

AN ANALYSIS OF THE ADMINISTRATION OF
EDUCATIONAL TELEVISION IN INSTITUTIONS
OF HIGHER EDUCATION

Thesis for the Degree of Ed. D.

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James B. Tintera

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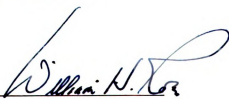
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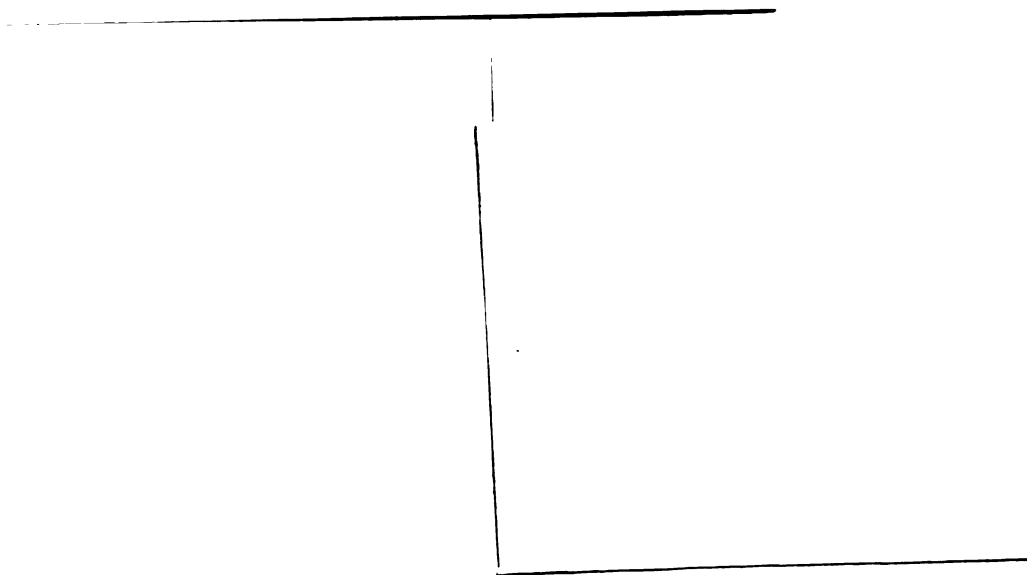
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By

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AN ABSTRACT

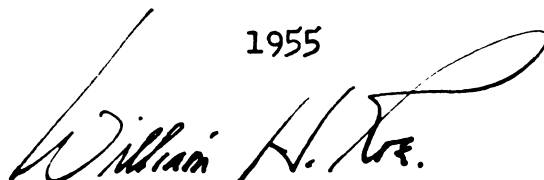
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Approved

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James B. Tintera

An Abstract

The purpose of this dissertation is to: (1) study the organization of educational television in institutions of higher education; (2) relate the administrative pattern to the effective utilization of television by the institutions; (3) identify, analyze, and evaluate factors of administrative operation of educational television activities; and (4) determine factors which encourage or retard the development of educational television in colleges and universities.

To accomplish these purposes a quantitative and evaluative study of the administration of television activities was conducted with 186 institutions of higher education having television facilities and with the eight institutions operating television stations. Data was collected by means of a survey questionnaire, a structured interview with the station managers, direct observation, and an interview with the next highest administrative authority above the station managers.

The development of educational television is a slow process with institutions conducting this development in five consecutive stages, any one of which may be a termination stage. These are: (1) beginning interest in

programming via local stations; (2) the purchase of film equipment to enlarge programming; (3) the installation and operation of a television studio for rehearsal and experimentation; (4) a link of the studio with a local transmitter to broadcast on-campus programs; and (5) the operation of a television station.

Most institutions (97) are found in stages 2 and 3 with only a few (8) in stage 5. At the present time there is no clearly identified movement on the part of institutions of higher education to establish educational television stations.

The major recommendations of this study are: (1) closer involvement of the community in the television programming by colleges and universities; (2) administrative placement of the television activity directly under the Office of the President of the institution; (3) the identification of the television program staff with the academic areas of the institution; (4) the utilization of students as television production and program personnel for purposes of economy, broadening the experiences of the students, and expanding the scope of the creative effort applied to the productions; (5) the creation of academic departments or divisions devoted to the preparation of personnel on a graduate level to assume positions of responsibility in educational television; (6) colleges and universities should assume greater responsibility in the continued experimentation and

investigation into the utilization of television in education; and (7) continued research into the improvement of the general standards of the television industry, the effectiveness of television as a mass media of communication to interpret the university to the public, and the use of television equipment as an audio-visual aid in education.

