes. The Indian parent
24 who does not become involved in the system is
25 excluded from knowledge, and the Indian student who

1 does not participate or regularly attend school is
2 also excluded from programs that could assist him
3 or her in furthering personal goals.

4 "The old saying 'What he doesn't know
5 can't hurt him' simply can't be tolerated in the
6 Indian community. It's acknowledged that the media
7 has the powerful influence on the thinking of
8 Americans is certainly no different in the Indian
9 community. This communication will work to
10 establish a feeling of self worth and unity among
11 Indian people and provide a vital informational
12 link."

13 So, that's the reading part of it.

14 Some of the other notes I made -- in
15 journalism whether you work in newspaper or
16 television or whatever, and in the training
17 program that we have is that we can ask the five
18 Ws that are asked in journalism classes all over,
19 the who, what, where, why, and when. First of all,
20 we look at who; and that is the target population,
21 is who are these training programs to be for? Who
22 can you work with; what population do you have?
23 Does someone here know roughly what the Indian
24 population of Montana is? Any idea at all, but
25 in close terms.

1 MR. BIGHORN: About 30,000.

2 MR. MURDOCK: Thirty thousand, roughly, in
3 the state. There are probably between 30,000 and
4 40,000, I would guess, in the State of Minnesota;
5 so we have roughly the same population.

6 In a population of this size, I have
7 heard, and I really don't want to get back on to
8 the panel that was just here, because I get a little
9 depressed when I hear those kind of statistics and
10 that kind of thinking to an extent, is that when
11 there are that many Native Americans, Indian people,
12 living in any state or any area, there are going to
13 be news events which occur; and I had challenged
14 not only that panel, but all the Indian people and
15 non-Indian people in the state to say when is that
16 problem going to be rectified? When are Indian
17 people going to be employed by the media?

18 Myself and about, I would guess, less
19 than ten other people in the entire United States
20 are on the air regularly on any television program.
21 I have a television program that I do in Duluth,
22 Minnesota, which is a half hour every Sunday
23 provided by one of the local television stations
24 there. One of the ladies also at the conference,
25 Harriet Skye, has a half hour twice monthly that she

1 broadcasts on KFYZ in Bismarck. And there are
2 those type of examples all over the country where
3 Indian people have come to participate in the media;
4 but as you can see, and I believe that it would hold
5 true in the State of Montana I don't know of any
6 Indian newsmen, any Indian staff people in radio and
7 television stations.

8 Part of the training program that we
9 are looking at, and admittedly and unfortunately
10 we are a very small program. We are at the end of
11 our second year in the Motivation Through
12 Communication program, and we probably have, I
13 would guess, have about 20 students. The majority
14 of them have been in high school and are still in
15 high school, but we believe that we can begin
16 working there so that when that Indian boy or girl,
17 young man and young woman, get out of high school,
18 that they can make some kind of decision as to
19 whether or not they want to go into the media in
20 any aspect of it full time; because we deal in
21 16 millimeter motion picture, sound and silent
22 film, shooting specifically television film. We
23 deal with radio broadcasting, some kind of voice
24 instruction and speech training. We also deal in
25 Indian journalism, which is again a newspaper that I

1 put out there called Indian Viewpoint; and we deal
2 also in photo journalism, in black and white still
3 photography and some of the skills involved with
4 that.

5 We cannot, again, unfortunately, turn
6 out super skilled craftsmen in the time we have
7 or in the amount of resources that we have; because
8 simply there is not enough money to do it. But
9 all we are trying to do is get Indian people
10 interested in the media, involved in the media,
11 and hoping to see if they can, whether it be go
12 back to other urban areas or go back to Reservation
13 areas and become involved with their own people on
14 that extent. Also, even if while they are involved
15 in our program, if they find another educational
16 opportunity totally irrelevant to the media and
17 they pick that out, if they happen to be working with
18 us or anything like that at all, if they find a
19 medical program that they might want to become
20 involved in, higher education, any of that, then
21 we have succeeded in doing our jobs; because then
22 that has motivated somebody into some other kind
23 of an educational skill. It doesn't make me mad when
24 students find something else to do and drop out of
25 my program. I'm not that possessive of them,

1 because I think that it's important that they
2 discovered through our program the information that
3 would allow them to do that.

4 The number of Indian people that we
5 have worked with have ranged in age from about 12
6 or 13 up to about their mid-20s or late 20s, and
7 there have been several other Indian people older
8 than that who we have helped establish some
9 on-Reservation news letters and things of this
10 kind. They have come to our Indian Center in
11 Duluth, and we have worked with them simply showing
12 them layout design, perhaps how to take pictures
13 better, different things like this on a several
14 week or even a several month kind of crash course.
15 They simply come in when they can and do the job
16 that they can. Ours is, as well as I think, many
17 training programs dealing with Indian people, has
18 got to be very flexible. It must be flexible in
19 terms of time, terms of resources, in terms of
20 the Monday through Friday kind of business, the
21 8:00 to noon and 1:00 to 4:00, and so on and so
22 forth; because not only in dealing with the Indian
23 population, but also dealing with news events
24 themselves which occur. Because, take for example,
25 in early January, January 1st, when the Menomonee

1 Indians occupied Gresham, Wisconsin. That's a
2 situation that went on for a number of weeks, one
3 which could not be necessarily predicted from
4 day to day. We had some of our reporters go down
5 there and cover it. News events simply don't
6 occur on time. They don't occur necessarily on
7 early Monday morning so that you can get away by
8 4:00 in the afternoon; so it also has to be
9 flexible as far as that's concerned.

10 Anybody who begins a training program
11 in the media for Indian people must be aware, also,
12 about urban and Reservation Indians. Many Indian
13 people across the country will deny that there are
14 any differences between the Indian on the
15 Reservation and the Indian who lives in the urban
16 area, but there are some very specific differences.
17 There are differences in terms of transportation,
18 where you live, how you live, relatives that are
19 there, personal pressures, family pressures and
20 so on and so forth. There are simply a number of
21 ways that those things occur, so if you happen to
22 be working in media on the Reservation, it's going
23 to demand different things of you than it would
24 if you were working in an urban area. Also, those
25 people who are going to set up that kind of system

1 must be aware of those differences.

2 Also, in some very specific areas,
3 for instance, anything to do with the broadcast
4 media where Indian people are going to be involved
5 involved in talking to people, in being on the air,
6 is that some of the experiences which I have had
7 at two television stations which are I had a number
8 of conversations with program directors who found
9 or who told me in kind of an aside way, is that
10 they have a lot of difficulty with having a
11 long-haired Indian walking around where the public
12 could come in and see them. Where if that Indian
13 boy had his hair wrapped and braided, they weren't
14 particularly happy about seeing him out front in
15 the lobby. He had to be in the composing room of
16 a newspaper. He had to be a pressman that you
17 could hide. He had to be a janitor that you could
18 put downstairs. He couldn't be on the air. He
19 couldn't have an accent that many Indians know as
20 a Reservation accent. He couldn't have that. He
21 had to be almost Bostonian for an accent before
22 they could let him on the air. He had to have all
23 of the kind of grammar, all of the English, all of
24 the poise, and all of the dignity which comes with
25 being a non-Indian in many cases.

1 The gentleman up here explained to me
2 earlier, I guess it was an explanation, that I was
3 an exception to Indian journalism and that there
4 were Indian people across this country who because
5 they were in the broadcast media were an exception.
6 And again, as I explained to them, I don't think
7 I'm an exception simply because my English might
8 be more understandable than others. It's certainly
9 not as good as others. I have a certain amount
10 of skill in writing, or reporting, or whatever;
11 but it's simply because I had, as well as a very,
12 very limited number of other people, have had some
13 opportunities presented to me which don't occur
14 for everyone. But I think that in having a quick
15 look, and let me just show you something in one
16 area, is that in the City of Duluth, Minnesota,
17 and Superior, Wisconsin, which is just across the
18 bridge in Wisconsin, there are four television
19 stations and seven radio stations. The hours
20 broadcast per day on both radio and television
21 is 210 hours; hours broadcast per year, 76,650 hours
22 of broadcast. The total number of employees in all
23 of these stations is 252. The number of minority
24 employed is 8, and at this point because of some
25 leaving and because others were more or less

1 trainees that is now down to about three.

2 Hours of minority broadcasting, this
3 is per year, 26 hours; and the 26 hours is the
4 half hour per week which I do on Indian Viewpoint
5 it's called; and it's a half hour every Sunday
6 at noon between Wrestling and Issue and Answers,
7 which is darn good time. You see, they do that.
8 Television and radio stations will do that to
9 Indian programming all over the country. They will
10 give you between 6:00 and 6:30 on Sunday morning.
11 They have then, according to Mr. Monagas, again
12 I don't question his integrity or the rules that
13 he represents from the Commission, but I do
14 question the licensee; I do question the radio
15 and television stations who think that they can
16 fulfill their public service commitments by putting
17 the Indian programming early on Sunday morning,
18 or someplace on Saturday morning, or at a time
19 period when they know damn well that nobody's
20 listening. They have demographic projections for
21 all age groups, sexes, housewives, mechanics,
22 and everything else you can name; and they will
23 put Indian programming in a place generally where
24 no one sees it. They then have the opportunity
25 three years later to go to the Federal Communications

1 Commission and say that we have fulfilled our
2 requirement. ~~See~~, and that's what I as well as
3 a number of other Indian broadcasters across the
4 country want to change.

5 In looking at the five Ws that we
6 talked about a minute ago in the who and the what
7 and the where, is what are you going to do in
8 terms of the training program, if that's what you
9 want to set up. There has to be some administration
10 involved, and that's with any program. There is
11 bureaucracy involved in a good training program.
12 Who you get to run, or as far as instructors, and
13 kind of instruction that you offer in any training
14 program. There are many people, whether they be
15 Indian or non-Indian alike, when we began the
16 training program in Duluth is that I was concerned
17 first of all of bringing Indian people into the
18 program and offering the best kind of skill the
19 best craftsmen that I knew how, Indian or non-Indian;
20 but I simply thought that whether it be in the
21 community of Duluth or the surrounding area, that
22 there are people who are non-Indian who I have
23 worked with and because it was my intent and the
24 intent of the Duluth Indian Action Council to
25 turn out the best qualified people we can on the

1 resources that we have. So, I don't say that you
2 must have a journalism major or a journalism student
3 who has a degree in journalism or a ten-year
4 newspaperman who is an Indian to come in and
5 instruct; because I think you can find skilled people
6 all over the country.

7 It's my opinion that first of all for
8 Indian people to become involved in it, they must
9 be skilled; and I don't argue with qualifications
10 in any of those fields; but I do believe that
11 Indian people can be Indian as well as being skilled;
12 but they must get the skill first. If they want
13 to go out and be Indian after that, fine; but I
14 think that if there are jobs in radio, television,
15 newspapers, any of these places, that they have
16 to be qualified.

17 I was talking with a lady earlier that,
18 say, five or six or seven years ago it was very
19 much in fashion and in vogue for television stations
20 all across the country to put a black face on
21 television as a sportsman. They didn't give a damn
22 whether that sportsman could speak at all, as long
23 as they had a face, as long as they had a black face
24 in the sports department. It was then easier for
25 that radio station or television station to then

1 say to the Federal Communications Commission or
2 any kind of equal opportunity employer group to say,
3 "We tried black people. We tried Indian people,
4 and they didn't work; because they simply couldn't
5 handle the job. They couldn't handle it, because
6 they weren't skilled. People would write us letters
7 and say that sportsman doesn't know what he's
8 talking about." So, that was an easy out for them.
9 They would hire one or two blacks. They might
10 hire an Indian or two. They would probably say,
11 "Here is an Indian guy who looks really Indian.
12 We can put him up front. We can make sure that
13 people see him when they come into the station on
14 a tour. We can make sure that every so often his
15 name is mentioned,"and so on and so forth, thereby
16 lessening their responsibility to the community
17 at large."

18 All of what we talk about in training
19 minority people in the media has to do with making
20 them responsible, skilled individuals; and I don't
21 like tokenism no matter how it comes about. I don't
22 believe that Indians have to accept tokenism, but
23 I think that if you have to start somewhere, then
24 you have to start with that; but I think that as
25 the image of the Indian builds across the country in

Image

1 a responsible way instead of simply having to deal
2 with our causes and our problems, that there are
3 easier -- not easier, but better ways to present the
4 image of the Indian in this country. Part of it
5 is responsibility on the part of the Indian
6 community and more specifically on the non-Indian
7 employers in the media.

Training

8 When we talk about where as far as
9 training programs are concerned for Indian people,
10 is that they can be located almost anywhere, in
11 urban areas, in Montana, on Reservation areas that
12 perhaps tribal governments might want to set up,
13 anyplace that there is a building, and you do have
14 to have some equipment. You cannot set up training
15 journalists or photo journalists or people who would
16 use their voice to broadcast or any of these
17 things, you cannot train them unless you have
18 equipment to do it; and in many cases it's an
19 expensive proposition; and there has got to be
20 a commitment of resources somewhere. Then again,
21 that leaves it up to many of your own devices as
22 to how you get it, whether it be through a federal
23 grant, private foundation, universities, television,
24 radio, newspaper, training programs, and so on and
25 so forth; but in any of these programs Indian people,

1 minority people must have input into those programs.
2 To non-Indian people who would set up programs,
3 don't you dare start one without any input of the
4 minority community you are trying to serve; because
5 if the local community doesn't get you, somebody
6 else will.

7 And also, you talk about the why for
8 training programs for minority people. Part of that
9 we touched on earlier, because of the stereotypes
10 of Indian people and minority people around the
11 country. During the 1960s the only thing you saw
12 reported about blacks was who marched in Selma,
13 Alabama, with Martin Luther King. In the 1970s
14 all you heard and saw about who occupied the
15 Bureau of Indian Affairs Building in Washington,
16 the occupation of Wounded Knee, the Menomonees in
17 Gresham, Farmington, and so on and so forth, it
18 all had to do with confrontation. It all had to
19 do with problems and causes, and we all know that.
20 And I ask all journalists and all people who have
21 to do with hiring and programming and everything
22 is that why is it necessary only to report those
23 things? There are many, many other things.

24 (Audience participant raised his hand.)

25 MR. MURDOCK: Yes.

1 MR. DUNHAM(Great Falls, Montana): I'm
2 Ken Dunham from Great Falls, KFBB television news
3 director.

4 You are covering a lot of areas here.

5 MR. MURDOCK: I have to.

6 MR. DUNHAM: Can we have a chance to respond
7 to a few of these things as you go through them?
8 There are a couple things you brought up that I
9 feel are inadequate. Can I do that?

10 MR. MURDOCK: Sure. I have to ask the girl
11 how much time we have left before we break up.

12 MR. DUNHAM: Ten minutes or so, but I think
13 there are a couple things that I would like to
14 respond to.

15 MR. MURDOCK: All right, why don't you go
16 ahead now, and then some of the other ones we'll
17 save for later.

18 MR. DUNHAM: One thing that you stated is
19 you say that Indian affairs public programming
20 you objected to the time slots that are given.
21 I agree. As a news director for a TV station,
22 most public affairs programming is relegated to
23 fringe times.

24 I do a farm program that runs at
25 five mintues to 6:00 every morning, and farming is

1 probably the major business of Northcentral Montana.
2 So, that's not a problem just for Indians. It's
3 for any public affairs programming.

4 MR. MURDOCK: All right, but you see, Indian
5 people and farmers and blacks and all of these
6 kind of minority problems that exist, why are they
7 relegated to those times?

8 MR. DUNHAM: Because --

9 MR. MURDOCK: If I were you, who ran a farm
10 program, I'd object to that. If I was a farmer,
11 I'd object to that.

12 MR. DUNHAM: Well, the program, the name
13 of the game on television is making money.

14 MR. MURDOCK: Is money, I know that.

15 MR. DUNHAM: It's entertainment, and people
16 are not generally that interested, or they don't
17 appear to be that interested; and that's a fact of
18 life.

19 MR. MURDOCK: But you know, as well as --

20 MR. DUNHAM: Those of us in news don't
21 like it. We'd like to change it.

22 MR. MURDOCK: Let me respond. You know as
23 well as I do that the application -- and I have
24 been a television newsman for about seven years
25 now and worked in a number of television stations --

1 I know that when you deal in that situation as far
2 as time and as far as money and all of those things
3 like that, is that we are dealing with public
4 airways and the public trust. And that when you
5 deal with public airways, then you better respond
6 to the public. Then the station, all stations, and
7 you have dealt with your general manager; I have
8 dealt with general managers who always talk about
9 overhead, who always talk about cutting costs.
10 They realize that somewhere along the way the
11 public interest is lost for the sake of money.

12 MR. DUNHAM: I think that's a general
13 problem --

14 MR. MURDOCK: For the sake of money?

15 MR. DUNHAM: Right.

16 MR. MURDOCK: Then that's something that
17 should be corrected.

18 MR. DUNHAM: Well, fine. I think that if
19 you can get people to watch the program, I certainly
20 welcome any ideas that you have other than
21 sensationalizing events.

22 Now, you mentioned the problem of
23 covering of Indian news. I'd like to just speak
24 for a moment to you about the situation of Great Falls.
25 I'm not sure you are aware of it.

1 The Great Falls coverage area for the
2 two Great Falls television stations includes at
3 least three Indian Reservations, the Blackfeet,
4 the Rocky Boy, which is a Chippewa-Cree, and also
5 the Assinniboine Reservation. We also, in
6 Great Falls, have a large number of Landless
7 Indians around the area. I don't know; the numbers
8 vary; 700 to maybe 1,500 to 2,000 people at various
9 times. It's a very difficult problem for news people
10 to get responsible information from the Indian
11 communities. They don't talk. If you have ever
12 dealt with any --

13 MR. MURDOCK: Try an Indian reporter.

14 MR. DUNHAM: All right, then we get into
15 a matter where the reporting becomes extremely
16 objective.

17 MR. MURDOCK: Not necessarily.

18 MR. DUNHAM: We have had --

19 MR. MURDOCK: You are able to get Indians
20 then who report Indian stories as always being
21 subjective.

22 MR. DUNHAM: I have a gentleman who works
23 for me who happens to be the president of the local
24 JC organization. I certainly wouldn't send him out
25 to cover a story on the JCs. The same would go for

1 the Indians.

2 MR. MURDOCK: I covered the occupation of
3 Wounded Knee, and Menomonee, Wisconsin, Gresham,
4 and the American Indian Movement, and Indian
5 events all over the country for a number of
6 television and news services; and I have never been
7 advised that I was being biased and subjective.

8 MR. DUNHAM: I would like to see the reports
9 and make my own determination.

10 MR. MURDOCK: All right.

11 MR. DUNHAM: In Great Falls at the present
12 time there is a group within the Indian community
13 who charges police brutality. They have come to the
14 local newspaper; they have come to both TV stations;
15 they have come to the radio station, claiming
16 police brutality, prejudice against Indians.

17 Okay. We would be interested in doing
18 stories on this. I think it's generally agreed
19 among us in the news media that we have a problem
20 in determining who is a responsible spokesman,
21 spokesperson within the Indian community to make
22 these charges. Somebody walked into my office
23 three weeks ago and said, "The police are
24 discriminating against us Indians." Okay. I want
25 facts; I want incidents. I don't get them; and I

1 just get blanket condemnation of the police
2 department in Great Falls.

3 MR. MURDOCK: Then you should have talked
4 to that gentleman then about what specific charges
5 and did he have anything to back them up.

6 MR. DUNHAM: He did not, and I said, "I'm
7 not going to do a story, because you don't have
8 anything to back it up."

9 MR. MURDOCK: Fine, I believe I would have
10 done the same thing; but I think if you are talking
11 about looking for an Indian spokesman in the Indian
12 community, that would be like my coming to you and
13 asking you if you want to be a white spokesman for
14 the white community. You can't do it, nor can I.

15 MR. DUNHAM: That's not right. That's --

16 MR. MURDOCK: That is true, because when
17 I have been on the air on news stories as say,
18 for instance, in responding to a certain question,
19 I have seen the label supered across the bottom
20 of me as Indian spokesman. I'm not an Indian
21 spokesman.

22 MR. DUNHAM: Well, if you represent a
23 particular Indian group, you might be considered
24 a spokesman.

25 MR. MURDOCK: But not necessarily. Simply

1 because I speak on behalf of Indians in some cases,
2 does not label me as an Indian spokesman.

3 MR. DUNHAM: I won't argue that point.

4 Maybe you can help me with a problem.
5 KFBB television in Great Falls along with, I think,
6 just about every other TV station in Montana has
7 engaged in rigorous recruitment programs to hire
8 minorities. Now, the predominant minority in
9 Montana is Indians; so therefore, we are attempting
10 to hire Indians.

11 Now, we have in Great Falls at our
12 station, I can't speak for any of the other ones,
13 we have had some real problems; and I think, not
14 being a sociologist, but I think they are cultural
15 problems. Now, how do we get around this? The
16 problems that we have had with the Indian workers
17 at our station: No. 1, getting to work on time and
18 every day. Now, when the news starts at 5:30, it
19 starts at 5:30; it doesn't start at 5:37 or
20 5:39 or whenever the person feels like getting
21 there and turning on the lights and the camera.

22 We have had a problem with language
23 difficulties, both the spoken and the written. We
24 had an Indian woman who worked for us at one time.
25 She's been gone for about six months now.

1 Terminated, because she didn't come to work for
2 three days. But we attempted to use her on the
3 weather. We thought that was an easy place for
4 her to start. It was something that she didn't
5 have to -- she could talk.

6 MR. MURDOCK: You mean standing in front
7 of a camera doing the weather?

8 MR. DUNHAM: We worked with her off camera
9 and on camera. We used her on camera, and we had
10 people who had a very, very difficult time
11 understanding her because of the Reservation accent.

12 MR. MURDOCK: Right. These problems that --

13 MR. DUNHAM: That's a disservice to our
14 viewing audience to put a person on the air who
15 they can't understand.

16 MR. MURDOCK: And it's a disservice to the
17 woman to put her on the air when she talks like
18 that or simply not being understandable.

19 MR. DUNHAM: Where do we find the person
20 who can talk?

21 MR. MURDOCK: Well, I think that out of
22 30,000 Indian people in the State of Montana, there
23 has got to be a woman or man who qualifies to work
24 at your station.

25 MR. DUNHAM: We have looked. If you can find --

1 MR. MURDOCK: Do you think that I would
2 qualify to work at your station as anchorman?
3 MR. DUNHAM: Yes, you would.
4 MR. MURDOCK: Because I have done it before
5 and have experience?
6 MR. DUNHAM: I think you would probably
7 cost us more than we are willing to pay.
8 MR. MURDOCK: I'm sure I would.
9 MR. DUNHAM: Yes, you would.
10 MR. MURDOCK: There was a question.
11 MR. BROWN (Helena, Montana): Raymond Brown
12 from the Human Rights Bureau.
13 Contact Bob Swan of the Native
14 American Studies at the University of Montana. He
15 has two graduates in media and TV.
16 MR. MURDOCK: Thank you, Ray. We can
17 expect them on the air next week.
18 MR. DUNHAM: No, you won't.
19 MR. MURDOCK: Well, maybe the week after.
20 MR. DUNHAM: Just one more thing. I'm
21 not sure if you said this or not, but did you say
22 that you would put an Indian news segment within
23 news? Did you advocate putting Indian news
24 within the content --
25 MR. MURDOCK: No, not necessarily segregating

1 it that way. No, not at all. I think that when
2 we are talking about covering human events that
3 you cover, whether it be black or Indian or
4 Mexican or anything else, is that they are simply
5 people who make news.

6 Several years ago the Associated Press
7 in Minneapolis, when Senator Humphrey was being
8 challenged in the Senate by Erl Craig, who was a
9 black man from Minneapolis, Associated Press
10 continually referred to Erl Craig, and not even
11 being necessarily relevant in the story, referred
12 to him as Minneapolis black. And I phoned them
13 one night, and I said, "I would like to question
14 you about your material that you have on
15 Senator Humphrey and also about Erl Craig," because
16 the stories that they were running at the time,
17 the majority of Minnesotans who were familiar with
18 the Humphrey-Craig Senate race knew that Erl Craig
19 was black. You couldn't look at a picture of
20 him without seeing that the man was black. I was
21 working as a newsman at a television station then,
22 and I said, "If you are going to continually refer
23 to Erl Craig as a Minneapolis black, please refer
24 to Senator Humphrey as a Waverly white." That same
25 night they dropped using that kind of language.

1 I'm talking about that very subtle
2 kind of influence. The gentleman who spoke from
3 Associated Press who talked about an incident in
4 Cut Bank about an Indian person being hanged under
5 strange circumstances, referring to him as an
6 Indian. If these same strange circumstances
7 existed, and a non-Indian was hanged in that same
8 jail, would he be referred to as a white or a
9 Caucasian?

10 MR. BROWN: No, I think he qualified that
11 statement. He said that statement was made in
12 the context that there were racial overtones; and
13 I happen to know --

14 MR. MURDOCK: Tell me about that incident.

15 MR. BROWN: Well, I don't know the whole
16 story, but I'm saying we are looking at the story;
17 and there are racial incidents and racial overtones
18 in that story.

19 MR. MURDOCK: I don't understand.

20 MR. BROWN: All right, the story is --

21 MR. MURDOCK: Did the deputy hang the
22 Indian? Did an inmate hang the Indian?

23 MR. BROWN: Well, nobody is sure at this
24 point. The man's family claims that he was taken
25 to the jail, and I can't remember the charge; I

1 think it was drunkenness. He was taken to the jail.
2 He was later found hanged with a belt. His family
3 claimed the man didn't own a belt, and the accusations
4 have been made by Indian groups in Great Falls, I
5 think in Helena, also; and also from the Reservation
6 that there are racial overtones; and in that
7 context the man should be identified as being
8 an Indian. And that's the only reference that was
9 made to the man. I don't think it was made in a
10 derogatory manner. It was made as a point of
11 information that this man, an Indian, was hanged
12 in the jail.

13 (Audience participant raised his hand.)

14 MR. MURDOCK: Yes, sir.

15 MR. KILLMER(Missoula, Montana): Mr. Murdock,
16 I just have a comment, and it doesn't necessarily
17 need to be part of the record.

18 MR. MURDOCK: It has to be.

19 MR. KILLMER: All right, my name is
20 Wayne Killmer. I'm from Missoula, a recent arrival
21 in Montana.

22 I am a little bit frustrated by the
23 last 35-minute presentation. You are charged with
24 the responsibility of giving us information on
25 training programs and minorities.

1 MR. MURDOCK: Yes.

2 MR. KILLMER: I'm not sure that it's
3 relevant as to coverage style of news stories has
4 really no relevance to training of minorities.

5 MR. MURDOCK: I think it has to do with who
6 covers those stories.

7 MR. KILLMER: You and I have a different
8 opinion on that point.

9 MR. MURDOCK: Surely.

10 MR. KILLMER: But I feel frustrated in that
11 I came to hear you today to learn of these programs,
12 and you have yet to my satisfaction let us know
13 how a program like you have in Duluth could be
14 established in Montana. I think there is a need
15 for it.

16 MR. MURDOCK: I couldn't agree more.

17 MR. KILLMER: I would like to have more
18 information from you on where broadcasters, both
19 radio and television as well as the printed news
20 media, would have an opportunity to find, using
21 your terms, those that are qualified to begin,
22 even if only in an apprenticeship position. We have
23 talked of many things in this last 35 or 40 minutes,
24 none of which have addressed themselves to the
25 very salient point of how do we, as those who are

1 charged with the responsibility of seeing that
2 minorities of every type of minority is represented
3 fairly and adequately, and we have a desire to do
4 so, where do we find qualified, beginning
5 apprenticeship members of the various Indian tribes
6 of Montana to begin working in these areas?

7 MR. MURDOCK: You are not necessarily going
8 to find them, because the training programs for
9 Indian people, whether it be in Montana or Minnesota
10 or anywhere else, have not been established. It's
11 totally new. It's up to people like you and the
12 other people who have a responsibility to hire
13 people to institute those at your radio station,
14 television station, newspaper station. If you want
15 to find out how to do it, is that you also, as
16 I mentioned earlier, is that you cannot and should
17 not set up any kind of training program. You have
18 the expertise in terms of journalism and perhaps
19 the broadcast media, that I don't know; but then
20 you turn around and you go to the tribal
21 organizations; you go to the urban organizations;
22 and say here is the kind of program that I would
23 like to help institute, or with your help institute
24 at this television station or this newspaper. You
25 have to work with the local organizations.

1 MR. KILLMER: Part of my frustration has to
2 have been by your statement there, that we have to
3 obviously be involved in the training programs.

4 We are prepared and willing to do this --

5 MR. MURDOCK: You must be.

6 MR. KILLMER: But there is a very important
7 point that must be answered, and that is: At what
8 level do we have to become involved to even get
9 people that are interested in continuing into a
10 program that would qualify them to begin on an
11 apprenticeship level and actually perform some of
12 the tasks and the functions that we need done within
13 the day to day activities.

14 MR. MURDOCK: At what level would you have
15 to become involved?

16 MR. KILLMER: Yes.

17 MR. MURDOCK: At the very beginning level
18 as well as the organization that you are dealing
19 with, is that all you have to -- I don't know
20 what position you hold --

21 MR. KILLMER: I'm the general manager of
22 a television station.

23 MR. MURDOCK: Okay.

24 MR. KILLMER: Perhaps I should phrase it a
25 little differently. Again, I'm learning from you

1 at this time, and I'm certainly not trying to
2 create an adversary situation. I'm just anxious
3 to get answers.

4 With the desire then to create a program
5 whereby minorities in general would have
6 opportunities to get into broadcasting and into
7 the news media or whatever phase of interest their
8 interest might bring them to, you tell me that we
9 have to begin at the beginning level. Well,
10 obviously the most -- based on many years of
11 experience in broadcasting, the area where most
12 minorities would prefer to be involved would be
13 that which has the highest public image; and that
14 is on camera and television or wherever in
15 broadcasting.

16 MR. MURDOCK: No, I think that's a wrong
17 assumption.

18 MR. KILLMER: Well, experience has taught
19 me otherwise.

20 MR. MURDOCK: I have some experience there,
21 also.

22 MR. KILLMER: I know you have, and perhaps
23 we have a difference of opinion there, too.

24 MR. MURDOCK: Okay.

25 MR. KILLMER: Now, based on that, and perhaps

1 my -- you feel that I am not right, and I feel
2 perhaps --

3 MR. MURDOCK: No, I'm just saying that if
4 your image or if your idea is that you want an
5 on-camera Indian, if that's what you are looking
6 at doing, in all phases of broadcasting, perhaps
7 Mr. Bighorn could be of some help to you in terms
8 of employment opportunities.

9 MR. KILLMER: I'm sure that he will be able
10 to --

11 MR. MURDOCK: In helping establish, simply
12 establish contact with people like Mr. Bighorn,
13 with urban organizations within your own city.
14 Call them and say, "Listen, I have some ideas about
15 a training program for minority people. Will you
16 come and talk to me about it?" It's a long
17 process. You are not going to be able to --

18 MR. KILLMER: I understand that, and I guess
19 right now you are answering part of the
20 frustration I have been suffering for the last --

21 MR. MURDOCK: It is a long process, and
22 you are now --

23 MR. KILLMER: You are now addressing yourself
24 to what I thought was the subject of this which
25 is how we really implement and get a program of this

1 nature started.

2 MR. MURDOCK: It's a long process. There
3 are no Indian people that I know of, for instance,
4 that I have been involved with in broadcasting or
5 in the media at all that expect to be a radio
6 broadcaster, that expect to be a television
7 newsman, commentator, analyst, any of those things
8 without training, without guidance, without any
9 of the work and discipline that goes into it.
10 I would never advise any Indian person or any
11 minority person to go into a radio or a television
12 station without the simple belief that there is
13 a hell of a lot of work involved in it. There has
14 got to be discipline involved in it. There has
15 got to be getting to work on time involved in it.
16 I know that. When I have to go on the air at
17 6:00 in the morning and do a newscast, I have got
18 to be there on time. I have got to write the
19 news. I have got to have all of those skills
20 involved with it, but I didn't learn those the first
21 day that I went to the job. The first day that I
22 went on the air as a jock, I had never been on the
23 air before; and that in any process, in any job,
24 in any employment, it's difficult to do that.
25 But all you have to do is show that kind of

1 willingness to accept responsibility for the
2 trainees, for the skill that you have; because
3 whatever you have, you can pass on. They can be
4 Indian some other time, but if you give them some
5 of the skill that you have and the other people
6 in your news department and so on and so forth, or
7 engineering, production, whatever, if you pass
8 on some of that skill to them, they know about
9 being Indians themselves. They can combine those
10 two if that's what's necessary to do.

11 You had a question, Mr. Bighorn?

12 MR. BIGHORN: Yes. My name is Ernie Bighorn,
13 and I would like to respond to this gentleman's
14 question over here as to being frustrated.

15 I have been frustrated for almost
16 200 years, so I think, you know, I know --

17 MR. KILLMER: You have?

18 MR. BIGHORN: Well, I mean, our own people
19 have, you know, and that's the point. We were
20 frustrated as a group of people.

21 But I want to give you some names and
22 perhaps some addresses in terms of, you know,
23 willing to train some people for what you would
24 like to do. Perhaps in Great Falls and so forth,
25 I would like to give you some names of

1 organizations that you can contact if you are
2 sincerely interested in training programs.

3 I think, first of all, you can contact
4 all the colleges and universities here in Montana,
5 and contact the journalism departments. They will
6 give you some assistance there. And Montana
7 United Scholarship Service in Great Falls can give
8 you some help, and also Mr. Carl Gleadeau of
9 Great Falls. And "Bill Meeko" in Billings, the
10 Eastern Montana College in Billings, and there are
11 a lot of organizations that are in kinds of
12 training programs, but you have got to go out and
13 find those things. That's why I was asking the
14 question I asked today, you know, have you made
15 an effort to locate --

16 MR. DUNHAM: Yes, for the record, we have.
17 We have contacted Mr. Carl Gleadeau that you
18 mentioned. He is contacted on a regular basis.
19 I have talked with Carl, I have known him for
20 years, many times by asking these same questions
21 that I asked you today.

22 MR. MURDOCK: Yes.

23 MR. DUNHAM: Frankly, how do we get Indians
24 to work on time.

25 MR. MURDOCK: When we talk about -- there are

1 Indians who go to work on time.

2 MR. DUNHAM: I'm sure there are.

3 MR. MURDOCK: Harriet Skye --

4 MR. DUNHAM: But we have not had them. In
5 the five and a half years that I have been at
6 KFBB television, we have not had one Indian person
7 trainee stay at that station more than seven months.
8 Everyone of those people have left on under less
9 than honorable circumstances.

10 MR. MURDOCK: That is part of the understanding.

11 MR. DUNHAM: We have tried to understand time
12 and time and time again. The prime example, the
13 worst example that we have had, we had a man who
14 was 27 years old; he had two and a half years of
15 college. He came to the station; he was walking
16 to work, from a mile north of town, he either
17 walked to work or somebody gave him a ride. He
18 worked out great for four months. At that point,
19 the station said, "This guy is doing well. We
20 want to keep him here." We thought we'd start using
21 him on the air, as a matter of fact. He was an
22 extremely intelligent man.

23 They loaned him \$350 to buy a car.
24 Straight, no interest, \$350 to buy a car. The
25 next day he showed up in a 1961 Cadillac. Two

1 days later, it was payday; we haven't seen him or
2 the Cadillac since.

3 MR. MURDOCK: But I can use examples, of
4 course, of white people who have screwed up their
5 job as well.

6 MR. DUNHAM: Right.

7 MR. MURDOCK: The point is that there has
8 got to be on the part of news directors, on the
9 part of program directors and general managers, there
10 has got to be some compromise involved. There has
11 got to be some understanding involved.

12 When I hear talk about Indian people
13 who you talk about, Indian people involved in the
14 media, because I have been in it, because I know
15 some of the disciplines involved in it, I can
16 understand the job that's required to be able to
17 do it. When you talk about bringing someone new
18 into your station who does not necessarily have
19 all of the time skills, all of the grammatical
20 skills, and reportorial skills, and all of that
21 involved, then you have to be willing to do something
22 about that. You have got to meet that person half
23 way and not simply sit back and say, "We tried."
24 Because as long as you are dealing in public media,
25 as long as your station carries a Federal

1 Communication Commission license, then you have
2 to be willing to work in that context.

3 I know a hell of a lot of white people
4 who are drunks and who don't get to work on time
5 and who are on unemployment.

6 MR. DUNHAM: And we don't hire them.

7 MR. MURDOCK: Well, you must have a very
8 unique station then.

9 (Applause.)

10 MR. MURDOCK: Thank you very much.

11 (Workshop Session C then concluded.)

12 (Noon recess taken.)

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PANEL B

News from a Woman's Standpoint

MS. PETERSON: It's a real pleasure for me to introduce our first speaker of the afternoon, someone I have known for a long time and haven't seen for several years, and who is now very active in pursuing a career in several forms of journalism. I'll let her tell you what she's doing.

Harriet Skye.

MS. SKYE (Bismarck, North Dakota): Thank you, Helen.

My name is Harriet Skye, and I'm the supervisor of the Office of Public Information for the United Tribes Center in Bismarck, North Dakota.

Most of what I'm going to say today is real and is true. When we talk of Indians, American Indians in the media today, we must deal with some unpleasant realities. We did that to some extent this morning, but they are part of the story to be understood if we are to face issues squarely and be responsible in our task of meeting the needs of the racial and ethnic minorities in

1 our country today.

2 American Indians today are the most
3 culturally and diverse of all minorities in our
4 country. We speak over 260 languages. Many of
5 our people do not speak English at all or prefer
6 not to since conceptual differences are so great.
7 After describing the aspects of the American Indian
8 cultural differences a little, I'm not going to
9 get into it very heavily, I would like to address
10 the issues that are facing those of us in the media.

11 In order to understand these special
12 needs of American Indians, it's necessary to
13 become aware of the diversity of the culture, the
14 languages, the values, and the belief systems of
15 the 757 tribal entities still vital in America today.
16 The American Indians have always had a special
17 relationship with the United States based on the
18 Constitution. The United States Government has
19 exercised plenary power over Indians for approximately
20 200 years. Indian tribes have traditionally been
21 viewed by federal courts as a dependent, tributary
22 nation possessed of limited elements of sovereignty
23 and requiring federal protection. Congress has
24 ultimately viewed tribes as sovereign political
25 entities or as anarchisms which must be extinguished

1 or annihilated.

2 Indians today consist of 481 federally
3 recognized tribal entities, 51 official approved
4 organizations outside a specific statutory
5 authority, and 225 traditional organizations
6 having recognition without formal federal approval
7 of their structures. Of approximately 750,000
8 American Indians in our country today, one-half
9 live off the Reservations.

10 To help you understand one aspect of
11 tribal diversity, I would like to personalize this
12 narrative a little bit. I am an enrolled member
13 Standing Rock Sioux Tribe. I was born on the
14 Rosebud Indian Reservation in South Dakota, and
15 I grew up on the Standing Rock Indian Reservation
16 in North Dakota. Part of our Reservation, one-third
17 of it, lies in North Dakota; two-thirds of it
18 lies in South Dakota. I come from Sitting Bull's
19 band.

20 I have learned two ways of life, yet
21 I prefer to follow the Indian way in my personal
22 life. I have attended schools and the churches
23 of Christian Worship. I have observed the operative
24 value systems of the predominant society and I
25 must say in all honesty that I reject those values;

1 because the Sioux values of compassion for the
2 group, generosity, and a responsibility that human
3 beings achieve a harmony with nature seem to be
4 more important for the survival of us all.
5 Christianity seems to be contradictory. It is
6 difficult to understand the apostlitic nature
7 of Christians. I know of no Indian religion that
8 purports to be superior to another or that would
9 force its beliefs on other people. Yet, the
10 American Indian has always been a moral and
11 ethical people; and our diverse belief systems
12 and cosmologies are complex.

13 You will not find very many American
14 Indian women in the forefront of the women's
15 liberation movement, and this is because we
16 already have the respect of our people; and this
17 respect deepens as we mature. This is not to
18 say that we do not understand the struggle for
19 equal pay and the rights of women, but that issues
20 that face us today are critical. Our health,
21 education, trying to fight for equality programs
22 for our respective tribes, and all our energies
23 are turned in that direction.

24 Among those quota of women, there is
25 a category called the manly hearted woman. This

1 category of behavior expectation also exists among
2 the Cheyenne Tribe, who are an ally of the Sioux.
3 Manly hearted women had a long preparation for their
4 role. They were expected to achieve for their
5 people and to perform acts of bravery, compassion,
6 and generosity that was normally expected of men
7 of the tribe. They were called upon particularly
8 in times of battle, and when warriors would fall,
9 they would rescue them on horseback and bring them
10 back to safety.

11 To make a modern translation of this
12 role would mean that Indian women have the
13 responsibility to protect the extended family
14 by fighting for quality programs. Sometimes a
15 means to accomplish this is to expose the dynamic
16 and operational racism present in the various
17 agencies, organizations, and institutions which
18 impact upon the well being of Indian people. We
19 must, through the effective use of the media and
20 editorializing, strive to expose and eliminate
21 racial structures and behavior within these
22 organizational systems, to understand and be aware
23 of the dynamic aspect and effects of these human
24 service agencies and to help us all to devise
25 alternative strategies.

1 How then do we begin to utilize the
2 media? There are some that have been attempting
3 to effect changes, some people, and Indian people
4 I'm talking about, through the medium of television.
5 In retrospect, the television industry has probably
6 done the most to stereotype American Indians from
7 the very beginning. It is my desire to counteract
8 three major problems in Indian Country in what I'm
9 talking about in the television industry: A high
10 American Indian unemployment rate, a disproportionatly
11 small number of American Indians employed in the
12 media, and the stereotype media portrayal of
13 American Indians.

14 Our unemployment rate is much higher
15 than the national average. Our statistics, all of
16 our statistics, are much higher than the national
17 average. We have a high of everything that's bad,
18 the highest suicide rate, the highest unemployment
19 rate, the highest dropout rate. It's a very grim
20 picture. The regional picture does not change
21 very much. In North Dakota, where I come from we
22 have four Reservations that are located within the
23 boundaries of the state: the Standing Rock Sioux
24 Tribe, the Fort Berthold Indian Reservation,
25 the Fort Totten Sioux, the Turtle Mountain Chippewa,

1 and a small part of the Sisseton-Wahpeton Sioux,
2 which is largely in South Dakota, although they
3 are a member of the United Tribes of North Dakota.
4 The Devils Lake Sioux Tribe, the employment rate is
5 61.3 per cent. The Standing Rock Sioux Tribe is
6 35.6 per cent. The Turtle Mountain Chippewa is
7 45.2 per cent. The three affiliated tribes, which
8 is Fort Berthold, is 35.3 per cent, and the
9 Sisseton-Wahpeton Sioux is 60 per cent. These
10 statistics are grim, and along with that, we have
11 a vicious environmental, social, and economic
12 cycle that in turn demoralizes each new generation.

13 There is a very small number of
14 American Indians in the media. The latest available
15 figures from the FCC indicate that 182
16 American Indians are working in both commercial
17 and non-commercial television stations in various
18 work capacities during the year of 1973. However,
19 even these figures may be misleading. A substantial
20 portion of these individuals are employed on a
21 part-time basis only. The FCC requires each
22 television station to file an annual report
23 indicating the number of racial minorities and
24 the number of women employed. Other groups have
25 discovered how few American Indians are employed in

1 the media. The American Indian Press conducted a
2 survey in the fall of 1973, which found that
3 72 American Indians were employed in radio and
4 television stations. A survey conducted by the
5 Office of Public Information at United Tribes,
6 under my direction, of the largest television
7 stations in North Dakota, South Dakota, and
8 Montana, shows that 586 people were employed. Of
9 these 586 television employees, only 15 were
10 American Indians. A survey conducted by the
11 Indian Viewpoint in Duluth under Ray Murdock's
12 direction found similar results. Of 252 radio and
13 television employees, only six are Native Americans.
14 The only half hour show of minority broadcasting
15 was produced by one station in North Dakota. That's
16 KFYZ-TV, Channel 5, and that's the show that I do. *of the*
17 The other stations found no time for any minority *3*
18 broadcasting. Obviously, a greater number of *plans*
19 American Indians must be utilized in media positions.

20 Developing a skilled American Indian
21 media work force will also counteract this
22 stereotype media portrayal of American Indians.
23 Traditionally, the media, literature, newspapers,
24 films, television, radio, and advertising has
25 portrayed the American Indian in two ways, either

1 a blood thirsty savage or as a noble but simple
2 child of the forest. There can be no excuse for
3 the media to ignore the cultural damage effected
4 by repetitious distortion of historical facts
5 pertaining to a way of life of any race or creed,
6 and including the American Indians.

7 One way that we might utilize to
8 eleviate some of this is for every major newspaper
9 and television station in Indian Country to apply
10 for the news releases that are written and done
11 by the American Indian Press in Washington, D.C.

12 The American Indian Press has an office there.
13 There is an executive director and two staff writers.
14 They are both Indians. They cover legislation;
15 they cover any and all of the grave issues that are
16 facing American Indians today.

17 As near as I can determine, there are
18 approximately seven American Indians in the
19 United States and five in Canada that are currently
20 handling their own television shows. By that I
21 mean not necessarily television show, but I mean
22 working in front of the camera. There is a lady
23 in Seattle that does a daily news broadcast. There
24 is a dedicated group working effortlessly to indicate
25 that American Indians are not all on welfare; we do

1 not all receive a check every month because we
2 are Indians; and we are not all drunks wandering
3 around the street.

4 In my show, Indian Country Today, I
5 absolutely refuse to deal with any type of
6 negativism. I believe that as Indian people, we
7 are born into a negative society.

8 The American Indian Press Association
9 was formed in 1970 by Charles Trimble who is now
10 the executive director of the National Congress
11 of American Indians. The point of this is that
12 there still is a very negative effect that
13 television has. Our history many times is
14 distorted. School children of all races are
15 deprived of the facts and given distorted views
16 in the curricula and through television; but I'm
17 convinced, too, that as American Indians if those
18 of us who are in television and are working with
19 radio, can look sanely at our own past, if we can
20 create more pride in American Indians as Indians,
21 then we can begin to look at our commonalities as
22 human beings.

23 The television show that I do is
24 transmitted all over KFVR-TV, as I said before.
25 It is sponsored by the United Tribes of

1 North Dakota and the "Meyer" Broadcasting System.

2 Indian Country Today was born because a general
3 manager of KFYZ-TV was willing to take a chance on
4 me. I have no journalism background. I have no
5 television background. Up until the time that I
6 did the first show in October of 1973, I had never
7 been in front of the cameras before in my life.

8 I felt in doing that show, and I'm looking right
9 now for other Indians to train to do this, because
10 I don't want it to go away if I should get sick and
11 die. I'm looking for someone to train to do this
12 kind of show. It's badly needed. Most of the
13 mail that I receive, and I receive a lot of mail,
14 comes from our non-Indian neighbors who are telling
15 me we are very happy that you are doing this kind
16 of thing. My attitude is changing. And that's
17 what we are looking for. That's what I'm looking
18 for. It's a very slow process when you deal with
19 attitudes, but rather than go in swinging, I would
20 rather do it this way if I can.

21 I would like to think that Indian
22 Country Today is a variety show. We deal with,
23 as I said, issues. I have had Indian poets on. I
24 have had Indian editors, writers. I have had
25 the Lummi Indians on with their aquaculture project

1 from Western Washington. I have had Barney Old Coyote
2 on, the president of the American Indian
3 National Bank, Indians anywhere in this country who
4 are in motion, Indian people who are doing things,
5 people that are working, and there are a lot of
6 them out there that are working. I have had
7 college students on. We have talked about, you
8 know, why do you want to go to college, which a
9 lot of people have asked Indians. You know, what
10 do you want to go to college for when you can stay
11 home on the Reservation and get your check every
12 month. We have discussed the problem of alcoholism.
13 We have discussed the water rights issue, which
14 is very grave at this moment. We have discussed
15 Reservations, everything.

16 I want to go back and talk a little
17 bit about some of the things we have faced. They
18 say America is in a depression right now. Well, I
19 think Indian people have been in a depression and
20 inflation for a long time, ever since the
21 assimilation process began. Right now Indian
22 people are experiencing strip mining attempts to
23 control gasification on Reservations. Those of us
24 in television, and I'm convinced of this, must give
25 an accurate accounting of our history and what is

1 happening with us now. This side of the story hasn't
2 been presented by expert Indians, just recently
3 this has been happening. We have had a lot of
4 Indian experts. Generally speaking, it has always
5 been the other way around; and as the moderator of
6 Indian Country Today, I have attempted to show our
7 non-Indian neighbors that there are American Indians
8 who are really doing positive kinds of things and
9 that we are concerned with one another's well being.

10 It is the responsibility and the
11 expectation of those of us in the Indian press to
12 develop our skills as editors, journalists, and
13 to project the true history of our people to
14 strengthen our alliances with other newspapers
15 throughout the country in an honest effort to
16 create an atmosphere of mutual respect. Our future
17 generations are at stake, so rather than ignore
18 it and walk away from it, it should be our effort
19 to use these tools for a positive portrayal of
20 the American Indian as we know it. The blacks,
21 the Jews, the Japanese, and various other minorities
22 are now effectively using the media to reflect
23 positive images of their culture. It is now time
24 for the American Indian to do the same with our
25 skills.

1 One need look no further than the
2 cruel portrayal of the American Indian in countless
3 cowboy movies, or read our bad publicity to know
4 the strength of the mass media. Our time is coming
5 when the industry will recognize our talents and
6 our spirits will be free again to be American Indians.
7 There will be a time, and hopefully soon, when
8 criticism will be met with understanding and when
9 empty words will meet deaf ears.

10 I hope that some of these views have
11 been of benefit to you, and I want to thank Helen
12 and all the people that asked me to be here.
13 Thank you very much.

14 (Applause.)

15 MS. PETERSON: Will you come back and sit
16 with our panel. We'll make room so that when people
17 wish to question this panel, if they also want to
18 address some questions to Harriet.

19 If you don't have to leave, I wish you
20 would join us up here, Harriet.

21 Our panel is composed of Montana
22 women journalists in the area of newspaper and
23 television; and our first panelist is
24 Betty Ann Raymond, Women's Editor of the Montana
25 Standard.

1 MS. RAYMOND (Butte, Montana): Thank you,
2 Helen.

3 Good afternoon folks. I know I think
4 I feel a little bit like the villain on the
5 Perils of Pauline. I know I am going to be hissed.
6 I'm a women's editor.

7 I am really proud of being the women's
8 editor at the Montana Standard. I like what I'm
9 doing; I work very hard at it; and I'm given a
10 great deal of responsibility; and I try very hard
11 to live up to that responsibility. When I speak
12 of responsibility, I mean to my boss, to our
13 product, the Montana Standard, and to my sex,
14 women. I am proud to be a woman. I don't think
15 conferences or movements or militarism or anything
16 else is ever going to do away with the sexes; and
17 I'm very happy that I am a part of the women's
18 half of the sex.

19 In our women's pages at the Montana
20 Standard we call them women's pages for the lack
21 of anything else to call them. I would just as
22 soon be called the women's editor as accent editor,
23 or people editor, or trend editor, or emphasis
24 editor. There has been much time and energy spent
25 on naming a few pages in any given newspaper to get

1 away from the terrible stigma -- women. I say
2 balderdash. I submit that it doesn't make any
3 difference how much content you have, or how many
4 news segments have broken in any given day, you have
5 a certain number of pages to be filled, so much
6 white space; and all things, no matter how
7 excellent, cannot possibly be placed on Page 1.
8 I consider that if the content is good, if it is
9 well done, well written, accurate, well edited,
10 has good headline, it will be read if it's on the
11 last page of the newspaper.

12 We also know that some people never read
13 newspapers. We also know that we all have to gear
14 our content to be relevant for all kinds of
15 individuals, all races, all creeds. We can't
16 possibly please the entire world at one time, so
17 as I do my job every day, I hope that one day I'm
18 pleasing one faction of my readership; and I hope
19 another day I'm pleasing another faction of my
20 readership.

21 I'm given quite a bit of responsibility
22 and some authority. That word, I use rather loosely,
23 because I have no staff. I have asked for a staff
24 of one. Management knows I feel I need it;
25 management agrees that I probably do need it; and

1 that's in the offing. In the meantime, I'll
2 do the best I can. Now, I don't mean to imply
3 that what's on the pages over which I am
4 responsible that I'm the only one writing; but I
5 have no one to which I can give an assignment.
6 It amazes me that the Montana Standard comes up with
7 as fine a balance as we do with as little
8 structured assigning as is done in the
9 Montana Standard newsroom.

10 On the pages in Big Sky View, that's
11 what we call our second section of the Montana
12 Standard on Sunday, you will find many types of
13 articles. We do things on such as a series in
14 child abuse in depth. We have done many stories
15 on alcoholism, and we have done individual stories
16 on the alcoholism program relegated for the
17 Indians in our community; because they particularly
18 asked for a separate alcoholism program, separate
19 alcoholism counselors, which they received. We
20 have done a series on divorce, the economic aspects
21 of divorce, the psychological aspects of divorce.
22 We had a story with great impact just a short time
23 ago, a first person story on mental illness. We
24 have done many consumer stories. We do a lot in
25 health, welfare, old age, the dealings with the

1 elderly, institutions. I would like to think that
2 the Montana Standard perhaps even led the way in
3 the state toward enlightening the public so that
4 the legislature could no longer turn its back on
5 the problems that are in our institutions in
6 Montana today. I might say, too, some of our
7 very finest stories exposing the needs in the
8 institutions in our state today were placed on our
9 so-called women's pages in the Big Sky View in
10 Butte.

11 It is our business as editors to think
12 of our product. Anything we put in the newspaper
13 is to inform, to educate, to entertain, or it
14 could be breaking news, or -- did I say educate --
15 yes, I did -- to serve. And when you people laugh
16 about stories about food or even recipes, this
17 isn't laughable. You all eat, and food stories
18 and recipes contain information, information that
19 people, all people don't know about nutrition,
20 about costs, about preserving foods, about storing
21 them. It's an important service that people need;
22 and if you happen to be well enough educated you
23 don't need any such thing, it is not a laughing
24 matter if a women's editor or an accent editor or
25 the Queen of Sheba puts a food story on a piece of

1 white paper.

2 I think I'll let someone else say --
3 oh, I won't either, not for a minute.

4 I want to say that in Butte and in the
5 surrounding area, my readership area, we do not
6 have a number -- we have a hell of a bunch of
7 women, but we don't have a number of minority
8 people. We have done some stories on blacks.
9 If I have a forte in my own writing, it's human
10 interest. I have done several stories on black
11 families. I have done one story on Indian-white
12 marriage. I have never written a story on
13 confrontation regarding an Indian or a black.

14 In Butte there is NAIL, North American
15 Indian League. There is an active group, and one
16 of the things they are trying to do, and it's
17 a pilot program being done on government money, is
18 Pride in Heritage, a program being brought into
19 the Headstart classrooms and first grade classrooms
20 to improve the image of the Indian children about
21 their heritage. Someone earlier this morning said,
22 I think it was Ray Murdock that said all we ever
23 know about Indians, all we ever learned was what
24 we heard through Hollywood; and of course, it's
25 Hollywood and not valid; and these little Indian

1 children, that is what they have learned; and the
2 NAIL in Butte is trying to offset that. This is
3 a pilot program. If they deem it valid, it will
4 be inaugurated in other places.

5 Then I had one other thing to say
6 about in listening to Harriet Real Bird Skye. The
7 thrust of what she was saying, a good share was
8 that there is such a lack of communication between
9 the white population and the Indian population.
10 This is so true, and there is a heck of a lack of
11 communication among the Indians themselves.

12 Not long ago, a couple years ago, I
13 visited a buffalo jump in Montana, and I wanted to
14 do an authentic story. I could look up -- I know
15 what buffalo jump is, but I thought maybe I could
16 get some authentic information regarding a buffalo
17 jump; so I went to great length, believe me, many
18 phone calls, and several personal interviews; and
19 I got nothing. In fact, I finally got a rather
20 rude kiss off; You reporters don't really want to
21 know anything anyway, and so we're not going to
22 tell you anything. That was a Billings Indian
23 down there at Crow Agency. I went to the top
24 through my Indian friends and acquaintances. I
25 went to the top, and this is what I got; and I said,

1 "How do you expect us to improve the image, to paint
2 a proper picture if when we ask a question, we get
3 nothing?" Well, he didn't care to answer that. He
4 didn't give a "tittle-ti-toot". So, this is only
5 an isolated incident, but it isn't an isolated
6 incident. We in the white community and all the
7 minority groups are going to have to have a more
8 feeling, a better feeling. We have got to try
9 harder. People can't be trained, Indian groups
10 can't be trained in the journalistic field until
11 we have a feeling for each other.

12 Every day as a woman I am working on
13 my own self-image, and I submit that all the
14 minority groups must work on their self-images.

15 Thank you.

16 MS. PETERSON: Betty Ann is the moderator
17 with the panel, so please go ahead and introduce
18 the rest of the panel, Betty Ann.

19 MS. RAYMOND: I shall. These gals next to
20 me here: Nedra Bloom, a reporter from the
21 Missoulian here in Missoula; and Pam Swiger, who
22 is a reporter-editor at the Montana Standard in
23 Butte; and Carol Van Valkenburg, who is a reporter
24 at the Missoulian.

25 I believe it will be Nedra who will

1 speak next.

2 MS. BLOOM (Missoula, Montana): My topic is
3 the image of the woman news reporter, and I think
4 one of the things you have to realize about image
5 is that it's in the other person's mind and not
6 your own. As far as I'm concerned, and I think
7 this is true of the other women reporters I have
8 talked to, in our jobs it's the same job whether
9 I'm doing it or whether a man is doing it. The
10 only time there is a problem is with the people
11 that we are dealing with.

12 I think as women reporters we have all
13 gone to a school board meeting or an airport board
14 meeting or some meeting where the people were
15 surprised that we knew what was supposed to happen,
16 what we could ask, what we could sit in on, and
17 what we could report about.

18 A lot of times you deal with men who
19 sort of go "hi, sweetie," and try to put you in your
20 place. You have to decide how you are going to deal
21 with it and if you are going to be as hard hearted
22 as a man would be in the same circumstances.
23 Occasionally, you call a man on the phone and he'll
24 say, well, I'm not going to tell you anything, but
25 you sound like you're neat or something like that.

1 He'll presume that you're as nonprofessional as
2 he's treating you and tell you a lot of things you
3 might not have heard otherwise, because he figures
4 you don't know enough to write about them; and it
5 usually only happens once.

6 Sometimes women reporters have trouble
7 with women's groups. I know that whenever someone
8 comes to Missoula now, they try to arrange to have
9 a woman cover the speech, presuming that they will
10 get, I guess, better coverage that way.

11 I think that I have been quoted as
12 saying that the Missoulian treats women reporters
13 as something less than men, and let me preface this
14 story with the fact that I did not say that; I
15 don't think. But recently we had some brucellosis
16 testing going on in Missoula County, and this story
17 was sort of an outgrowth of my beat; and when it
18 came time to decide who was going to go out and
19 trapse around through the cow manure, they let me
20 go. I think that might prove either way.

21 MS. RAYMOND: Thank you, Nedra.

22 These gals are members of Montana
23 Press Women. I'm very proud of them. As members
24 of Montana Press Women, we are an affiliate, one
25 of 36 in the National Federation of Press Women;

1 and not that it has a heck of a lot to do with
2 anything, we are still press women. We have not
3 changed the name. Montana has one male member,
4 and the National Federation has 21 in about 3,500
5 members.

6 Pam.

7 MS. SWIGER(Butte, Montana): My topic is
8 upward mobility, and it does exist; but it's not
9 going to be handed to you.

10 I read a survey the other day with a
11 lot of corporate executives who were women, and the
12 conclusion of the survey was that women executives
13 are just as power hungry, want just as much status
14 and as much money as men. I think that you have
15 to want power and money and what goes with it,
16 position, self-esteem; and you have to be willing
17 to work for that in order to move up in any
18 organization whether it's the press, or a corporation,
19 or what, even government, I suppose. Without
20 working from within under your own power, you can't
21 get anywhere. I believe that holds with men, too.

22 I don't really have too much to say
23 about upward mobility, except that it can be had.
24 I am a semi-example, or I like to use myself as
25 what I want to speak on this topic. I was just

1 promoted to an editorship. I have been a reporter
2 for five years with the Standard, and I got a
3 big raise, not a really big raise, but enough to
4 make it worthwhile for the hassle; and I really
5 don't know if women, if any woman really likes the
6 executive jobs, other than the money and the power
7 and the esteem; because they get boring. Women
8 have been put down for so long, or they have kept
9 themselves down for so long, and as they are getting
10 into these strongholds that males have held for
11 centuries, and they don't know if they want to be
12 there.

13 I have two questions that I would
14 like to ask. I guess I can't ask one, because
15 Harriet left; but I'll probably not get another
16 chance to ask them.

17 I'd like to ask ~~Ms.~~ Peterson, this
18 is kind of from this morning, but when you were
19 the editor of the Hardin News, did you hire Indians?

20 MS. PETERSON: I was never able to find
21 one in the reporter capacity, but I had two Indian
22 printers.

23 MS. SWIGER: Thank you.

24 MS. RAYMOND: Thank you, Pam.

25 You know, it's interesting about the

1 various pendulum swings as far as women's pages
2 are concerned. About five years ago is when the
3 tremendous transition began in women's pages, and
4 "Charlotte Curtis" of the New York Times spoke to
5 a workshop at Missouri here a few months back and
6 she said to the women's editors there: I think
7 you girls should just go back to food and fashions
8 and interior design, because you have just about
9 done us in with incest and lesbianism and abortion
10 and the pill and homosexuality and rape. This is
11 true.

12 In a real effort, a valid effort to
13 do away with irrelevant bluff that had been
14 appearing for many decades on the women's pages,
15 women's editors in some instances have panicked.
16 They have lost their sense of direction; I am sure,
17 and they are playing the heavy with all of these
18 things about women, all of the social problems,
19 just literally pouring it on.

20 I submit "Charlotte Curtis" I'm sure
21 didn't really mean to go back to those three subjects,
22 although, as late as five years ago those were the
23 best read on the so-called women's pages. Those are
24 the things that readers looked for the most. Well,
25 I'm sure there are many, many people who are

1 definitely sick and tired of what's appearing in
2 these various sections.

3 At the Standard, I think we have a
4 heavy emphasis on people, and so we do many feature
5 stories on people, families, people who have never
6 done anything that would put them on the pages as
7 far as breaking news is concerned. They are not
8 legislators; they are not businessmen; they are
9 just little people, but they find their way into
10 our pages by virtue of philosophy, of living an
11 interesting decent life, by just being people. They
12 are not always right; they are not always wrong;
13 but they are like you and me. Our readers can
14 identify with people. A heavy emphasis on family,
15 a heavy emphasis on anyone who can read, a child,
16 a man, or a woman.

17 Carol, what would you like to tell us?

18 MS. VAN VALKENBURG (Missoula, Montana): My
19 topic was to be assignments, and I have changed my
20 remarks some just from listening to the conference
21 this morning. So, they may not follow in quite
22 logical order, but they are things I think should
23 be said.

24 As far as assignments go, I think if
25 you want to talk about assignments and if you want

1 that official story, as it seems this conference
2 really is, I mean, we have an official record; I'm
3 not sure exactly what it will be used for, but anyway,
4 if you want on official story about assignments,
5 you should speak to the city editor who gives
6 assignments. If you want to talk about women's
7 news, women's pages, and you are talking about the
8 Missoulian, don't ask Ed Coyle; because at the
9 Missoulian we pride ourselves in the reporters
10 and people who do certain types of beats. For
11 instance, I do city government. I generate my
12 own stories as reporters would. They have enough
13 confidence in us, so they allow us to do those
14 things we think are important. So, if you want
15 to know about women's news, ask Evelyn King. She
16 does what she might consider women's news, although
17 she calls her page a people's page..

18 As far as my opinion of assignments,
19 I would say if I were an assignment editor, the
20 thing I would look most closely at is whether the
21 person that you are assigning a story to, if that's
22 your way of doing things, has any kind of conflict
23 of interest with what he's reporting. Now, I
24 think that's a problem that we have approached
25 here today, but no one's really spoken to it. For

1 instance, if I were an assignment editor and we
2 were having a press conference by the American
3 Indian Movement and I had, as a lot of people say,
4 if I had an Indian on my staff who was a reporter,
5 who was a member of the American Indian Movement,
6 would I send that person to cover that story. Now,
7 I would say you would have to judge by that
8 person. A trained reporter supposedly can look at
9 certain things and get both sides of an issue; but
10 at the same time, when a person definitely has a
11 conflict of interest, I think you have to be careful.
12 I know there are certain stories that I myself
13 would not cover, because I know I have a conflict
14 of interest. I think I may be objective; but at
15 the same time, I think we can't open ourselves to
16 having someone say, you know, well, you didn't
17 give an objective account because you had a personal
18 interest in this story. It's a problem that I don't
19 think always can be dealt with, but I think we have
20 an example of it here today.

21 I guess I'll explain to some of you
22 my experience with his whole conference. We were
23 interviewed a few weeks ago about our topics.
24 Apparently, so that we would get an idea about --
25 or the panelists would get an idea about what type

1 of questions ~~to ask~~ and that type of thing. The
2 person that interviewed us, I think, probably tried
3 to do a fair and objective job. There were two of
4 us there at the same time, and she was speaking to
5 us. But I think there was a problem, because of
6 the fact that she's probably not a trained
7 journalist. So, as it came out, this information
8 that was taken from these interviews, and I believe
9 there were a lot of other people that were on
10 earlier panels that were also interviewed, was
11 put down and given to the panelists over there so
12 that they could get some idea of what they might
13 ask us.

14 Yesterday, one of the people who will
15 be on a later panel asked if he might see this
16 information that related to what he said, and he
17 was told no, that this was confidential information.
18 I did see this morning a copy of some of that
19 information. The copy I saw did not have the
20 page where what I was being interviewed about, the
21 resume as given. But I did see what was given as
22 a resume of what Nedra Bloom did say, and she and
23 I were both in there at the same time. Now, I'm
24 not saying that this was any kind of a deliberate
25 thing, but there was a problem because I know a lot

1 of what was said, that Nedra said, she didn't say.
2 You know, it's kind of a hard thing. I know I
3 resent that when people say that about me, but I
4 think it's just a problem that the person maybe
5 wasn't trained in interviewing people. However,
6 I didn't see what they said that I said.

7 Now, I know that some of the things
8 that Nedra was attributed to have said were things
9 that I talked about. However, the conclusions
10 weren't mine.

11 Anyway, I think first of all, we should
12 have been able to see those things. If this is
13 an official hearing, and you are basing your
14 questions on that information, then I think that
15 something's wrong; because you are basing it on
16 invalid information; and it's the same kind of
17 thing as I was saying before. If you are asking
18 Ed Coyle questions on the women's pages, that's
19 wrong. You have to ask Evelyn King those things.

20 So, I don't know what all this is going
21 to be used for, see, so I can't really -- but it
22 seems that -- I know a lot of people feel that they
23 are in effect on trial, that what they are saying
24 here will be used against them in effect; but I
25 think that you should proceed on the basis of valid

1 information when you ask your questions. I'll be
2 interested to see -- I know what questions you
3 have down as you will ask me, but are those the
4 questions you are going to ask me, or will you ask
5 me questions about what I've said. I'll be
6 interested to see that.

7 The only reason I said that is partly
8 because I think this is in effect an official
9 hearing, and partly because I think it demonstrates
10 the problem that when you get someone who is
11 interviewing who, say, doesn't have the experience,
12 or hasn't maybe a certain viewpoint, without that
13 person making any outward attempt to slant it, or
14 I don't even know if I mean slant it; but you can
15 see that it doesn't always come out the way it
16 was. Like I said, that's a serious type charge.
17 I mean, if someone says to me that I slanted a
18 story, that's a serious thing; because I consider
19 my objectivity and the fact that I feel I can look
20 at an issue and get both sides of the story
21 something that I value; because that's my whole job.

22 I guess what I'm all leading it up to
23 is the fact that you have to be careful. You have
24 to watch for conflicts of interest. I'm not
25 saying that you can't have Indians covering Indian

1 news; you can't have women covering women's news;
2 but you have to look at those things seriously
3 and look at the results; and you have to judge by
4 that.

5 Another thing, I see I'm going all the
6 way off the track, but the first speaker was talking
7 about she does not show the negative side of
8 Indians on her show and that type of thing; and
9 she thinks that you should use the media to show
10 the better side of Indians. I agree that a lot
11 -- she said that a lot of television programs are
12 showing Indians in a bad light, and I'm perfectly
13 in agreement with that; but at the same time, I
14 don't think the media should ever be used to show
15 only the good side. If she's only showing the good
16 side of Indians, that's wrong. She should counter
17 those charges. If people say Indians are drunks
18 and this and that, she should speak to those things.
19 It's just like it reminded me of when Kennedy was
20 running for President and he faced the issue of his
21 Catholicism. He decided you can't fight those things
22 by ignoring them. You have to answer them, and I
23 think that's the same thing there. She has to answer
24 those questions. You can't say, "Well, I think we
25 should use the media to improve the image of Indians."

1 I think that you should show it or tell it like it
2 is. You should show the bad things and show the
3 good things.

4 I agree a lot of times that the media
5 really does have a great affect on people's
6 attitudes; but at the same time, if anyone ever
7 came to me and asked me to use the media, you know,
8 use the newspaper to write something that they were
9 in favor of and I did that and didn't show the
10 other side, I think I would be sadly lacking; and
11 so you can't, that's not the solution.

12 I may think of things to say later,
13 but --

14 MS. RAYMOND: Thank you very much.

15 Now, we have from the television
16 station here in Missoula, Mary Elizabeth Stewart.

17 MS. STEWART(Great Falls, Montana): Well,
18 actually, it's Great Falls; but you are pardoned.

19 MS. RAYMOND: I'm sorry.

20 MS. STEWART: Actually, I'm here because I
21 protested. I noticed that there were no broadcast
22 representatives on this panel, and I thought
23 I'd get my two cents in; so I'm here.

24 I just basically want to describe what
25 it's like being a woman working for a television

1 station in Montana, and I will describe the setup
2 very briefly. My boss will be here later in the
3 day, and you will get this all again.

4 Garryowen Corporation in Billings
5 owns three stations in Butte, Great Falls, and
6 Billings. The Great Falls station is the feed
7 station, and at that station we have a full-time
8 anchorman that for purposes of our discussion we
9 will not consider part of the active news gathering
10 team. So, at KRTV there are only two people actively
11 gathering news, and I constitute 50 per cent of
12 the news team. So, in the matter of assignments
13 and who covers what, discrimination cannot exist;
14 because if it did, the job certainly wouldn't get
15 done. As Nedra said, it comes in with the people
16 that you deal with, the people you meet in
17 day to day contacts, contacts with people on the
18 rounds, the people on the beats. I know, I cover
19 the police station and the sheriff's office; and
20 they are certainly bastions of male chauvinism if
21 there ever were one.

22 I was really surprised when I first
23 started, which was in September of 1973, at the
24 reactions. There had never been a woman on
25 television in Great Falls as a news reporter. There

1 have been women, and there still are, on daytime
2 talk shows. I got a mildly hostile reaction, I
3 might say. First of all, I wasn't very good. It
4 was the first time I'd ever been on camera, but I
5 did have a surprising backlash of people who
6 resented my being there because I was a woman,
7 because I was taking a job away from a man, and
8 I couldn't possibly know anything anyway. It all
9 came to a head when some irate woman called me up
10 one night and told me I was mentally retarded.
11 At that point, I made a conviction; I better stay.
12 I felt I had an obligation to stick it out. But
13 fortunately, those phone calls have died down,
14 and I must say most of my detractors were women.
15 I don't know what that says, but I think it
16 probably indicates that the general consciousness
17 of the woman in Montana about being a woman and
18 about women's movements and all those things
19 incumbent to it, is not very high, which I think,
20 perhaps, maybe that's a responsibility that gets
21 into a little bit I want to touch on, which was
22 coverage in our newscast. *Woman?*

23 A newscast, unlike a newspaper, the
24 more advertising you sell in the newspaper business,
25 theoretically, the more newspaper you can buy and
26 the more pages of news you can write. In television,

1 the more advertising you sell, the fewer minutes
2 you have for news. We have a real time problem
3 in trying to do justice with conflict events, and
4 those especially in Great Falls involve the Indians
5 and to a lesser extent women. These are very high
6 emotional issues. I remember very distinctly the
7 ERA debate, which is still going on. It's very
8 difficult to do justice, but we are very fortunate,
9 also, in television programming we have time that
10 the FCC requires, and I think it's a good thing,
11 public service time.

12 At KRTV alone, we have 30 minutes every
13 week that we use as a discussion program where we
14 can get into these types of problems. We also
15 have MTN, which goes statewide which is a state
16 program, which is largely political; but we have
17 done issues involving Indians; and we have done
18 things such as a live ERA debate; and it was live.

19 On employment of women in broadcast
20 in the news, I know I speak for the MTN setup, the
21 statewide, I was the first to go into news full time
22 that I know of. A second woman has been hired in
23 Butte at KXLF, and I say yeah for that; but generally
24 few people are hired anyway in broadcast in Montana.
25 It's not a large volume business.

1 The Garryowen Corporation totaled with
2 its satellite in Missoula has only 95 people.
3 Twenty-four of those are women, and only three of
4 those are in supervisory capacity; and I'm certainly
5 not. That includes the producer of the Today in
6 Montana show, a production director in Butte, and
7 head bookkeeper; and I'm not sure I even appreciate
8 that title.

9 I think that's one of the problems in
10 broadcast right now is upward mobility just like in
11 a newspaper. One is simply the limited number
12 of higher echelon positions. There is not a great
13 deal of turnover; and when television was but a
14 mere babe some 25 to 30 years ago, there were
15 virtually no women in it; and those men now holding
16 those higher positions have been in broadcasting
17 for many, many years. Women in the broadcast
18 scene are a relatively new thing, and that's all
19 I have to say.

20 Thank you very much.

21 MS. RAYMOND: Thank you.

22 MS. PETERSON: Thank you very much, all of
23 you.

24 We feel as members of the Montana
25 SAC that the audience participation hasn't been as

1 great as we would like because the time has been
2 so short. So, we are voluntarily limiting ourselves
3 to one question each, and some of us may not ask any.

4 I'm going to ask you as I did before,
5 those of you who want to ask questions or make
6 statement to this panel to line up by the microphone;
7 and I also ask if you have a question, when you
8 start, if you would address yourself to one specific
9 panelist so that this panelist can be listening
10 to you.

11 Who at the table here has a question
12 for anyone on the panel?

13 MRS. TRAVIS: I have a question.

14 MS. PETERSON: All right, Mrs. Travis.

15 MRS. TRAVIS: I would like to ask Carol,
16 you mentioned "telling it like it is" as far as
17 reporting is concerned, and my question is: What
18 do you mean by telling it like it is? You see,
19 my idea of telling it like it is might not be your
20 idea of telling it like it is; and you consider
21 telling it like it is as something relative.

22 I'll give you an example. This morning
23 when I told it like it was, two people at the table
24 here felt that was, you know, made excuses for the
25 television manager. So, when you are doing a story

1 and you consider yourself telling it like it is,
2 what is your idea on this?

3 MS. VAN VALKENBURG: That is a problem. I
4 don't think anyone would ever have been in the
5 newspaper business, particularly I speak to that
6 since that's what I am in; I know more about that,
7 could say there is such a thing as total objectivity,
8 because the only way you could get that is if a
9 computer wrote the story. If you don't have
10 unlimited space, you have to rely on your training
11 so that, for instance, when I go to the city
12 council and they have a three-hour meeting and I'm
13 given 15 inches to say what they said in three hours,
14 I have to choose from what they say part of it,
15 and by doing that I'm putting in my own prejudices;
16 but I think the only way that you can deal with
17 that is to have the training and confidence in
18 yourself and your editors have the confidence in
19 you that you have enough judgment that you can
20 tell fairly as well as you can both sides of an
21 issue, things that you think are the most important
22 that came up.

23 I'll have to explain. What I do in
24 that instance, say, if I have a city council story,
25 I maybe pick two things that I think that are

1 important that happened at that council meeting. I'll
2 tell half my story about one and half about the
3 other. I'll try to tell both sides of the issue in
4 those two segments then I will refer maybe a little
5 bit at the end to other things they did. Then
6 later in the week, I will write further stories
7 about them.

8 As far as being objective, I guess it's
9 mostly telling it as you see it. There is no such
10 thing, perhaps as telling it like it is; because
11 the way I see it and the way you see it are
12 different; but I'm the one writing it so that's,
13 you know, if you have an objection and you believe
14 it's something different, I think that you either
15 can come to me and tell me that and I'll listen
16 to it; or you can write your side of the way it is
17 through a letter to the editor.

18 MRS. TRAVIS: Well, this morning, you know,
19 when you were questioning the gentleman, the reason
20 I was asking questions pertaining to minority
21 employment is because, of course, you have brought
22 this out very well, the reporting is being done by
23 people who feel that they are being objective; but
24 very often what I as a black feel would be objective,
25 would not be the same thing as a white Caucasian

1 reporter. So, this is why it's terribly important
2 that there is some representation and that people
3 who relate to the opinions and problems of the
4 minorities are represented. You see, because there
5 is a difference in sympathy and really understanding.

6 MS. VAN VALKENBURG: Right, I agree.

7 MRS. TRAVIS: So, I think when people say,
8 "Well, we understand," or "We are sympathetic to the
9 cause," and there is no input from the people who
10 are directly involved, there is some discrepancy
11 there.

12 MS. VAN VALKENBURG: Yes, I agree that that
13 could be a problem. I just think that the reporter
14 -- although I could never tell you what it's like
15 to be black, and you can't tell me what it's like
16 to be white; but perhaps you can tell me what you
17 think in terms that I can understand it and maybe
18 then from that I can take the --

19 MRS. TRAVIS: My experience with the news
20 media has not always been where you can go and
21 tell the reporter how you feel or what you think,
22 because sometimes when they report the news, they
23 report it as they see it; and the way they see it
24 is not always the way a minority person will see
25 it or feel.

1 MS. VAN VALKENBURG: Yes, I agree; and that's
2 why I certainly agree that there is a real need
3 to have people from minorities in writing the news;
4 because it's true that you can't approach all
5 reporters; and that's unfortunate. We complain a
6 lot about the nuts that we have to deal with, but
7 those people are important because they may be nutty,
8 but they have their opinions. Even though I might
9 complaint about getting a call from a nut, I listen
10 to what that person says; and maybe he has something
11 valid to say; and I don't think any reporter should
12 totally disregard what someone tells them or
13 complains about in respect to something they have
14 done, even if they are reluctant to admit that
15 they did this thing they are being accused of, but
16 they think about it. Anyway, I agree that there is
17 a need to have minorities represented.

18 MRS. TRAVIS: You see, because some of the
19 problems that we face because of economic and social
20 isolation and if you do not relate to these things,
21 and you couldn't very well do this not being
22 socially isolated or economically bound as we are
23 in so many areas, then you can't report objectively.

24 MS. VAN VALKENBURG: I think that's an
25 argument that has been going on for a long time: Do

1 you have to experience the thing to know and
2 understand what it is.

3 MRS. TRAVIS: Oh, I don't feel you have to
4 experience it, but I certainly feel that you have
5 to be aware.

6 MS. VAN VALKENBURG: I agree.

7 MS. PETERSON: If there aren't any more
8 questions --

9 MR. BOARD: I have one.

10 MS. PETERSON: All right. Meanwhile, if you
11 people who want to ask questions want to start
12 lining up so that we can see how many of you there
13 are.

14 MR. BOARD: I want to ask Carol another
15 question. A point of clarification more than
16 anything.

17 Did you say that at the Missoulian the
18 reporters generate their own stories?

19 MS. VAN VALKENBURG: That's basically true,
20 and I'm not saying that's true everywhere. For
21 instance, my beat so to speak is city government.
22 They give me a free hand in deciding what stories
23 I can do; and also, if I do stories that aren't
24 related to city government, you know, there is
25 no problem there. They don't say, "Well, that's not

1 on your beat."

2 It's generally in almost all instances
3 the reporters are given a free hand of doing stories
4 that they feel are stories. I would say that
5 sometimes editors, a city editor might suggest a
6 story, but it's never a case of "Do this." Well, I
7 shouldn't say "never," but generally you generate
8 your own stories, yes.

9 MR. BOARD: The reason I ask is because I
10 thought it was pointed out this morning by Mr. Coyle
11 that there were assignments made regarding the
12 city, the women's page --

13 MS. VAN VALKENBURG: Well, you see, what
14 he meant is, for instance, my beat is city
15 government. Nedra Bloom's beat is education. For
16 instance, other reporters are police. That's so
17 that everybody isn't covering one story. I mean,
18 I might think, well, there's a good story today;
19 so ten reporters also think that's a good story,
20 so they go get it. You have to have some kind of
21 a structure. Generally, things that come up that
22 are related to city government, I cover; so that's
23 what he meant by assignments. As far as not putting
24 words in his mouth, but I think that's what he
25 meant.

1 MR. BOARD: But then you can generate
2 beyond that beat?

3 MS. VAN VALKENBURG: Yes, that's right.

4 MRS. TRAVIS: I have another question. I
5 would like to address this one to
6 Mary Elizabeth Stewart.

7 I think your statement covered the
8 issues very well, but there was one question I
9 would like to ask you concerning salaries. Would
10 you be willing to expand on that?

11 MS. STEWART: Geraldine, you see the
12 gentleman sitting in the back row?

13 MRS. TRAVIS: Oh, is he your boss?

14 MS. STEWART: Yes, that's Mr. Cliff Ewing,
15 and he will be here; but you may go ahead and ask
16 and I'll try to answer the best I can.

17 MRS. TRAVIS: No, I was just wondering if
18 there was any difference in salaries, in your
19 salary and the other --

20 MS. STEWART: Well, there is definitely a
21 difference between mine and Ed's. Ed is the
22 news director and has been there four years longer
23 than I have. Now, as from station to station, I
24 don't know about other people in my position.

25 MRS. TRAVIS: I meant is there any salary

1 difference as far as reporters doing the same type
2 of assignments that you are.

3 MS. STEWART: That's what I was trying to
4 say, Geraldine. I just don't know, because those
5 reporters would be working in Butte and Billings;
6 and I have never met them.

7 MRS. TRAVIS: I see, okay.

8 MS. PETERSON: Are all the people who want
9 to ask questions coming down front now?

10 (No response.)

11 MS. PETERSON: Okay.

12 MS. TROCHEE (Missoula, Montana): I'm
13 Jackie Trochee from Missoula. I want to address
14 this to Carol and also to Geraldine.

15 I thought the same as you did about
16 objectivity. I think that many of the news reporters
17 and TV people are not objective simply because they
18 are not educated or sensitized to like Indian people,
19 their religion, their humor, and things like that;
20 and I think some effort should be made on behalf
21 of reporters and other people involved in the media
22 to correct that problem.

23 The other thing that I wanted to say
24 was that you made a comment that both positive and
25 negative aspects of an issue should be reported

1 especially in relation to Indians, and I would
2 like to say that for so many years Indians have
3 been negatively shown on TV; and I think it's about
4 time we mention the positive things for a while.

5 That's all.

6 MR. LAME WOMAN (Northern Cheyenne, Montana):

7 I think one thing I want to say just to follow up
8 on what Jackie said is the communication between,
9 as Indians living in this community, that the
10 different jobs that we have here or whatever we
11 might be doing in this community benefits us as
12 Indian people living with non-Indians here.

13 I think a lot of the news articles
14 have been, like Jackie said flock to the negative
15 side of the view; and I think that more of the
16 positive side of the Indians of this town and the
17 surrounding Reservations, and bring it to the
18 non-Indian community would serve better
19 relationships in the future for non-Indians and
20 Indians, both, of this community and other
21 communities throughout Montana where urban Indians
22 range in those areas.

23 I think in the long times, as Harriet
24 said, our statistics are high in a lot of areas,
25 suicide on down to alcoholism. And when a white

1 reporter goes out and does these stories, it only
2 adds to a lot of things that Indian people know
3 about. Indian reporters have gone out like she
4 has in her Indian press, have gone out and did the
5 the same thing; and we as Indian people have to
6 read about this from our Indian reporters and white
7 reporters alike that fall upon stories like this.
8 I think that we as Indians have to start knowing
9 now how we can get away from that, get away from
10 that and get into other areas where improved urban
11 Indians and non-Indian relationships in whatever
12 urban areas we are living in. Until that time
13 comes, I think that we are going to have a lot
14 of feelings that are going to be angered on both
15 sides; and I know that you have a job to do as
16 a reporter and so forth; but I feel that through
17 this way, those working relationships, that your
18 job will not be jeopardized by a lot of non-Indians
19 that will get the right story about what's really
20 happening. That is what they want to know about,
21 and I don't think you would be jeopardizing your
22 position at all.

23 MS. VAN VALKENBURG: I would just like to
24 say one thing. I think an important thing, perhaps,
25 for you to do if you think there are things that

1 relate to you as an Indian that are of particular
2 importance, you should come in and talk to one of
3 the reporters about that. Tell them, and tell them
4 why you think this should be covered, or you think
5 this deserves a story. Reporters will sit down and
6 talk to you back and forth, and I think that if you
7 have a legitimate thing, I think that it will be
8 something that's covered.

9 I know, perhaps, you think that maybe
10 as an Indian, maybe only you can cover that and
11 know all the aspects of it, and maybe that's true;
12 but I think maybe, you know, you can start somewhere
13 with doing something like that.

14 MR. LAME WOMAN: I think one example I would
15 like to show here is that I am a former graduate
16 of the Kicking Horse Job Corps Center, which is
17 located 50 miles out of town here. I was graduated
18 with G.B. training, and I did a lot of constructive
19 things as a corpsman leader among the 211 Indian
20 boys that were up there. When I graduated, about
21 a month later the Missoulian did an article which
22 saddened me very deeply about the Indians ranging
23 in high alcoholism and the damage they did up and
24 down the Valley, a really negative story as far
25 as it went; and it happens to maybe damage the job

1 corps, you know. What I would like to have seen
2 there, and I approached the people at the Missoulian
3 right after that, but it seems like nobody didn't
4 want to do a story about the positive side, about
5 how many jobs went to graduates. With a lot of
6 these certificates you can be placed in non-Indian
7 communities. Where I was placed was in Great Falls
8 where I did construction work, and also my G.B.
9 has helped me through the university system now,
10 and we're working there.

11 A lot of these things aren't told where
12 job corps men go up and down the Flathead Valley
13 and the Missoula community and do a lot of work
14 for non-Indians on a Reservation and Indians on
15 a Reservation both, in the Missoula area.

16 I just want to make that comment.

17 MS. VAN VALKENBURG: I see what your point
18 is, and it's the same thing that the paper has
19 gotten for a long time. Why do you report the
20 people that were speeding that day? Look at all
21 those people that weren't speeding. You know, where
22 is the news? The people that were speeding and
23 got fined, or the people that weren't. It's a
24 question of what are you emphasizing, and some
25 people say that's emphasizing the negative.

1 But I see what you mean, and I agree
2 with your point in a lot of ways. There is a need
3 for those types of things.

4 MR. LAME WOMAN: There is a lot of
5 constructive things that they have did in the past,
6 and as to read the Missoulian every day and see how
7 many corpsmen got drunk, got picked up for drunkenness
8 or ~~littering~~ and so forth, it seems to be the basis
9 of what their training program is all about. The
10 non-Indian community of this town says, "Well,
11 that's all they are, a bunch of drunks up there that
12 come to town and raise hell, and are picked up
13 drunk, littering, and so forth." Well, that's
14 what the Missoulian puts out. If they had another
15 side of the story about the constructive work that
16 they do from Monday through Friday before they come
17 to town and so forth, that would serve as another
18 part of the story.

19 MS. PETERSON: Our time is limited. There
20 are many people who want to be heard.

21 MS. SCOTT (Rocky Boy, Montana): My name is
22 Patricia Scott. I'm from Rocky Boy Reservation.
23 This morning I felt like I would like to direct a
24 question at the executives who were here, and it
25 is too late now; so I will say this and hope that

1 maybe some of it you will take this home to your
2 offices, but that the time is now that the media
3 offices should think of an Indian or minorities
4 editor. I say Indian, because in Montana we have
5 seven Reservations.

6 We have problems such as the Mod Squad
7 on the Flathead. We have the lawyers up in
8 Cut Bank who are upset about the fact that the
9 Blackfeet have dared to write a new constitution
10 that will hurt them economically. We have the
11 Governor's Task Force that's going to come up,
12 which may require some serious and fair-minded
13 reporting.

14 I want to bring this up, because the
15 reason that I came down here, there are a whole
16 group of people that feel very strongly about this.
17 April 2, 1974, there was an article in the
18 Great Falls Tribune, which was one of a series of
19 dispatches. Since that time we have read many
20 dispatches which are irresponsible. I am well aware
21 that the school where I come from enjoys a marked
22 success with if they have any news, the Great Falls
23 Tribune, particularly, in getting articles in. But
24 this thing was unfair in that it attacked not only
25 the Landless Indians, and I speak of them as

1 capital L, Landless, because they are incorporated
2 in Great Falls. Many of whom are related to our
3 people in Rocky Boy.

4 But this thing advocated genocide,
5 and that's why I am here, although genocide was
6 not the term that was used. It says, "A few
7 chronic cases that give the agency program a bad
8 name." This is one of a series of dispatches signed
9 by a Tribune staff writer.

10 "These are the half dozen names that
11 become synonymous with welfare in the county. Each
12 name is currently represented by several families
13 receiving ADC assistance. Most of them are
14 referred to as 'landless Indians.' Catch small L;
15 apparently, he was not aware that these are a
16 distinct group. "Their names appear often on the
17 seamy side of the news. The fathers and teenage
18 children and occasionally a mother are periodically
19 being booked by the police for crimes, some minor
20 and some serious."

21 He goes to say that "The parents and
22 the grandparents were on welfare, and no doubt
23 the children and their children's children will
24 be on welfare, too." He quotes somebody identified
25 as a leading social worker and supervisor. She says,

1 "No one knows the answer unless the judge finds
2 the children are terribly neglected and can't do
3 anything to remove them from that environment.
4 In most of the families the children receive a
5 lot of affection and are well fed. It's not until
6 they become teenagers that they start causing
7 problems. We can't stop the girl of 14 or 15 from
8 going out with boyfriends. Soon she's pregnant;
9 she won't give up the child when it's born; she
10 takes it home to momma. About all we can do is
11 teach them birth control. It's very discouraging."

12 This person goes on to say, "There is
13 now law that requires abortion or allows us to
14 take babies from them."

15 There is more of this. This is the
16 type of reporting which we do not like, which makes
17 me, I admit, very emotional. It refers to these
18 people as people who are descendants of people who
19 were anti-Canadian. They were anti-Canadian the
20 same way we were anti-English in the Revolutionary
21 War. Because of them the Province of Manitoba was
22 carved out, and their revolt in Manitoba and
23 Saskatchewan, ancestors of these Landless and
24 Chippewa people I'm talking about, largely because
25 of them Canada is a bilingual nation.

1 Louis Riel lived in Montana, led the
2 Cree Indian in Canada and was hanged for his
3 efforts. These people were not anti-Canadian.
4 They were hungry, and they had lost their land.

5 Anyway, this writer goes on to say
6 that "It is too bad that these people no longer
7 can be employed as rock pickers." How would he
8 like to make his living at rock picking?

9 MS. PETERSON: I'm sorry, Pat.

10 MS. SCOTT: Okay.

11 MS. PETERSON: We'll try to find time for
12 the rest of you who have something to say after
13 our final panel.

14 We will go to our workshops promptly,
15 and we will be back here at 4:30.

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1 WORKSHOP SESSION B

2
3 Community Organization:
4 Its Effects on Newspapers and Television

5
6 GREG MACDONALD AND LIONEL MONAGAS, MODERATORS

7
8 MR. MACDONALD (Missoula, Montana): My name
9 is Greg MacDonald. I am an assistant professor
10 at the journalism school at the University of
11 Montana. Lionel Monagas of the Federal Communications
12 Commission and myself will be dealing with
13 community organization and effecting change in the
14 media.

15 Since we already heard an awful lot of
16 comments today, we are going to keep it awfully
17 short and try to deal basically with just questions
18 that you have.

19 Just to set some kind of limitation on
20 what we are dealing with and some precedents for
21 community organization, I would like to read to
22 you just a few things. This is kind of a weighted
23 panel, a little bit different than the others,
24 since both of us are basically concerned with
25 broadcast media; and the broadcast media by law has

1 certain functions and responsibilities that
2 newspapers don't have. I would like to read you
3 just one of the passages from the Communications Act
4 of 1934 entitled Section 301, so that you have some
5 idea of the responsibilities that you have and
6 that broadcasters have.

7 "It is the purpose of this Act, among
8 other things, to maintain the control of the
9 United States over all the channels of interstate
10 and foreign radio transmission, and to provide
11 for the use of such channels, but not for the
12 ownership thereof, by persons for limited periods
13 of time under licenses granted by federal authority;
14 and no such license shall be construed to create
15 any right beyond the terms, conditions and periods
16 of the license."

17 There are a couple of very important
18 things in here, because the Federal Communications
19 Commission and the courts over the years have
20 consistently referred back to these, and those are
21 that radio stations and television stations do not
22 own the airways. The airways belong to the public.
23 Stations are granted authority to use them for a
24 limited period of time. They are granted authority
25 to use them only so long as they serve the public

1 interest.

2 In 1960 the FCC issued a program
3 policy statement, and once again, they reiterated
4 this same policy: "An important element of public
5 interest and convenience affecting the issue of
6 a license is the ability of the licensee to render
7 the best practical service in the community served
8 by broadcasters." Since the very inception of
9 federal regulation of radio, comparative consideration
10 as to the service to be rendered have governed the
11 application of the standard of public interest,
12 convenience and necessity.

13 Now, for a long time the FCC pretty
14 routinely renewed licenses, and it wasn't until the
15 early '60s really that they started looking in to
16 just what broadcasters were doing. The FCC denied
17 a license to Suburban Broadcasters, a proposed
18 FM station in Elizabeth, New Jersey; because none
19 of the people from that station lived in Elizabeth,
20 New Jersey, none of them had any idea of the
21 problems of Elizabeth, New Jersey; and in fact,
22 their application was identical to applications
23 they filed in both Illinois and California.

24 Perhaps the most exciting for community
25 interest people cases, the United Church of Christ

1 took to the FCC the license renewal of WLBT in
2 Jackson, Mississippi. The FCC, despite numerous
3 complaints that WLBT did not serve its minority
4 interests, about 45 per cent of the population
5 served by that station is black, and that going
6 as far back as 1955 when WLBT decided to run its
7 "Sorry, cable trouble" sign instead of carrying a
8 network program on race relations that featured
9 the general counsel of the NAACP. In 1957 the
10 program ran a series of programs that advocated
11 racial segregation; and once again, the FCC refused
12 to intervene. So, the United Church of Christ
13 intervened, went to the FCC, and the FCC said that
14 individuals could not come before the FCC in
15 license renewals. That was the function of the
16 FCC. The case was appealed to the U.S. Court of
17 Appeals, and Circuit Judge Burger made an interesting
18 comment, quoting all the way back to original FCC
19 rules.

20 "It is the public and communities
21 throughout the length and breadth of our country
22 who must bear the final responsibilities for the
23 quality and adequacy of television service, whether
24 it be originated by local stations or by
25 national networks. Under our system the interests

1 of the public are dominant. The commercial needs
2 of licensed broadcasters and advertisers must be
3 integrated into those needs of the public. Hence,
4 individual citizens and the communities they
5 compose owe a duty to themselves and their peers
6 to take an active interest in the scope and quality
7 of the television service which stations and
8 networks provide, and which undoubtedly has a
9 vast impact on their lives and the lives of their
10 children, nor make the public feel that in taking
11 a hand in broadcasting, they are unduly interfering
12 with the private business affairs of others. On the
13 contrary, their interest in television programming
14 is direct and their responsibilities important.
15 They are the owners of the channels of television,
16 indeed, of all broadcasting."

17 That kind of sums up where it's at as
18 far as community action goes. Generally, I think
19 broadcasters, you know, you can kind of take the
20 modified Boy's Town theory of broadcasters, not
21 that they are all good; but certainly that they are
22 not all bad. But they are like everyone else, they
23 have power; and it's a very real power; and people
24 in power generally don't want to share that power
25 unless you come in and ask for it. That's where

1 community action can be involved, but you have to
2 go to them in a very real sense. We would hope
3 that that wouldn't have to be the case, but it is;
4 and if you want to see a change, that's pretty much
5 how it's going to happen.

6 Mr. Monagas, do you have anything you
7 want to say?

8 MR. MONAGAS (Washington, D.C.): Greg has set
9 out the parameters on community involvement in
10 FCC action in regards to licensing procedures in
11 the famous WLBT case, and set out quite a few
12 things.

13 I'm Lionel Monagas from the FCC, the
14 Office of General Counsel, Chief of the Industry
15 Equal Opportunity Employment Unit, and I'm not
16 making a statement or a speech now. I'll take any
17 questions if you have any questions, and if you
18 want to discuss something, I'll be very willing
19 to discuss it with you. I came here to help as
20 much as I possibly could and provide as much
21 information as I possibly could out of my
22 experience and out of my knowledge; and if you
23 have questions that will help me present information
24 to you, I will be very happy to do that. Otherwise,
25 I'm not going to be making any perfunctory speeches.

1 (Audience participant raised his hand.)

2 MR. MONAGAS: Yes.

3 MR. MURDOCK (Duluth, Minnesota): You were
4 talking this morning about community organization,
5 and I think someone had brought up about what it
6 costs to bring a legal action.

7 MR. MONAGAS: I don't think that anyone
8 brought that up, but it should be brought up.

9 MR. MURDOCK: They talked about going together
10 with a group or simply having any kind of political
11 weight to go along with it, and unless you know
12 one of the Commissioners or have any kind of
13 visibility in the community. If you are just
14 Margaret or Joe Smith from down the street, and
15 you believe that you have a valid point as to what
16 goes on the air over the radio or television stations,
17 and you don't have the money to sue, what happens?
18 Where does your --

19 MR. MONAGAS: Well, part of it I agree
20 with, and part of it I disagree with.

21 MR. MURDOCK: How can the FCC remedy those
22 kinds of complaints? What is the procedure?

23 MR. MONAGAS: I would have to disagree with
24 you on the part that Joe Smith has no power, no
25 authority, and no opportunity to be represented.

1 That's not true. The FCC so far as I can ascertain,
2 is not swayed by political weight and political
3 power and this kind of thing. Knowing the
4 Commission doesn't mean a thing in the sense that
5 you can control that Commission's vote no matter
6 who you are.

7 The Commissioners are immune from
8 removal from the FCC for any political reasons.
9 Moral turpitude is about the only thing that they
10 can be removed from the Commission once their term
11 is set; so therefore, they try to be objective as
12 much as possible and not be swayed by political
13 pressures.

14 Yes, it is a very costly kind of
15 activity in terms of money and in terms of time
16 on the part of Joe Smith, but most of the actions
17 that have been brought in front of the FCC, even
18 though representation is by an organization,
19 usually has come through the efforts of Joe Smith
20 or someone like that who has registered a complaint
21 and was able to find the assistance and the help
22 in the community and various kinds of organizations
23 that have the resources to help pursue the issue.

24 One of the most effective organizations
25 in the national community is the United Church of

1 Christ for aiding individuals who have complaints
2 in terms of the broadcasting industry. In pursuing
3 those complaints, they are ultimately in front of
4 the FCC or in front of the courts after FCC
5 decision; and they are great on helping communities
6 organize to know how to monitor broadcasting in
7 such a way that they can make a very valid
8 presentation as to how a broadcaster may not be
9 serving the community and portions of the
10 community. But, yes, Joe Smith is the one that
11 has brought the Commission to his needs in many
12 instances.

13 MR. MURDOCK: Just one thing, a couple years
14 ago, and I might have a wrong interpretation on
15 this, a couple of years ago the FCC had -- I don't
16 know whether it was in terms of a ruling or had
17 made some kind of a requirement that the networks
18 relinquish some of their network time to be given
19 to the local station for local origination programs.

20 MR. MONAGAS: That is correct.

21 MR. MURDOCK: It's been my view, I guess,
22 in looking at some of the local origination that all
23 they have done is buy packages like Gilligan's Island,
24 movies, and things of this kind, when I don't think
25 that that was the spirit in which the Commission

1 ruled. I believe they wanted television stations
2 to go to their local communities and have local
3 programming originated at the local station, produced
4 at the local station by local people, and not
5 simply originate Bewitched, you know, buy packages
6 like that.

7 MR. MONAGAS: Really, the intent of the
8 Prime Time Access Rule, is what it is called, was
9 to create more local time for local programming
10 in the prime time hours of the evening in general;
11 and the Commission is bogged down on the point of
12 not being able to dictate programming for
13 community service. That is entirely in the hands
14 of the licensee to make that determination, but
15 it does have to prove to the Commission later at
16 renewal time that what he did in programming was
17 beneficial to the community; because the community
18 can protest at the time he is renewing that he
19 did not serve them with the Gilligan's Islands and
20 that sort of thing.

21 The Prime Time Access Rule was designed
22 to turn back evening time, prime time to local
23 stations for programming hopefully that would
24 address the local needs and interests.

25 Any other questions?

1 MR. BOARD(Great Falls, Montana): I have
2 a question.

3 Greg or Mr. Monagas, either one can
4 answer, I think we are dealing with two separate
5 things. Number one, we are dealing with public
6 airways, you know, they belong to the public. And
7 then we have also the private corporations of a
8 newspaper, so I think we have two separate things
9 here when it comes to --

10 MR. MONAGAS: One regulated, and one
11 unregulated; that is correct.

12 MR. BOARD: I may be all wrong on this, but
13 I don't think I am completely. The topic of this
14 is community organization and its effects on
15 newspaper and television. I think there is an
16 assumption being made by the people who are here,
17 and I think the very fact that we are here indicates
18 that perhaps we know that people can do something
19 to change things.

20 Now, here is where my conflict comes
21 in my thinking. Would there not be, or should
22 there not be, or is there not a responsibility on
23 the part of the FCC and the corporations that
24 are regulated by it to indicate to people that
25 they can make changes in the programming? For the

1 most part, I don't think people realize that they
2 have some power to bring these changes about. You
3 know, for the most part, I think the average
4 American is afraid of power; and the average
5 American doesn't realize that he possesses some
6 power. So, maybe it's a rhetorical question.

7 MR. MACDONALD: The thing is that especially
8 with television, maybe more so than radio or
9 newspapers, there is such a mystique about
10 television. It's so technical; and it's so mechanical.
11 It's there; someone else is doing it, that there
12 is not really a very personal side of it. With
13 newspapers there has always been kind of, you know,
14 grind-it-out reporter image and a hard working,
15 you know, digging back alley kind of thing; but
16 television has always been such a glamorous
17 powerful thing; and it's not by coincidence that
18 it's like that. I think people who are in power
19 would just as soon maintain that image, because
20 then they don't have to worry about someone coming
21 in from the community group and saying, "Well, we
22 really don't think that Gilligan's Island or
23 I Love Lucy is in the public interest." So, they
24 would not tell you that.

25 The FCC says that you have to maintain

1 public files and open records and that, and about
2 once a week on any station they will tell you that
3 sometime during the daytime. They can't do it at
4 2:00 in the morning, but they do it between sunrise
5 and sunset on a once a week basis; but those
6 people are not going to tell you, generally, that
7 "Yes, in fact, we are a servant of the public," and
8 that "Yes, in fact, you own the airways," and that
9 "Yes, in fact, you can have some input into the
10 programming," because they can make a lot of money
11 doing things like, you know, they will pay \$15 to
12 buy Gilligan's Island, and sell half a dozen spots
13 in it, and make anywhere from a couple hundred to
14 a thousand dollars with that. Whereas, if they
15 have to come in and have four or five technicians
16 around and do a community discussion or panel,
17 they are going to have to have someone. It costs
18 them money, and basically, they are in the business
19 to make money for it; so it's the responsibility
20 of groups like this and of workshop sessions like
21 this that hopefully sometime could be better
22 attended.

23 MR. MONAGAS: In regards to the
24 Commission's activities in the area of informing
25 the public, it's a fairly new effort on the part of

1 the Commission to do this. The Commission makes
2 its staff available to go out to these various
3 kinds of community meetings and community organization
4 meetings to pass information about how one deals
5 with the Commission in terms of being a member of
6 the public, so we are available to go out to these
7 kinds of things.

8 Secondly, the Commission itself has
9 under Chairman Wiley this year just instituted a
10 policy of beginning to take the Commission itself,
11 the Commissioners, out to regional meetings and
12 setting up these regional meetings in various
13 parts of the country where the public can come in
14 and talk to the Commission, the voting body. We
15 have done three meetings so far. They take staff
16 as well. We have done three meetings so far this
17 fiscal year, one in Atlanta, Chicago, and
18 Washington, D.C.; and four more meetings are
19 scheduled for other parts of the country for the
20 remainder of this fiscal year. The Commission
21 attempts to publicize this effort as much as
22 possible through the printed media in the
23 regional area as well as through broadcast
24 activity operations within that area. It can only
25 do like everyone else does in this case, send a

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1 news release to broadcasting stations that a meeting
2 is taking place where, and when, and so forth, and
3 what it's all about, hoping the broadcaster will
4 use it as a public service announcement. Many of
5 them have done this and even extended themselves
6 to the extent of asking the Chairman to come in
7 and make a videotape or an audiotape so that they
8 can use it on the air to publicize the event within
9 the community so that the public will come out to
10 the meetings and address themselves to the
11 Commission, ask their questions, seek information,
12 and present their complaints to the Commission.

13 MRS. TRAVIS (Great Falls, Montana): I have
14 a question.

15 I would like to know what strategy
16 should we use to get the television stations to
17 become more responsive to minority programming?
18 The reason I'm asking this is because in Great Falls
19 on Saturday there is a program that comes on --
20 The American Bandstand has been on many, many years;
21 and I have been told in other areas there is a
22 program called Soul Train, which is the same type
23 of program but deals with blacks. It's black
24 orientated. When my daughter came home from college,
25 she said to me, "How can we get Soul Train on the

1 television stations up here?" Could you give me
2 some answer? Obviously, they are not going to
3 produce it just because my daughter and I would
4 like to see it; but what procedures, what would
5 be the strategy for getting it on our local television
6 station?

7 MR. MONAGAS: The only strategy you have
8 available to you is concerning community small group
9 appeals to the station or the stations within the
10 area on a very frequent basis with great
11 determination that you would like to see this
12 program made available to the community for the
13 total community. Soul Train, while it's black
14 oriented in terms of music and performance and
15 in terms of presentation on the air, it's not
16 100 per cent black. There are whites on the
17 program in guest spots as well as in participation,
18 so it is totally a community program as they claim
19 that Bandstand is as well.

20 The only way that you could conceivably
21 do this is to continually pressure the station,
22 suggesting they bring this program in. Now,
23 Soul Train like Bandstand is independently owned
24 by a producing company. It's sold to the stations
25 for use within various communities, so it means

1 that station has to buy the rights to Soul Train and
2 bring it in and present it, and hopefully sell
3 their local advertisers on the advertising spots
4 within the show. If they can't sell the advertisers,
5 then the station itself has to absorb the whole cost
6 of putting the show on the air; and it might be
7 from a point of view, public service.

8 But my only answer to you is constant
9 dialogue with the broadcasters in the community
10 by you and other individuals in the community.

11 MRS. TRAVIS: Would petitions --

12 MR. MONAGAS: To the station.

13 MR. MACDONALD: I think the thing that's
14 important to remember is that the station you are
15 talking about, Geraldine, if you go down there, you
16 are going to have very little input. If I go down
17 to the local television station, I'm going to have
18 very little input. But it's like, oh, about
19 eight years ago Arlo Guthrie did a song called
20 Alice's Restaurant; and although it was dealing
21 with something completely different, you know,
22 mainly getting out of the draft, which we shouldn't
23 talk about for the White House record, but there
24 was a line in there something about one person
25 goes in and sings a refrain that they will think he's

1 crazy and they won't take him; and if two people go
2 in, they will think they are both faggots, and they
3 won't take either one of them; and if three people
4 go in, they will think it's an organization; and
5 if 50 people go in, they will think it's a movement.
6 And that's when you are going to get something
7 done. It has to be a large enough body of people
8 that you can scare the broadcaster just a little
9 bit.

10 MR. MONAGAS: And consistently.

11 MR. MACDONALD: Or the newspaper, I think
12 it holds the same with the newspaper. If I go
13 down or you go down, there is very little we can
14 do. We can write letters to the editor, and they
15 come out as a letter to the editor; but if a
16 group of people, you know, a dozen people who are
17 pretty well organized, who will go down and say,
18 "Listen, we would like to sit down with you and
19 talk. Let's get a dialogue started." I don't
20 think you will find anyone who will say, "No,
21 we don't want to talk to you," but no one does
22 that; and the stations won't, unless they are
23 really pressured, the stations aren't going to go
24 out and try to round up the community support. They
25 are going to have to eventually. The community

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1 ascertainment studies will force them to do that,
2 to meet with responsible citizens' groups and members
3 of the public before renewal of station licenses.

4 But by then, you know, that's six months before
5 license renewal; and there is not a whole lot you
6 can do. If you start now and you build with a
7 group of people and you say, "Listen, we are having
8 a meeting, and we would like to talk to you; because
9 there are some questions we would like to ask you."
10 You know, it's a matter of getting a dialogue
11 started and making sure that it is a dialogue and
12 not where you plan on bringing the local station
13 manager in and roasting him. Get something started
14 and talk about it. Say, "These are some programs
15 we would like to see. We don't think you are
16 portraying this minority or this group. This group
17 has no representation." So, it's more a matter of
18 strength in numbers really.

19 MRS. TRAVIS: Strength in numbers, so that
20 would be the appropriate strategy at this time.

21 MR. BOARD: Greg, along that line, then,
22 do you feel the same thing applies then in getting
23 a minority person employed in a television station?

24 MR. MACDONALD: Yes, I do think so.

25 MR. MONAGAS: Oh, yes.

1 MR. MACDONALD: I think whether it's
2 programming or whether it's bias in the news or
3 whether it's minority people in decision making
4 positions, or even starting, you know, where there
5 is nothing, I think it's a matter of you have to
6 go in with some strength, you know, in numbers.

7 MR. MONAGAS: Let him know you are watching
8 him, watching what he is doing, and seeing how he
9 is maintaining that license that he has to operate
10 in the public interest. If he doesn't hear from
11 the public, he makes assumptions; and the Commission
12 goes along with the assumptions because there is
13 a protest absence.

14 MR. BOARD: I want to pursue this, but
15 someone else has a question now.

16 MR. JOHNSON (Missoula, Montana): My name
17 is Roger Johnson.

18 You mentioned this morning that the
19 FCC handles 3,200 license renewal applications per
20 year. I'm just curious, in the last year that
21 you have figures for, how many of those 3,200
22 were actually denied?

23 MR. MONAGAS: Denied or petitioned?

24 MR. JOHNSON: Denied.

25 MR. MONAGAS: Last year I would say just

1 nine, which would be the educational licenses.
2 That's all I know of that were denied for
3 discrimination. It's conceivable --

4 MR. JOHNSON: For any reason?

5 MR. MONAGAS: I don't know that number,
6 because I haven't researched it from that point
7 of view; but it is conceivable that other licenses
8 were denied for other reasons, double billing,
9 fraudulency, technical reasons, lack of licensee
10 qualification, or conviction of crime in other
11 areas. There are a lot of other reasons that
12 a license can be denied. It's quite conceivable
13 that some others were denied. I would still say
14 the number is probably not great.

15 MR. JOHNSON: Thank you.

16 MR. MURDOCK: When I had talked with you
17 this morning, and we were talking about the three
18 major networks, you had mentioned that they were
19 not licensed; but yet, you know and I would guess
20 that my experience has been also this that when
21 I have worked at television stations and those
22 I have seen operated is that one of their best
23 excuses that television stations will use is, "Well,
24 we can do nothing about it, because it comes down
25 from the network."

1 MR. MONAGAS: That's not true.

2 MR. MURDOCK: No, I know that; but that's
3 an excuse they will use.

4 MR. MONAGAS: That's because they know
5 the public doesn't know that.

6 MR. MURDOCK: So, it goes back to how does
7 the public become informed if the station is
8 reluctant to inform them about programming that
9 comes from the network? How do people then
10 address that, instead of getting out and writing
11 ABC Television, 1330 Avenue of the Americas,
12 and go through that whole act by sitting down and
13 documenting their complaint and all this?

14 MR. MONAGAS: I would propose that --

15 MR. MURDOCK: Stations continually do that.

16 MR. MONAGAS: I would propose that the
17 public get itself informed by coming to the FCC
18 via letter or phone call, and asking the FCC what
19 the hell it's all about. Send out any kind of
20 pamphlets that would be helpful. We have a lot
21 of pamphlets, various kinds, that can be sent out
22 to the public.

23 Begin to get in touch with some of
24 the known public interest groups that have an
25 interest in media and media service.

1 MR. MACDONALD: The National Citizens
2 Committee for Broadcasting is in Washington, D.C.,
3 and it's headed by Nick Johnson, who is a former
4 FCC Commissioner and raised a whole lot of hell
5 when he was on the Commission. If you want
6 information, he'll give it to you.

7 MR. MURDOCK: Is that in that ascertainment
8 survey?

9 MR. MONAGAS: No, it's not going to
10 address what you are trying to get, that is the
11 public becoming informed about this. That's
12 not a question.

13 MR. MURDOCK: Is it in the ascertainment
14 of community needs?

15 MR. MONAGAS: One step, that's only one
16 step. After that, you come back and see the
17 station --

18 MR. MURDOCK: Why can that not be broadened --

19 MR. MONAGAS: It is going to be broadened.

20 MR. MURDOCK: -- to include those things?

21 MR. MONAGAS: It is going to be broadened.
22 That's why two weeks ago the Commission just voted
23 on a notice of inquiry to change the whole
24 ascertainment procedure so that the ascertainment
25 procedure will be an on-going annual reporting and

1 an on-going annual activity within the community.

2 MR. MACDONALD: One thing about networks.

3 Now, networks and their affiliates will say, "Well,
4 we are not licensed," but the fact is that all
5 the networks own licenses.

6 MR. MONAGAS: Oh, yes.

7 MR. MACDONALD: They own and operate
8 five to seven stations each. If they want to say,
9 "Well, we are not licensed. We don't have any
10 recourse," you can always take it to the stations
11 that they do own that they have licenses for, which
12 are in all instances in major markets; and they
13 are big money makers; and they sure don't want to
14 lose them. So, there is a possibility there, too.

15 MR. MONAGAS: Each station is responsible
16 for what goes out over its air, and no matter where
17 it gets it from. Therefore, it has the right to
18 not run a network program if the licensee in that
19 area decided that that is not in the interest of
20 his community.

21 A most perfect example of that right
22 now would be the network program Hot'l Baltimore.
23 That is a network originated program that some
24 stations on the network have decided not to carry,
25 and that is a judgment that the individual licensee

1 can make in spite of his network contract.

2 MR. BOARD: We have been talking about the
3 FCC and public airways, but when we start talking
4 about women and minorities in relation to newspapers,
5 and hiring of women and of minorities as staff
6 people there, any people employed with them, I
7 think we are in a whole different ballgame; because
8 that's private enterprise.

9 MR. MACDONALD: Well, it's private enterprise
10 and really unlike broadcasting, which is licensed
11 by the federal government, there isn't any.
12 Broadcasting always ran on the open market system.
13 Now, if you have got a town that will support the
14 advertising and the subscription of two newspapers,
15 or three newspapers, or four newspapers, it would
16 go. If not, you would get one, maybe none; so
17 you don't have any real legal recourse there. You
18 do have the same kind of thing that, you know,
19 the individual has as far as the broadcaster goes,
20 and that's to organize and get a group of people,
21 and to go to the Missoulian or the Great Falls
22 Tribune or something, and sit down with these
23 people; and say, "We would like to talk to you
24 about these things." Other than that, you know,
25 you can go to advertisers; but if a paper loses an

1 advertiser, you know, that's one thing. They can go
2 out and sell that advertising somewhere else.

3 Generally, I think this is true of
4 newspapers and radio and television stations that
5 if you come in with something that's legitimate,
6 they are willing to listen.

7 MRS. TRAVIS: I don't think so --

8 MR. MACDONALD: Well, if you come in in
9 big enough numbers, you know, if you go in alone,
10 again, it's --

11 MRS. TRAVIS: Well, you see, I see what you
12 mean about this coming in in big enough numbers;
13 and this is where the problem lies; because you
14 see, I think the Indian man who asked questions,
15 you know, here and talked about how they were
16 being stereotyped and negatively in the newspaper,
17 now, what chance does he have? I have experienced
18 this myself, and I don't agree with you that you
19 can go in and talk to them; because I have gone
20 to the editors of newspapers and asked, "Why
21 don't you print my news releases?" I am given
22 some off the wall excuses, so I think that this
23 points out a real problem in the news media
24 here in Montana; because the newspapers aren't
25 responsive to minorities. I mean, they have sat

1 here and told us they were; but I know from
2 personal experience and from experiences with other
3 minorities that this is not so.

4 MR. MACDONALD: Well, I can't argue with
5 your personal experience. The only thing is that
6 it's still, it's a matter of if you go in as
7 Geraldine Travis, an individual citizen, you
8 probably have zero chance of getting listened to.
9 If you go in with five other people, you maybe
10 have two per cent chance of getting listened to.
11 It's just a matter of improving your chances.

12 There happens to be a local weekly
13 paper in the state that happens to be up near an
14 Indian Reservation that just has a policy: We don't
15 cover Indian affairs. Now, there is really nothing
16 you can, -- you know, you can go in and complain,
17 and you may get something if you go to advertisers,
18 if you go to the people advertising and say,
19 "There are 200 Indians in this area, and we trade
20 in this area; and we are not going to trade in your
21 establishment." You can boycott advertisers. That's
22 a possibility, because you will kill their profits.

23 MR. BOARD: But Greg, and the people can speak
24 for them much better than I, because I am white,
25 Anglo, and Protestant, so I'm safe, but from students

1 that I have had in classes and things of this
2 nature, the solution which you have offered here,
3 and this is what I'm trying to get for the record,
4 these are accepted standards among the white
5 Anglo-Saxon Protestants who are educated. But if I
6 were an Indian, and if I were black, and certainly
7 if I were Indian in Montana, but, again, I think
8 because of the culture situation in the state, I
9 think there is an element of fear as to what an
10 Indian may want to do.

11 MR. MACDONALD: I think that's probably true.

12 MR. BOARD: My point is, how do we, and I
13 think that this affects everybody's lives, a
14 newspaper, how can assistance be given, and I think
15 it has to be given, to the Indians to help them in
16 saying, you know, -- it was pointed out here by
17 more than one person telling the people here, you
18 are not presenting it from the Indians point of view;
19 because you don't understand. Here's where it is,
20 and I think the very fact that some Indians have come
21 here today and stated this, has been a sign of
22 courage on their part. I won't accept the idea that,
23 well, the leadership has to come from them.

24 MR. MACDONALD: You can be philosophical about
25 it, or you can be practical about it. Philosophically,

1 the input should not have to come from them.
2 Philosophically, the broadcaster or the newspaper
3 publisher should say, "Okay, we have a responsibility,
4 whether it's legal, or whether it's moral, or
5 whether it's ethical, to cover all of the issues."
6 That doesn't mean all of the Anglo issues; it
7 doesn't mean all of the safe issues; it means all
8 of the issues; but if that were true, if that worked,
9 there would be no reason for us to be here today.
10 So, we have to --

11 MR. BOARD: There is also an economic issue
12 there.

13 MR. MACDONALD: So, you have to say if, in
14 fact, we want better coverage, we want a different
15 type of coverage, an end to the stereotypes, if
16 we want some input into the media, they're not
17 doing it. Okay, they are getting what they want.
18 They are making money; and that's basically, you
19 know, they are in business to make money, to turn
20 a profit. I mean, that's just the facts of life.
21 So, if you want to effect the change there, it's
22 obviously not going to come from the people who have
23 the power. It never does. It comes from the have
24 nots.

25 The civil rights issues in the '60s are

1 the obvious parallel that you can draw here.
2 You get enough people and you march in the streets,
3 that's one way; or you go and meet with the people,
4 and it's not perfect, but you can at least get some
5 kind of input. There you have got some input at
6 least. As it sits right now, there is none.

7 MRS. TRAVIS: Well, you see, the real
8 problem I see here and the real issue is economics.
9 The reason I say this, in Montana it's so easy
10 to economically strangle a minority; and they
11 realize that. Sure, you can get a number of
12 people to go down to the television station; but
13 how many blacks or Indians in the State of Montana
14 can survive economically if the newspaper publisher
15 feels that they are a threat to him?

16 MR. MACDONALD: I don't know. I don't see how
17 you can take something away from people who don't
18 have anything.

19 MRS. TRAVIS: Well, you surely take something
20 away from them. They may have a job that's feeding
21 them, that's paying their rent, and buying them
22 clothes. Well, if you are at the bottom of the
23 ladder, and this can be taken away from you, then
24 you cannot function; because how can you survive
25 in a climate like Montana without a job to pay your

1 utilities?

2 MR. MACDONALD: It gets down to the point
3 where if 50 people go to the station, that station
4 is going to spend a whole lot of time. If they
5 decide that, well, these people are a bunch of
6 troublemakers and a bunch of rabble-rousers, you
7 know, we want to strangle them off, are they going
8 to try to go to 50 different employers and say,
9 "We think you should get rid of this person"?

10 MRS. TRAVIS: I have been told that this
11 has happened many, many times in Great Falls. This
12 is kind of a common type thing.

13 MR. MACDONALD: Well, I can see how if you
14 have one person or a couple of chronic rabble-rousers.

15 MRS. TRAVIS: No, they don't get to be
16 chronic. They get rid of them before it gets
17 chronic.

18 MR. MACDONALD: But can you do that with
19 50 people, or 30 people? You can maybe do it with
20 a few people --

21 MRS. TRAVIS: No, you don't have to do it
22 with 50. All you have to do is get one or two.
23 You know, it's just like a cow coming at you. You
24 just throw a stone at one and hit him hard enough,
25 and you've got it done. The others will move back.

1 MR. MACDONALD: The Japanese students
2 used to go through this whole thing during their
3 demonstration period where they would all wear
4 safety helmets and arm in arm march through the
5 streets. You can't stop something like that. If
6 one person would get cut off, okay, that can happen.

7 MRS. TRAVIS: What I was saying, though, is
8 with the economic situation being what it is, all
9 they have to do is get one or two people unemployed,
10 and then that automatically takes the wind out of a
11 few.

12 MR. MACDONALD: If it automatically happens,
13 then they have won. It's a matter of someone else
14 has the power, and if you want the power, what are
15 you going to do, what sacrifices are, you know,
16 whoever it is that's making the sacrifices, what
17 are you willing to sacrifice to try to improve.

18 MRS. TRAVIS: Well, you see, the sacrifice
19 would be that you have no livelihood; and that
20 would certainly mean that you would have to leave
21 the state.

22 MR. MACDONALD: Well, that's true.

23 MRS. TRAVIS: So, this is how the thing has
24 been controlled all these years.

25 MR. MACDONALD: That's certainly a possibility;

1 if you take that outlook on it and you say, "Okay,
2 there is nothing we can do, so why bother."

3 MR. BOARD: This gentleman had a question
4 here.

5 MR. LAME WOMAN (Northern Cheyenne, Montana):
6 I just want to clarify some of the things that were
7 said.

8 This is a community organization thing
9 here?

10 MR. MACDONALD: Right.

11 MR. MONAGAS: Yes.

12 MR. LAME WOMAN: To clarify my earlier
13 statements that I made here before the rest of the
14 panel members here is that I am a community
15 organizational leader. I sit on the Qua Qui
16 Board of Directors for the Native American Indian
17 Movement here. I sit on the Board of Directors
18 there. Also in the University Montana
19 Indian Club I represent my tribe; and I feel that
20 whatever I have to say as an individual Indian
21 also is the opinion of a lot of Native Americans
22 throughout this community. I feel that I can come
23 as an individual and state my opinion and they would
24 go along with it, because I represent them; and I
25 was put in the position by elected vote to do so.

1 Also, I can do it the other way around,
2 too. With my Native American Indian Movement I
3 can bring a group of 50 to 70 people and get
4 something done, also.

5 MR. MACDONALD: Yes, that's the point. If
6 you go alone, it's a lot easier to brush you off;
7 but if you go up with ten other people, it's a
8 little harder to get rid of you.

9 MR. LAME WOMAN: If they had this meeting
10 another couple days, I would.

11 MR. HESS (Missoula, Montana): My name is
12 Phillip Hess from the University of Montana,
13 Missoula.

14 One medium which is very important to
15 the people in Montana that has been totally ignored
16 during this conference, and that, of course, is
17 radio. For the record, I think we should note that
18 Qua Qui corporation produces it's own weekly
19 radio program, which is aired on KUFM in Missoula.

20 (Applause.)

21 MR. MURDOCK: Mr. MacDonald, I just wanted to
22 ask you, you are an assistant professor of
23 journalism, and this is not necessarily adversary,
24 but have you taught Indian people in your classes
25 that you are aware of?

1 MR. MACDONALD: One.

2 MR. MURDOCK: I guess what I'm trying --

3 MR. MACDONALD: You want to know about the
4 journalism school?

5 MR. MURDOCK: What I'm trying to define,
6 because this morning and throughout the day, so
7 many people have told me there is a lack of
8 qualified Indian people in the State of Montana,
9 Indian people; and I'd like to know if that's the
10 same assessment you might have.

11 MR. MACDONALD: Yes, I would say that's true;
12 and I think it's ultimately going to have to be
13 changed.

14 Now, we had one of our faculty people
15 who worked last summer at the Missoulian, did a
16 series on lawyers and the law school; and one of
17 the questions that kept coming up was, well, you
18 know, there are very few Indian lawyers. There are
19 none of them in the law school, or maybe one or
20 two; and so he came back and said, "You know, I
21 feel kind of bad. Here we went and did this, and
22 we look around, and we don't have any Indians in the
23 journalism school." If you're going to trace the
24 problem back --

25 MR. MURDOCK: You have to get to elementary

1 school and secondary school before you can get into
2 college.

3 MR. MACDONALD: That's right, and it's
4 partly a problem of recruitment; and I think it's
5 partly a problem of -- I think culturally Indians
6 don't look to journalism as a profession. Now, if
7 there were Indians in a respectable position that
8 they could say, "Wow, that looks really good, and
9 I'd like to do that," that would be just a dynamite
10 start on it. As it is right now, that's not the
11 case. The thing with this journalism school and
12 a lot of journalism schools recruitment is not
13 something that even goes on; because it's so
14 overcrowded that there just isn't any need to
15 recruit; and you kind of hope that people aren't
16 going to apply, because classes are so big anyway.

17 If, for example, the Indian cultural
18 organizations or clubs or that, would stress the
19 fact that if you are undecided, why not try this and
20 see, you know, get some input into it at the start.
21 If you get into the whole thing, the whole circular
22 economic argument, you don't have anyone in a
23 position of authority, or you are in a bad economic
24 plight you can't get out of, and so you are destined
25 to stay there, your kids stay there, and it's --

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1 MR. MURDOCK: I guess I would like to also
2 agree -- this is more for the record than anything
3 else -- with Mr. Hess, who has brought up the point
4 of radio broadcasting in the State of Montana or
5 anyplace, that the production cost in producing
6 minority programming or anything is far, far less
7 than it is in television; and it's an area which I
8 think Native American people here should explore.

9 MR. MACDONALD: Also, probably more for the
10 record than anything else, and it's in the
11 confidential reports, is we applied last fall, last
12 November for a grant from the Corporation for
13 Public Broadcasting, an organization that is
14 ostensibly supposed to be serving what is called
15 a collective minority to do Indian programming, to
16 do a study of Native Americans in our coverage area,
17 which includes all of the Flathead Indian
18 Reservation; and the Corporation for Broadcasting
19 did not feel that was a significant enough proposal
20 or a worthy enough area to be studied; so, you know,
21 you get all the way up to the hierarchy and that's,
22 you know, it stops.

23 (Workshop Session B then concluded.)
24
25

PANEL C

Where's Montana Going in the Media?

MS. PETERSON: May I have your attention, please.

We are ready for our final panel of the day, which is entitled Where's Montana Going in the Media.

Our first speaker is W. J. Brier, Dean of the School of Journalism at the University of Montana.

Dean Brier.

MR. BRIER (Missoula, Montana): I think we have been given the hardest topic in this seminar, because peering into the future is a nervous task at best.

I'm sober by the recollection that the Literary Digest picked Alf Landon to be President over Roosevelt in 1936, that Gallup picked Dewey over Truman in 1948, and that I picked George Forman over Muhammad Ali in 1974. Be that as it may, where is Montana going in the media?

I have been a student of Montana journalism for over 13 years, and I am convinced that

1 the past at least provides some clues to the future;
2 so I would like to make these points.

3 First, I foresee a sunny Montana
4 morning when the leading newspaper executives
5 announce that they are establishing a
6 Washington, D.C. bureau to give us the news and
7 the opinions we need from the nation's capital.
8 This long has been advocated by my colleague at
9 the journalism school, Professor Jerry Holloron;
10 and I look forward to the smile on his face when
11 this is announced by the lead executives. Such
12 a bureau in Washington, D.C. is desperately needed,
13 and we executives are eminently aware of this fact.
14 Certainly one has to temper the idealism of the
15 halls of academe with the realism of economics.
16 The present environmental and energy crises make
17 it absolutely manditory that we get firsthand,
18 current, precise, reliable information about how
19 our representatives are representing us and how
20 federal agency decisions are affecting us.

21 Second, I think the Montana news media
22 will continue to move actively into areas of
23 coverage that hitherto have been ignored or slighted.
24 In moments of reverie, I wish I could bring back
25 some of the old Anaconda era editors like lifetimer

1 "Lersten Egelston," and show them what some of
2 the Montana newspapers and radio, TV stations are
3 doing in the fields of environmental reporting,
4 consumer reporting, political coverage, and
5 especially criticism of authorities and the
6 establishment. I don't think they'd believe it.
7 The change since 1959 and the end of the Anaconda era
8 has been truly revolutionary, and I think this
9 change will continue.

10 Certainly, some consideration might be
11 given to expansion of coverage of Native American
12 activities in this state. I am a regular reader
13 of three Native American newspapers in Montana, and
14 my experience from that readership suggests that
15 the Native American story is not being told well by
16 the professional Montana media.

17 Third, I believe the utilization of
18 the computer in the printing industry now underway,
19 especially at the Missoulian, inevitably will lead
20 to improvements in content and communication.

21 Finally, in the area of general
22 predictions I anticipate a Montana press that is more
23 closely aware of and responsive to the needs, desires,
24 and preferences of its readers and viewers. Trying
25 to determine these needs and preferences always has

1 been a major problem, but there are some rather
2 sophisticated techniques available; and I think
3 probably Montana news media will utilize some of
4 these techniques in the future.

5 In the relationship between the press
6 and women, I would expect additional impressive
7 changes. In the past ten years we have witnessed
8 a virtual demise of the historic bias against
9 women as working journalists, and specifically as
10 general assignment reporters. As more and more
11 women obtain experience as reporters, as copy readers,
12 I am convinced that more and more eventually will
13 be named newspaper and radio and television editors.
14 That is the pattern nationwide, and I'm confident
15 it will become the pattern in Montana. I note in
16 passing that just in the past two months the
17 Associated Press has appointed two women. Bureau
18 Chiefs, and these are the first women Bureau Chiefs
19 ever appointed in the history of the Associated
20 Press in this country.

21 With racial minorities we encounter a
22 major but not insolvable difficulty. Few blacks
23 and especially few Native Americans are becoming
24 qualified to work for the news media. When they
25 do become qualified, that is, when they obtain a

1 college degree, they consistently have done very
2 well.

3 I joined the Montana faculty in 1962,
4 and if my facts are correct, only two Native
5 Americans have been graduated from the journalism
6 school in that period. One is Lorraine Edmo,
7 who is a television newscaster in Idaho; and one
8 is Gary Kimble, who is an attorney, state
9 representative, and a professor at the University
10 of Montana. Both are unusually talented young
11 people with brilliant futures. I think we need
12 more Gary Kimbles and Lorraine Edmos, and I'm
13 not sure how we are going to get them. The
14 distressing fact is that many Native Americans in
15 the journalism school do not complete their
16 BA degree, their union paper so to speak; and this
17 is frustrating and always has been frustrating to
18 us.

19 For the present, we will continue to
20 encourage them to major in journalism and help them
21 as much as we can. Meanwhile, seeking some kind
22 of innovative solution to this problem.

23 The Montana media need and want minority
24 journalists, and I can think of no other profession
25 in which Native Americans can work more constructively

1 toward the progress of their race as well as all
2 races.

3 I am basically an optimist, so I
4 visualize a Montana press that progresses steadily
5 and strives very earnestly to serve this state as
6 well as it can.

7 Thank you.

8 MS. PETERSON: Thank you, Dean Brier.

9 Now, Chris Meyers, who is a very good
10 female reporter for the Billings Gazette.

11 MS. MEYERS(Billings, Montana): I'm trying
12 to decide if that was sexist, Helen.

13 MS. PETERSON: No, it wasn't meant that way.

14 MS. MEYERS: If I could, I would like to talk
15 a little bit about evolution in the newsroom and
16 maybe work up to some of the ideas I have about
17 where journalism might be going with specific
18 reference to the Gazette.

19 About seven years ago, I began working
20 at the Gazette, and like many women at that time,
21 I began as a society reporter doing sort of part-time
22 Sunday magazine feature work. There was one female
23 reporter in the newsroom at the time, and she,
24 too, did an awful lot of feature work. That was in
25 1968.

1 To contrast that, now, in 1975, the
2 Gazette has 11 full-time reporters and five of them
3 are women with additional part-time night female
4 reporters. That is in addition to the three-woman
5 society magazine team, which speaking of society
6 and women's pages as we have today, I think it
7 might be meaningful to talk a little bit about the
8 evolution of the women's pages. No longer are they
9 strictly how to make the best dill pickle in town,
10 but they are talking about family planning and birth
11 control and changing roles in society. I have done
12 features on, for instance, a couple of people who
13 have sort of reversed traditional roles. The man is
14 staying home and taking care of the one-year old
15 child, and the woman is finishing her PhD. These
16 are the kinds of things that I am interested in
17 writing, and I think we are doing more of this on
18 the "women's pages." So, they are not so much
19 women's pages as they are sort of evolutionary change
20 pages, and I'm sort of happy to see that happen.

21 We don't have any women's news editors.
22 There is a women's magazine editor. We don't have
23 any women sports writers, but I have been told that
24 that's coming in the future; and I checked the
25 applications before I came down here; and interestingly

1 enough, there are no applications from women on the
2 sports section; so if anybody out there is a female
3 and a sports reporter, maybe we could find a place
4 for you. My boss isn't here, so I don't have to
5 answer that.

6 I think this change at the Gazette in
7 these past seven and a half years is symptomatic
8 of the national change, which is both by increasing
9 awareness and by changing legislation. The awareness
10 probably precedes the legislation since mostly male
11 editors are finally beginning to realize that all
12 women don't work six months then quit the job to
13 get married or pregnant, or pregnant and married,
14 whichever. In fact, most of the women on our
15 full-time reporting staff now would, I think, show
16 an incredible range of preferences and lifestyles
17 are now existing. Of the five women I mentioned
18 earlier, two are divorced; one is in her 30s; one
19 is just about 50. One is a sixty-some year old
20 widow. One is single, and then I'm married. This
21 might be irrelevant, except that I think it
22 proves that women whether married, single, divorced,
23 or widows are not only joining the work force in
24 great numbers, but are establishing serious and
25 professional careers in order to make them both

1 financially and psychologically independent human
2 beings.

3 Along with the physical changes in the
4 newsroom, the type of stories we now cover
5 represent a far wider range than they did in the
6 late '60s; and I think that is due to the
7 editorial realization that more activist groups
8 whether racial, ethnic, poor, low income, or old,
9 mental health, whatever it might happen to be, are
10 sprouting up in the country and in Billings, and
11 competing for both well-trained personnel, lecturers
12 and important government grants to spread their
13 word. So, we have regular coverage now of the
14 women's rights coalitions in the city, of the
15 day care centers, the rights of the young child
16 groups, of Indian and Mexican-American groups; and
17 we have done many series. I have done, I think,
18 for both of them on Mexican-American activities in
19 town, the Native American Indian, his culture, his
20 goals, his needs; and dozens of stories on the
21 Chicano culture, the Cinco de Mayo celebrations;
22 Mexican-American problems with obtaining equal right
23 status in town, things like that. It's kind of
24 a two-way street. It's an exchange, the way I look
25 at it.

1 I have mentioned increasing news awareness,
2 but just as important, the minorities are getting
3 better organized, and they are actively seeking
4 out the newspaper to cover their panels, or their
5 symposiums, or debates, whatever it might be, and
6 to help them with their problems, whether it's
7 getting enrolled in a college and getting
8 scholarships, or finding a house in a decent part
9 of town, whatever it might be. As an example of
10 that, about six months ago some Indian students
11 who had known me when I was in the education beat,
12 came into the newsroom and just walked in. It was
13 a Saturday, and I just happened to be working.
14 They said, "We have been looking for a place to
15 live for three weeks, and we can't find one. We
16 have called the renters, and we have sent in
17 deposits, and we have shown up, and you know, sorry,
18 this apartment has already been filled." So I
19 went out with them for a couple of days, and turned
20 in a story; and the editors played it very well on
21 the front page. We got a lot of reaction from that
22 story, both from prospective renters, and from
23 landlords, and from civil rights coalitions. So,
24 I think the concerns are changing on the part of
25 both the paper and the public.

1 Besides minorities, we are covering
2 low income groups through the Community Action Program
3 on a regular basis. Senior citizens and the plight
4 of the elderly, especially low income elderly, how
5 they exist on the meager Social Security payments
6 that they get. We have had series on nursing home
7 care. I have done a series that we are still
8 continuing on women who have broken into jobs that
9 might five or six years ago, or even five or six
10 months ago had been considered traditionally male
11 bastions.

12 For my vision of the future in Montana,
13 would be that we could someday get beyond the
14 tokenism and beyond the rhetoric and beyond
15 all the jargon that tends to just turn into
16 abstration ultimately and mean nothing, and that
17 people will be able to compete for jobs, and for
18 stories, and for space in the newspaper on the
19 basis of their concerns, and their needs, and
20 as far as jobs are concerned, on the basis of their
21 competency, not their color or the shape of their
22 skin. I hope this isn't naive, but I don't think
23 it's impossible that even up here in the "hitherlands"
24 this isn't too far off.

25 I think we have a responsibility as a

1 newspaper to not only mirror the needs as one of
2 the editors mentioned this morning, but to sort of
3 anticipate the changing needs and the changing
4 moods and concerns of the people. I hope that we
5 will be not the last to know, but the first to
6 find out, that we won't be fullfilling just a
7 passive role of reflecting, but an active role of
8 being an important catalyst for social change.

9 Thank you.

10 (Applause.)

11 MS. PETERSON: Thank you very much, Chris.
12 Our next panelist is Clifford Ewing,
13 who is general manager of KRTV in Great Falls.

14 Mr. Ewing.

15 MR. EWING (Great Falls, Montana): Thank you.

16 My area of responsibility this afternoon
17 is supposed to be: Are there adequate employment
18 opportunities at television stations in the
19 State of Montana for women, and in particular,
20 minority women. I fear I must take a very negative
21 attitude on this question, because employment
22 opportunities at the stations in Montana are not
23 adequate for minorities, women, white male
24 Caucasians, or graduates of our state universities.
25 We have a very low turnover rate as

1 Mary Elizabeth Stewart alluded to a short time ago.
2 The stations in Montana are small market stations,
3 and they are not expanding. I'm quite sure everyone
4 of my department heads will say, "I need at least
5 two more people in my department in order to do my
6 job adequately," but if small market stations like
7 ours in the State of Montana added two more people
8 in every department, we would be out of business.
9 The income just will not take care of it.
10 The other fact is that more than
11 one-third of our employees are engineers and
12 require specialized training and a First Class
13 Operator's License from the Federal Communications
14 Commission. The other fact is that there are almost
15 no female engineers. This is a field that the
16 ladies just have no apparent interest in. There
17 are some rays of sunshine there. We do have a
18 young lady at our station in Butte at the present
19 time that we are training. She expects to take
20 her examination for her First Class FCC license
21 sometime this year, and we expect to keep her on
22 our staff. I have always felt that females would
23 be excellent operators in the control room simply
24 because they have more coordination than most men.
25 They can push the buttons and play the switching

1 equipment like an organ, and I think they would
2 be just absolutely fantastic; but they just aren't
3 there. Many other positions in the television
4 station require specialized training or a very
5 good command of the English language.

6 One of the other problems, since we
7 are talking about the American Indian in the
8 State of Montana, is that they live on Reservations
9 a distance from the communities where the television
10 stations are located.

11 We are an equal opportunity employer.
12 I'm on record with every state employment office
13 in the State of Montana and elsewhere, and with
14 every radio school that we normally do business
15 with when we are looking for engineers, particularly.
16 When we have an opening, we say, "Send me your
17 minorities first." We do that because the federal
18 government tells us to do it, and they started
19 out years ago saying you cannot when you are trying
20 to hire a person ask him what his religion is or
21 what his nationality is; and now they say we have
22 to find out what his nationality is; and if he is
23 black, Indian, Puerto Rican, or what, we must give
24 him first preference.

25 It doesn't always work out that way.

1 If I have two people apply for a job, and one is
2 black and one is white, and the white has experience
3 and the black does not, I think any employer would
4 say I have got to go with the experience. If we
5 are in a position to create a job so that we can
6 hire that other person and train him, then we will
7 do it; and I have done that; and we have had some
8 miserable experiences with it.

9 NBC and CBS have a plan whereby local
10 stations who are willing to cooperate with them
11 can pick a minority person who is interested in
12 journalism and send him to Columbia University for
13 a one year course of training in journalism. The
14 station pays half of his way; the networks pay the
15 other half. When the year's course is completed,
16 that individual is guaranteed a full-time job at
17 the station that is sponsoring him.

18 When this first started, we spent a
19 great deal of time covering the entire State of
20 Montana trying to find an Indian who expressed
21 an interest in learning journalism. We had every
22 Indian agency assisting us, and finally we came up
23 with a person that fulfilled the qualifications
24 that Columbia had. A representative of Columbia
25 came out here and interviewed the person, and he

1 was accepted. He went back to Columbia and
2 disappeared. He never attended one course.

3 The next year, we did it again, and
4 exactly the same thing happened. The Indian went
5 back to Columbia, never attended one class,
6 disappeared in the building someplace.

7 A black airman at Malmstrom Air Force
8 Base in the middle of last year came to my office
9 one day and said that his job classification in
10 the Air Force was being eliminated, and he had
11 planned to make the Air Force his career; and they
12 were taking him out of the Air Force, not because
13 he was black, simply because; and he said, "I think
14 I am interested in television. It was their job
15 for me." It just so happened that one of our
16 training positions for studio camera and production
17 was available at that time, and I said, "Absolutely,
18 we will put you in this training program." He was
19 excited about it, and I was excited about it. I
20 said, "Now, in my annual employment report to the
21 FCC I can finally tell them that I have a minority
22 on my staff; because each year they just absolutely
23 can't understand why every television station in
24 the State of Montana doesn't have at least 50 per cent
25 of their staff American Indian."

1 MR. MONAGAS: I resent that. That is
2 absolutely not true. You are giving a very wrong
3 impression of the FCC requirement here. You are
4 absolutely mistaken.

5 Now, you can continue your diatribe,
6 and I'll listen to the rest of it to see what you
7 have to say.

8 MR. EWING: Anyway, we created this job for
9 this young black airman, and he was very interested
10 in it. He was there every day. He learned the
11 routine to our satisfaction, and we put him on a
12 part-time weekend basis to begin with, and after
13 a week of that, he disappeared. We never saw him
14 again.

15 We regularly invite American Indians
16 from Reservations in our area to come and appear
17 not only on our Today in Montana program, which is
18 telecast statewide, but our regularly scheduled
19 newscasts. We have had some very good dialogue with
20 the leaders of the various tribes. We have many
21 good friends there. Whenever they come to our
22 station for appearances on programs like this, I
23 invite them into my office so that I can interview
24 them on my continuing community ascertainment
25 queries that we do every month at our station, and

1 I asked one of the tribal leaders from the
2 Fort Benton area one day, I said, "How come there
3 is no apparent interest in broadcast from any of
4 the young people of your tribe?" This is a quote,
5 he said, "I don't know." He said, "It is quite
6 apparent to me that the only thing they are
7 interested in television is watching it."

8 So, we are a little dismayed. That's
9 true, but we haven't given up hope. The results
10 have been disappointing. Our apprentice and
11 scholarship programs have produced a limited number
12 of good staff members. As I mentioned, we are
13 training a woman as an engineer at our station in
14 Butte. An Indian we trained there two years ago
15 had to be discharged for consistently reporting
16 late to work, and the same situation happened
17 at my competition in Great Falls, at KFBB. They
18 had a very nice young lady who worked for a while,
19 and I understand that the same sort of a situation
20 arose there; and that's why she is not any longer
21 on the staff.

22 Is that correct, Ken?

23 MR. DUNHAM(Great Falls, Montana): Yes.

24 MR. EWING: The field training course is
25 probably too new to give us any real indication of

1 of its value in recruiting, but to date the results
2 have been practically zero. Training in small
3 stations is very difficult, and it requires real
4 dedication on the part of the department head.

5 Professor Hess of the University of
6 Montana has instigated several years ago a summer
7 session in cooperation with the television stations
8 in the State of Montana, and we expect to have three
9 or four more students with us again at our stations,
10 at each of our stations this summer. I see three
11 of my former students in the audience today, and
12 they are pursuing their journalism careers; and
13 at least one of them has a position to go to this
14 summer that I know of. So, we are continuing our
15 search; and we will continue to actively pursue
16 this thing. I just wish once that somebody would
17 come into my office and say, "Here I am. I can do
18 this, and I would like to go to work." Believe me,
19 we would make every effort to try and put them to
20 work; but I haven't had that experience yet with
21 the one exception that I mentioned earlier; and
22 that turned out very badly.

23 MS. PETERSON: Thank you, Mr. Ewing.

24 Mr. Monagas, I want to give you a chance
25 to respond; but first, Chris Meyers has to leave

1 and she has asked me to tell you that she will be
2 very happy to answer questions if they are short
3 enough. So, if anyone has a question or two of
4 Chris right now, would you please ask them.

5 Yes, Mr. Beck.

6 MR. BECK(Great Falls, Montana): Do you
7 think there is a real opportunity for you to reach
8 a management position or an editorship?

9 MS. MEYERS: Well, that's a question often
10 asked of me; and frankly, I feel that I can be much
11 more of an advocate and much more instrumental in
12 working with the kind of change that I think is
13 inevitable and good as a reporter; and I prefer
14 to be a reporter. As long as I am paid well for
15 being a reporter, that will be my choice. Of
16 the five women I mentioned, all of us are pretty
17 much in the same position. We are content to be
18 good reporters, and I am interested in kind of
19 reporter liberation. I would like to see the whole
20 status of reporter upgraded, too.

21 MR. BECK: Do you feel that there is a real
22 opportunity for someone, not necessarily you, who
23 is a woman, to gain a position? Would there be
24 a real fair opening?

25 MS. MEYERS: Oh, certainly.

1 MR. BECK: Would they be treated equally?

2 MS. MEYERS: I have been asked four or five
3 times if I would be interested in a desk job, and
4 there have been women editors in the past, although
5 I said that there have not except for magazine, but
6 they are nothing more than copy editors and wire
7 editors.

8 MR. BECK: Also, at the Billings Gazette
9 do you know the pay scale? Do they pay equal salaries
10 for people's positions?

11 MS. MEYERS: Absolutely.

12 MR. BECK: There is no discrimination?

13 MS. MEYERS: In fact, I make more than a
14 lot of the men right now, who have been there
15 less time than I have.

16 MS. PETERSON: Chris, I would like to ask
17 one question. Do you feel as a reporter that you
18 are free to write as you see fit; and in this area,
19 at least, you are in a decision-making position?

20 MS. MEYERS: As I see fit, well --

21 MS. PETERSON: I don't mean --

22 MS. MEYERS: I feel that I can cover any
23 story, and cover it fairly and objectively whether
24 it has to do with women's rights, or the baseball
25 game they were talking about this morning, or the

1 city council meeting; and I feel that the very
2 fact that a woman is in this position is symptomatic
3 of some kind of change and evolution, and I really
4 think it's a good sign. I don't feel any kind of
5 tokenism like "Let's send a woman."

6 MS. PETERSON: I don't think I made myself
7 quite clear. Do you feel in the way you write about
8 things that you have the right to make your own
9 decision in many areas?

10 MS. MEYERS: As much as any observer does,
11 if that's what you mean.

12 MS. PETERSON: Yes.

13 MS. MEYERS: I guess there is a difference
14 between being objective and being fair and none
15 of us is entirely objective. We all have biases,
16 and prejudices, and ideas, and goals, and
17 philosophies; but I do feel that I have, you know,
18 knowing me as they do, and knowing the interest
19 they know that I have, the editors still feel that
20 they can send me out to do a story, that I will
21 do a competent job, a fair job, and that I won't
22 promote my interests except in an editorial; and
23 then they always make certain that they explain
24 that it is an editorial.

25 So, I think the answer would be, yes.

1 Geraldine, did you want to ask something?

2 MRS. TRAVIS: Yes, I want to follow up on
3 Helen's question; because I have had personal
4 conversations with female reporters from a number
5 of newspapers here in Montana, just off the record
6 conversations. And she, you know, asked if you
7 felt free to write. What I would like to know is
8 if you take it upon yourself to write a story, will
9 the newspaper always publish it?

10 MS. MEYERS: I can honestly say that I have
11 never turned in a story that they have tossed back
12 and said, "The story stinks," or "We can't use this."
13 Maybe I have just been lucky, but I do contract
14 a lot --

15 MRS. TRAVIS: Have they edited it very
16 much?

17 MS. MEYERS: No. Well, do you remember the
18 story, in fact, you remember the story I did on you
19 when you came to town?

20 MRS. TRAVIS: Yes.

21 MS. MEYERS: The whole women's lib thing
22 was sort of at a height then, and I remember one
23 of the main things we talked about was that you
24 weren't just interested in burning bras and all
25 the stereotypical things that people thought the

1 women's rights movement was interested in; and they
2 gave that story marvelous play on the section front,
3 and it had a big eight-column banner headline and
4 everything. They thought it was great, because I
5 think I had written it so it would be interesting
6 to people whether they were interested in feminism
7 in particular, or that it might just be a well read
8 story.

9 MRS. TRAVIS: Do you know of any instances
10 where stories have not been published?

11 MS. MEYERS: I personally don't, Geraldine.
12 As I said, I have had a pretty contented existence
13 there, because I have had to argue in certain points;
14 but I have always argued fairly well and come out
15 all right.

16 MRS. TRAVIS: Thank you.

17 MS. PETERSON: You had a question?

18 MS. BROWN (Bozeman, Montana): Yes, it had
19 something to do with something you were talking
20 about before.

21 Given the economic vested interest
22 behind the media, whether in television, newspapers,
23 or whatever, I am interested in how difficult or
24 what limits you feel this puts on editorial policy,
25 or really what you can write about or positions a

1 paper could take. In other words, what are the
2 economic and central controls that really perhaps
3 inhibit debate on really political issues, or
4 would really work at changing the images of the
5 passive dumb female or the inept drunken minority
6 figure or whatever?

7 MS. MEYERS: You are interested in what
8 controls there might be or what there might be
9 to offset this?

10 MS. BROWN: Yes, it's my feeling that there
11 are obviously in your advertising or whatever, some
12 people would just cut off from the paper if you
13 weren't too far; and the same thing on the -- it's
14 a question that could be directed to TV, too. Someone
15 selling a certain product is not going to want,
16 perhaps, to sponsor a program that goes a little
17 too far. That's the kind of control I'm talking
18 about, the economic one.

19 MS. MEYERS: I understand what you are
20 saying. I don't experience that kind of frustration
21 in the newspaper room, because I have great liberty
22 to do the kind of stories I want. If they are
23 well written, they will appear in the paper. I
24 can be assured of that.

25 The advertisers, on the other hand,

1 that's a whole different ballgame, and you would
2 have to talk to some of them; but they are more
3 selective. They do have certain screening procedures
4 that I am not familiar with, and maybe that gets
5 back to what we were talking about in the workshop
6 earlier about perpetuating the role of the woman
7 as, you know, the chambermaid and this sort of sex
8 statusism.

9 In my job, if people come in to me with
10 a story and it's something they think they want known,
11 and if I write that story competently, and I think
12 this would be true of any reporter, the desk will
13 give it a fair shot without any fear of reprisal,
14 or repercussion, or what are the readers going to
15 say, and so on. Maybe you might be interested in
16 going and spending an afternoon and talking with
17 some of the advertisers; because they have a much
18 different idea of images and of social change; and
19 I think are much more controlled by whether people
20 will like what they see than the news-media is;
21 because people don't pay for stories; but they do
22 pay for ads.

23 I'm afraid I'm going to have to go.

24 MS. PETERSON: Thank you so much, Chris.

25 Mr. Monagas, would you like to respond

1 now, or should we finish our panel first?

2 MR. MONAGAS: I'll leave it up to you.

3 MS. PETERSON: Respond now then.

4 MR. MONAGAS: This won't be a response to
5 all of the remarks that the licensee made, but
6 this will be particularly a statement of clarification
7 of the Equal Employment Opportunity Rules and the
8 affirmative action required on the part of the
9 licensee.

10 I gather that the licensee appears to
11 be confused about our rules and requirements, and
12 I suggest that he either get in touch with me or
13 have his counsel get in touch with me so that there
14 is absolute clarification of the rules.

15 The statement that he made in regards
16 to: If he could hire a minority, so therefore,
17 his report would then show that he has at least
18 50 per cent of his work force made up of minorities
19 would bring great satisfaction to the Commission, is
20 not the requirement or interpretation of the
21 affirmative action. The requirement is that according
22 to the work force that he has full time, and
23 according to the population of his minority
24 community and his SMSA, we ask the question when
25 he shows no minorities employed on the annual

1 employment report for a period of two years as he
2 comes into license renewal to tell us why there are
3 no minorities employed. His response can be one that
4 sets out all of the facts. That he has had no
5 job turnover; if he's had no job turnover, obviously,
6 he cannot hire minorities in that period; and there
7 is no requirement in the affirmative action rules
8 that requires you to hire a person over and beyond
9 your absolute need so that you get into an economic
10 bind by creating a job.

11 Secondly, if the minority population
12 within his SMSA in the area he serves, is a certain
13 percentage of the total population that he serves,
14 be it 3 per cent, 7 per cent, 15 per cent, or what
15 have you, the requirement there is not to have that
16 comparable amount of minority employees within his
17 work force, but something within what is known as
18 the zone of reasonableness out of a court case I
19 hope he is familiar with called Chuck Stone vs. FCC.

20 The ruling in that case against the
21 licensee was that if a licensee employed minorities
22 in some reasonable proportion to their percentage
23 within the population of the area served, then
24 the licensee has shown compliance to the affirmative
25 action.

1 I just want to make a clarification
2 of the rules and not get into an argument with the
3 licensee; but if there is any question as to what
4 our rules mean, I suggest that he get in touch with
5 us at the FCC, either that or have his counsel
6 get in touch with us so that there is that kind
7 of clarification.

8 What particularly annoyed me is the
9 misinterpretation of the rule and presentation of
10 that to the public as well as to this panel. I
11 think all we need is facts that deal with facts
12 only and not with what is assumption.

13 Thank you.

14 MS. PETERSON: Thank you, Mr. Monagas.

15 (Applause.)

16 MR. EWING: May I say something?

17 MS. PETERSON: Certainly.

18 MR. EWING: Mr. Monagas, I think you
19 misunderstood me. At least, I hope you did anyway,
20 and far be it from me to get into a debate with
21 the office of the general counsel.

22 You stated the rules precisely, and
23 you know them better than I do I'm sure. What I
24 was saying, at least what I was attempting to
25 say, was that when the employment reports, when

1 we first started having to fill them out you
2 recall, the feedback came back to us through our
3 counsel to the effect that they couldn't understand
4 why, because a certain percentage of our population
5 was American Indian, that we did not have any
6 American Indians on our staff. My own statement was,
7 the way I reacted, you know, I said, "I think they
8 think we should have at least 50 per cent
9 American Indian on our staff, and we can't even
10 get one."

11 I'm sorry I aroused you. I am aware
12 of the rules, and we do make every attempt to find
13 these people as I have stated, although we have
14 been very unsuccessful so far.

15 MR. MONAGAS: Well, fine. I mean, it's
16 a closed issue as far as I'm concerned. Let me
17 only suggest to you as Chairman Wiley has indicated
18 that a licensee has the right to get in touch with
19 Commission staff as well.

20 MR. EWING: Right.

21 MR. MONAGAS: He does not necessarily have
22 to wait for his counsel to do it or be bound to
23 his counsel that says don't get in touch with the
24 FCC about these things at all. If a licensee has
25 a simple question that he wants clarification on,

1 he's perfectly entitled to call up the FCC and
2 deal directly --

3 MR. EWING: And I have done that.

4 MR. MONAGAS: Oh, very good.

5 MR. EWING: We appreciate your help.

6 MR. BOARD: Madame Chairperson.

7 MS. PETERSON: Mr. Board, we have one more
8 panelist.

9 MR. BOARD: Well, I would like to, if I
10 could since everyone is baring souls and making
11 clarification I think we need to make a
12 clarification so that perhaps the next panelist
13 unlike the other panelists wouldn't approach it
14 with perhaps fear.

15 In a previous panel the statement was
16 made, and I hope I am correct in this, or the
17 assumption was made that the compilation of the
18 blue books which the committee members have was
19 compiled by a person who was not a journalist and
20 that the material contained in this confidential
21 information was slanted. I think for the audience's
22 information, I have learned that the person who
23 compiled it is a trained journalist, that the person
24 who compiled it has also had five years of
25 actual journalism experience.

1 I think it needs to be pointed out, too,
2 that the purpose of gathering the information was
3 not as in journalism to publish it as a journalist
4 would gather news for public consumption. I would
5 also want to point out to the members of the
6 audience that this information was given to the
7 panel members simply, as I understand it, as a
8 committee member, as simply a guideline and that
9 none of the questions -- we are not bound to ask
10 any of the questions which have been suggested.
11 The questions which have been asked by me personally
12 have been questions which may have been prompted
13 by the material which I have seen, but not
14 restricted to them. I think that we have to
15 recognize that the nature of the conference deals
16 with an explosive subject and that subject is the
17 business of civil rights. Thus, when a person
18 perhaps has it pointed out to them that maybe there
19 is an area that has not been totally treated, you
20 might be perceived as a threat to them; and
21 consequently, people's tempers may fly.

22 Also, I think that the committee members
23 should know that whoever it was who revealed for
24 the purpose of the committee the confidential report
25 is subject to criminal prosecution for having done so.

1 That's all I have to say. So, I mean,
2 any questions which I ask of any of the people who
3 are going to speak or have spoke, I have the
4 integrity that no one is going to tell me what I
5 am going to say at any time or place; and I would
6 hope that counsel, if I get off on a tangent where
7 I might incriminate myself, would tell me that I
8 better shut up.

9 MRS. TRAVIS: I would have something I
10 would like to say, also.

11 I would like to know if the person
12 who saw the blue confidential book would be willing
13 to state and give the person's name.

14 MR. MACDONALD: I would gladly do it. I'm
15 the person who found the book; and actually, no one
16 revealed it to me. I asked three members of the
17 panel last night if I could see simply what was
18 written in the book about myself, because I
19 wanted to find out if it was accurate and clear;
20 and while it was very flattering, unfortunately, it
21 was not true.

22 The blue book stated that I was
23 instrumental in obtaining a grant from the
24 cooperation, rather than corporation, for Public
25 Broadcasting to do a study of the Flathead Indian

1 Reservation. I would very much like it that that
2 had come about; but unfortunately, we did not
3 receive the grant. I think it's important that
4 that be established.

5 Now, as to who revealed the book, no
6 one revealed the book. In fact, I picked it up off
7 the table when it was left behind, and I haven't
8 any idea whose book it was.

9 MR. BIGHORN: Can you tell us where the
10 table was?

11 MR. MACDONALD: The table was in the lounge
12 back at the Holiday Inn, so I'm the guilty cohort.
13 If I'm suspect or subject to prosecution, I don't
14 know if that's the case; but the point being there
15 was this mysterious confidential report, which it
16 seemed to me, especially after seeing it and
17 seeing what was printed, at least the members of
18 this panel, of all the panels and the workshops
19 should have been granted the opportunity to take
20 a look at that; because Ms. Van Valkenburg stated
21 that information she saw was not accurate.
22 Ms. Bloom stated that information that was attributed
23 to her was not accurate, and information concerning
24 me, although I wish it were accurate, is not. So, I
25 think that was the main point, because we are dealing

1 with something that -- this is a conference; the
2 report is going to be an official report; and it's
3 important that that information be as specific
4 and as accurate as possible. So, I think that's
5 the reason that I myself was interested in the
6 report, aside from the mere curiosity. When you
7 stamp confidential on something, it makes it all the
8 more fun to look at.

9 MR. LEVIS (Denver, Colorado): Could I just
10 make one clarification. The only clarification
11 I want to make is first of all, the information
12 was provided for the committee based on the
13 interviews we did. The reason for the court
14 reporter today is so that we get an accurate record.
15 There was some criticism earlier that this was
16 a hearing type situation. It's not meant to be
17 that way. The reason the court reporter is here
18 is to make sure that every word is copied so that
19 we have an accurate record so that when the
20 report is written, we will have the right
21 information.

22 The report which you looked at last
23 night, the copy, whatever you want to call it,
24 the blue book was not the report. It was just
25 information. It was a briefing book for the

1 committee. The final report, which will be
2 distributed to everyone who has attended this
3 conference is based on information provided at this
4 conference, plus interviews, plus letters that will
5 be sent to some of the members who have testified
6 today as far as clarification. Everything will be
7 double checked before it's released to the public,
8 and that is the reason for the court reporter, for
9 the interviews, and also the conference today.

10 MR. MACDONALD: I appreciate that, and I
11 think it's a fine idea. I appreciate the fact that
12 there is a court reporter, and I think that only
13 points out the need to have accurate information
14 at the beginning. What good is it to start out with
15 a report that it is not accurate, and that to quiz
16 people on specific subjects dealing with employment,
17 dealing with minority opportunities, if you don't
18 have the facts correct in the first place; and I
19 think this is something that just discussing with
20 several members of the committee they were concerned
21 about, also.

22 MS. PETERSON: This whole procedure is very
23 much out of order and very unfair to our final
24 panelist, and I'm going to call on Barbara Mittal
25 right now. Once the panel is completed, any comments

1 anybody wants to make will be welcomed. We will be
2 happy to sit and listen to them.

3 MS. MITTAL (Great Falls, Montana): Thank you.
4 Recently one of the desk printers at the Tribune
5 stopped to talk to me; and he said, "I see you are
6 in women's lib now." I didn't quite know what to
7 think, because he often tells some pretty sick jokes;
8 but he said, "That's okay. I'm a union man, and
9 I believe in equal pay for equal work." In fact,
10 it was his union, The International Typographical
11 Union, that was a leader in equal pay for women.
12 The ITU has negotiated equal pay and conditions
13 since 1885. It's taken some unions a long time to
14 accept that policy, but they are all caught in the
15 momentum now.

16 The Newspaper Guild introduced the
17 resolution supporting the Equal Rights Amendment
18 that was adopted by the AFL-CIO, and has been
19 created with the ratification of the ERA in several
20 states.

21 The Great Falls Newspaper Guild, of
22 which I am a member, has recognized men and women
23 as equals since it was chartered in 1936. Men and
24 women organized the Guild, they went to the bargaining
25 table together, and negotiated a contract with the

1 employer that recognized them as equals within
2 broadcasting job classifications, broke them down
3 only by experience rating.

4 One of the benefits that have been
5 achieved more recently, but has been in effect
6 for several years in Great Falls, is the six months
7 maternity leave that assures a woman of her previous
8 job at her pay scale when she returns to work.

9 Last fall I met a woman who had worked for
10 Time Life back when Henry Luce was in charge and
11 was working under a Guild contract. She credited
12 maternity leave with her ability to achieve success
13 in her career, because she was allowed this leave
14 to have three children. She was able to return
15 to her job and also have a family. This allowed
16 her an upward mobility in her career, and at the
17 time I met her she was receiving a national award
18 for her success as a journalist.

19 Similarly, a reporter at the Great Falls
20 Tribune took six months maternity leave, returned
21 to her job as general assignment reporter at her
22 same pay level, and within a few months, about
23 six, I think, she was city hall reporter. If she
24 had had to go to, say, another job, she would have
25 had to start all over.

1 The value of a Guild is not only to
2 contract wages and benefits, but in enforcing them.
3 If any employee is not treated fairly, organized
4 action has greater impact than one small voice
5 crying out. And the Guild contract goes far
6 beyond federal guidelines; and this allows sex,
7 race, creed, religion, color, marital and
8 parental status, national origin, and political
9 belief or activity, as hiring criteria.

10 The news media have done such a good
11 job in telling people about equal employment that
12 there are about 100,000 cases awaiting EEOC action,
13 and this could take more than four years to settle,
14 to complete. So Guilds are working from the grass
15 roots by bringing their local organized weight to
16 bear through collective bargaining to insure
17 equality of their own members.

18 Unions are aware that they as well as
19 the employer can be sued for discriminatory practices.
20 Management and unions are in this together. Some
21 of the best newspapers in the country, with some
22 of the best contracts have been sued for discriminatory
23 practices. These include The New York Times,
24 Washington Post, San Francisco Chronicle and Examiner,
25 and Seattle Post Intelligencer.

1 Dean Brier mentioned two women who have
2 been appointed Bureau Chiefs with the Associated
3 Press. This came after action was filed against
4 the AP, and it could happen in Montana, too.

5 Unions can take action on behalf of
6 potential members also. The New York Guild
7 recently helped win three jobs for Puerto Rican
8 women who had taken tests for an advertised job,
9 and their scores didn't differ greatly from those of
10 18 Caucasian women who were hired. An arbitrator
11 found the New York Times guilty of discriminating
12 in its hiring.

13 Now, some labor department literature
14 encourages women and minorities to enter apprenticeship
15 which provides on-the-job training and pretty much
16 assurance of a job. However, the outlook for
17 employment in many newspaper crafts is grim.
18 Computers are becoming widely used in Montana as
19 elsewhere in the country, and there are large
20 reductions in craft union staffs; and unions are
21 now training fewer apprentices, because there are
22 no prospective jobs for them.

23 So, where do people get training so
24 they can get into the field? I think that high
25 school journalism programs are the most important.

1 Some high school journalism programs suffer because
2 the teacher is just thrown into it with no interest
3 at all. The Montana Interscholastic Editorial
4 Association has been high school journalism's best
5 friend; but I think that unions, publishers,
6 broadcasters, and professional journalism
7 organizations should work together to help improve
8 high school journalism.

9 People from the Tribune speak to
10 high school journalists in Great Falls every year,
11 and I'm sure they do in all the other major cities
12 in the state; but what about the people in places
13 like Sula and Chinook, Brady, Valier? These are
14 places where some of the Great Falls Tribune
15 staff members came from. They want to get into
16 the business, too. And what about the high schools
17 on the Indian Reservations? I think there should
18 be special emphasis put on journalism in those
19 high schools so that Indian students will become
20 interested in the field and want to enter.

21 Equal pay for equal work is a simplistic
22 look at the employment situation. It goes far
23 beyond that, and it will take educators to guide
24 women and minorities into journalism; employers
25 to place women and minorities into jobs; and it will

1 take unions to help assure those employees of
2 fair treatment as individuals.

3 (Applause.)

4 MS. PETERSON: Now, the floor is open for
5 questions if you want to ask them.

6 I'm going to make one request. It's
7 5:30, our staff has to catch a plane; so I am going
8 to ask you not to make statements but simply to
9 ask questions if you please. You will have a
10 chance to make statements later on.

11 MR. MURDOCK (Duluth, Minnesota): Mr. Ewing,
12 could you explain to me in more detail your
13 recruitment policies and procedures, the training
14 programs you have, and again, perhaps for my own
15 benefit, why you have no Indian people on your
16 staff.

17 MR. EWING: Every year the Montana Television
18 Network awards two scholarships, one at the
19 film television department at Montana State
20 University, and one here at the University of
21 Montana television department. Those two
22 scholarship recipients have the opportunity to
23 work at any one of our MTN stations in the state
24 for the entire summer. The people who get these
25 scholarships have finished their junior year and

1 will be going on to their senior year after spending
2 the summer with us.

3 We also hire a news intern from the
4 school of journalism here, somebody who feels he
5 wants some experience in the electronic news media.

6 The other regular training program that
7 we have is a part-time camera production position
8 that we have at all of our stations, and this
9 generally is a high school senior who feels he has
10 an interest in television, and we give him the
11 opportunity to learn something about the business;
12 and then he is able to determine whether he
13 wants to continue with it. We have been pleased
14 in many instances that these young people have gone
15 on to either the film-television department at
16 Bozeman or the television school here at the
17 university.

18 That's the extent of our regular training
19 program; and as I stated earlier, it's in addition
20 to the one month long university course that
21 students sign up for and get credit for from the
22 university here that we are going into -- what is
23 it now, the fourth year, Phil?

24 MR. HESS (Missoula, Montana): Fourth year
25 this summer.

1 MR. EWING: But that's the extent of it
2 right now, and we just can't handle more as I
3 stated earlier; because we just don't have the
4 wherewithal to have a whole flock of people in
5 our facility and try to train them.

6 Does that answer your question?

7 MR. MURDOCK: I have just an additional
8 part on it as to why you have no Indian people on
9 your staff in any department.

10 MR. EWING: I discovered after we started
11 having to file this employment report with the FCC,
12 in going around and inquiring of my staff if any
13 of them were a member of a minority group, and
14 I discovered that I had a person in my film and
15 delivery department that had a quarter per cent of
16 -- I don't even remember what tribe; but the reason,
17 as I stated earlier, is that when we have an opening
18 and we go to the schools or go to the employment
19 offices and say send us your minority group, I have
20 never had an Indian applicant. Never.

21 MS. PETERSON: Are there any other questions?

22 MR. VAN VALKENBURG (Missoula, Montana): My
23 name is Fred Van Valkenburg. I am an attorney from
24 Missoula. I would like to direct my question to
25 Mr. Board.

1 Mr. Board, I would like to ask you to
2 explain what your concept of civil rights is in
3 relationship to the right of free speech, the
4 right of freedom of press, the right of freedom
5 of association in light of your statement that
6 people should be subject to criminal prosecution
7 for disseminating confidential reports of your
8 committee, and how you expect we as the citizens
9 of Montana to believe that you have a real sincere
10 valid interest in individual civil rights when you
11 throw around words like criminal prosecution.

12 MR. LEVIS: Madame Chairperson, could I
13 just explain what the law says, and then Mr. Board
14 can answer that as far as --

15 MS. PETERSON: Yes, briefly; but try to keep
16 it short.

17 MR. LEVIS: The law pertains to employees
18 of the federal government. It does not pertain
19 to anyone else as far as the release of material
20 that is exempted from public disclosure under the
21 Freedom of Information Act, which is for your
22 information 5 U.S.C. 552. The law only pertains
23 to federal employees. It does not pertain to
24 anyone else as far as confidential material.

25 MR. VAN VALKENBURG: Now, would Mr. Board

1 please respond to my question.

2 MR. BOARD: All I meant is that when I
3 received this and it has this part that says
4 confidential and that "Any Commission officer or
5 employee, including State Advisory Committee
6 members who release or abuse such confidential
7 information is subject to criminal prosecution and
8 will be removed from office" then it has the number
9 here U.S.C. 1905; and what I attempted to say that
10 if someone deliberately who had read this, who was
11 a committee member, passed this out, they were
12 responsible, not the person who read it.

13 MR. VAN VALKENBURG: Is it your opinion
14 then that just because it was distributed to someone
15 that they should be prosecuted? Is that the way
16 your mind works? That's what I'm trying to get
17 at.

18 MR. LEVIS: I don't think this is a trial
19 either from our side or their side.

20 MS. PETERSON: No, I don't think so; and
21 I'm just going to tell you I am going to have a little
22 bit to say about this in my closing remarks as a
23 person who is in the middle and has probably been
24 criticized by everyone today. I'm not a bit mad
25 about it, and I wish the rest of you would not be

1 angry.

2 MR. VAN VALKENBURG: Are you ruling this
3 question then out of order?

4 MS. PETERSON: Well, I think it is not
5 within the scope of this conference. It has come
6 up at the conference, but we are really talking
7 about --

8 MR. VAN VALKENBURG: We are talking about
9 civil rights, human rights, and I want to know if
10 that's the way he thinks, and if we as Montana
11 citizens should have him on this Advisory Committee
12 when he thinks that people should -- if he does
13 in fact think that -- that people should be
14 prosecuted simply because there is a law there.

15 MR. LEVIS: Madame Chairperson, I think
16 Mr. Van Valkenburg can discuss this with Mr. Board
17 after the meeting.

18 MS. PETERSON: I'm inclined to agree, and
19 I feel that this whole discussion is out of order
20 at this point.

21 Are there any further questions?

22 MS. BABBY(Billings, Montana): I'm Bert Babby,
23 and I'm from Billings, Montana. I would like to
24 direct this question to Mr. Ewing.

25 I would like to know if you would like to

1 have Indian employees in your organization? I
2 say this because I have worked 21 years, 7 with
3 the government, 7 with the State of California,
4 and 7 in private industry. I have had approximately
5 15 jobs. At every job interview -- I am Indian --
6 I have been cautioned as to what would happen to
7 me if I was tardy, missed work because of drunkenness,
8 all of these things that Indians supposedly do.

9 MS. PETERSON: Would you please assign
10 yourself to a question rather than a statement.

11 MS. BABBY: This has been mentioned at
12 practically every session today, and every job I
13 have had these questions come up. They still exist
14 where I work. This is the general feeling of
15 the employers, and I have seen that it becomes a
16 pattern of some of the employees, because the
17 employers feel this way; and I really wonder if you
18 want Indian employees.

19 MR. EWING: If I had a job position and
20 an applicant was an Indian and he was qualified for
21 the position, I certainly would hire him. To my
22 recollection, and I hope one of my employees who
23 is in the audience will back me on this, I don't
24 think I have ever stated to any person that I have
25 ever hired that you are going to be out on your ear

1 if you ever report to work late or come to work
2 drunk. This is something that I assume the
3 individual knows himself. I explain company
4 benefits, policies, and that's it.

5 MS. BABBY: Well, you seem to feel it
6 necessary to tell us about the two incidents of
7 the Indians going off to college. I don't know
8 what the relevance was.

9 MS. PETERSON: Please, confine yourself to
10 questions rather than statements. We have no
11 time. You may make a written statement to this
12 committee, and I'll tell you how in just a minute.

13 Is there anyone else who has a question
14 rather than a statement?

15 MR. DUNHAM(Great Falls, Montana): I am
16 Ken Dunham, the news director of Channel 5 KFBB
17 television in Great Falls. I have a question for
18 the staff members of the Civil Rights Commission.

19 It appears that this matter of the
20 reports, the confidential reports, would not have
21 come up, and no one in the audience would have
22 known about these reports had not one been left
23 on the desk by mistake. Several of us who were
24 interviewed by the Civil Rights Commission prior
25 to this conference are concerned that statements

1 we made may not be all that accurate either. People
2 today have expressed a concern that statements
3 they made were not reported accurately. Will those
4 of us who gave interviews to the Civil Rights
5 Commission prior to this conference have an
6 opportunity to see our statements before you
7 compile those in any finalized report?

8 MR. LEVIS: Under the Freedom of Information
9 Act, Madame Chairperson and Mr. Dunham and everyone
10 else in the audience, any person under the
11 Freedom of Information Act has a right to see any
12 public documents. If anyone writes requesting the
13 information in writing concerning their interview,
14 we will send that interview to them.

15 MR. DUNHAM: Thank you.

16 MR. LEVIS: We just request that you send
17 us a letter. It would make things a lot easier.

18 MR. DUNHAM: I will.

19 MS. WALLWORK (Missoula, Montana): My name
20 is Susan Wallwork. I am from Missoula.

21 Before I ask the question, I would
22 like to make a very brief but strong comment --
23 protest, if you will, about the second panel, which
24 was to address the topic of news from a woman's
25 standpoint. It did not really fully address itself

1 to that topic, and I wonder myself what that was
2 supposed to mean anyway.

3 Some comments were made on the panel,
4 which raised some serious questions and points.
5 It is unfortunate there was not enough time to
6 challenge or explore them any further.

7 I'm curious, will your final reports
8 be the end of this, or will there be any further
9 study of the issues raised and of the Montana
10 situation?

11 MS. PETERSON: Well, perhaps this is the
12 best time for me to say, and for those of you
13 who want some more input, take out your pens and
14 write down some addresses. We realize this that
15 our time has been far too limited.

16 Anyone who wishes to make any further
17 statements or comments is asked to send these
18 statements or comments to: The Denver Regional
19 Office, United States Commission on Civil Rights,
20 1726 Champa Street, Suite 216, Denver, Colorado,
21 80203.

22 Now, do you want me to repeat that so
23 that everyone who wants it, has it.

24 MR. LEVIS: Madame Chairperson, just for
25 the record it's 80202, for whatever that means.

1 MS. PETERSON: I think probably either
2 one would get to you. And if you don't get this,
3 you may call me in Helena.

4 Any further questions?

5 (No response.)

6 MS. PETERSON: If not, I have one short
7 final statement..

8 We have had a good many criticisms from
9 a good many people today, and I think that's
10 healthy. I think that people in every segment of
11 this audience have been critical of some things
12 that happened this afternoon, and I think we
13 wouldn't have had a successful conference if
14 this hadn't happened. Some of the criticism may
15 be justified, and some of it may not.

16 As a former newspaperwoman, I certainly
17 feel very strongly about the importance of
18 freedom of speech and freedom of information, and
19 I do want to say that perhaps the only serious
20 mistake that the Denver staff made was in stamping
21 confidential on the outside of the blue books,
22 because there is nothing like that word "confidential"
23 to get newspaper people excited and get them to
24 want to see what's inside.

25 Now, I want very much to thank all of

1 the panelists and all of our speakers, and I'm not
2 going to take the time to name them all now; but
3 a very special thanks to Dean Brier and the other
4 faculty members of the University of Montana, and
5 to the journalism school. We really appreciate your
6 help, and to the faithful five of the Montana
7 State Advisory Committee, and also to our Denver
8 Regional Staff, whose members are very often in the
9 middle, because believe me all of these SAC members
10 have minds of their own as I think perhaps you have
11 realized today. And just a very, very special
12 thank you to Norma Jones who has worked awfully hard
13 on this conference. Thank you a lot, Norma. Maybe
14 this was too much to try in one day. I'm not sure.
15 And maybe a good many of you didn't get an opportunity
16 to say what you wanted to say, but when it's all
17 boiled down and put in a report, I think that we
18 are going to find out that we have learned quite
19 a lot.

20 I am convinced that the Montana media
21 is going the right direction based, as I said this
22 morning and as Dean Brier said much better this
23 afternoon, on the changes that have taken place in
24 the Montana news media in the last few years. I am
25 equally convinced pretty much as a result of this

1 conference that greater efforts should and must
2 be made to attract minority youth to and to train
3 them for careers in journalism.

4 We have had our disagreements today
5 and our confrontations, and from these things we
6 grow.

7 Thank you very much.

8 (Applause.)

9 (The conference then concluded.)

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1 REPORTER'S CERTIFICATE

2
3 STATE OF IDAHO)
4) ss.
5 County of Ada)

6 I, MARY J. MERKLING, CSR, Court Reporter,
7 hereby certify:

8 That the foregoing Reporter's Transcript,
9 consisting of pages numbered 1 to 311, inclusive,
10 contains a full, true, and accurate record of the
11 proceedings had in the above and foregoing
12 cause which was heard at the University of Montana,
13 Missoula, Montana, commencing on April 12, 1975.

14 IN WITNESS WHEREOF, I have hereunto set
15 my hand this 12th day of May, 1975.

16
17 Mary J. Merklings
18 MARY J. MERKLING