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CHAPTER I

INTRODUCTION

During the past ten years, educators have been developing the theme that the utilization of television as a method of bringing the activities of the institutions of higher education into the homes of America is one of the greatest unused forces of communication in existence. Further investigation into the utilization of this method or tool of communication has brought forth the possibilities of the use of this instrument in the achievement of the primary purposes of the educational institution--teaching, research, and service to the culture and community. To these ends, educators have requested the Federal Communications Commission to reserve certain channels throughout the nation for the specific use of education. Through a series of enactments the Federal Communications Commission has reserved a total of 251 television broadcast channels for¹ education.

National efforts to provide assistance to institutions in the utilization of this medium have been many and varied.

¹ Joint Committee on Educational Television, Reports, May 1, 1954, published by the Committee, Washington, D. C., 1954, p. 1.

Foundations have provided funds for research and aid in legal, engineering, and programming areas of television. Numerous conferences and organizations have been organized to promote and develop the utilization of television in education. Manufacturers of electronic equipment have encouraged development of educational stations by granting research time and energy as well as funds for the pioneering efforts of education via television.

On the local institutional level, more than 250 colleges and universities have programmed, experimented, and investigated the possibilities of this new medium. In reference to these investigations, George D. Stoddard, President of the University of Illinois, stated:

No one can predict with certainty what future needs for television service will be, but all our national experience with social institutions commends the educational system as a worthy trustee.

Among the colleges and universities using television, the growth and development of this medium has been based upon a trial-and-error system of establishment of a television facility related to local development and local administrative practices rather than unified or research based plans. The federal government maintains the responsibility of granting

licenses for educational television stations, national groups and foundations have assumed responsibility for promotion and encouragement of the utilization of television in education, and institutions and community groups have had the responsibility for the establishment and operation of the educational television facility.

The Need for the Study

Many articles, factual and opinion, have been published about educational television. These have been in the areas of the educational television program and its impact on people, the educational aspects of television, critical analysis of commercial television programs, and studies of the impact of television on society. Only one of the five theses written about educational television has been directed toward organization and administration of educational television and that thesis concentrates upon television programming.³ No further efforts have been directed toward an analysis of the administration of the educational television facility.

³Edward C. Lambert, "Organization and Administration of Television Programming for School Systems and Institutions of Higher Learning," unpublished Doctoral Dissertation, University of Missouri, 1953.

Educational television means so many things to many people that an evaluation of the present status of this medium in institutions of higher education is in order. Since 1952 when 251 educational reservations were set aside by the Federal Communications Commission, only 14 stations have gone on the air⁴ and are broadcasting in methods which might be called "educational." Of these, only eight are identified with institutions of higher education. In view of the fact that 75 witnesses were heard by the Federal Communications Commission during the phase of its general hearings devoted to the television channel requirements of education and only four of these witnesses argued against the principle of reservation,⁵ the discrepancy of actual happenings and stated aims and desires of educators serves as a further reason for investigation of the status of this medium.

When college and university administrators approach a problem such as the proposed utilization of educational television to assist in carrying out the primary functions of the institution, three questions are asked:

1. In what way can this proposed operation accurately reflect the total operation of this institution?

4

As of September 1, 1955.

5

Joint Committee on Educational Television, T.V. Channels for Education, op. cit., p. 3

2. What kinds of administrative structure will assist this proposed operation to do its job most effectively?

3. What are the costs involved in the establishment of this operation?

In essence, these are hard, practical questions that are of prime concern to administrators. These questions particularly apply in educational television because of its newness in educational circles, the high national interest in television, and the desires of administrators to find and use a tool which will enable the institution to more effectively perform its primary functions.

A study needs to be made which answers these questions about the utilization of educational television and which attempt to identify a set of principles to guide administrators in the proposed establishment of an educational television facility.

Purpose

It is the purpose of this dissertation to inquire into the pattern of organization of educational television in institutions of higher education; to relate the administrative pattern to the effective utilization of television by the institution; to identify, analyze, and evaluate factors of administrative operation; and to determine factors which encourage or retard the development of educational television in institutions of higher education.

In considering institutions of higher education, the author accepts the position that all institutions of higher learning subscribe to three primary and essential aims:

1. The extension of the boundaries of knowledge.
2. The conservation of knowledge already acquired.
3. The diffusion of knowledge through teaching,
publication and other accepted methods of dissemination.

Research Procedures

It was necessary to conduct a quantitative and qualitative study of the educational television operations of the institutions of higher education involved to any extent in television. There are two major divisions which are suggested by the television operation of the institutions: those which operate their own educational television stations and those which broadcast through the facilities of others. A search of the data available from the files of the Joint Committee on Educational Television determined that 249 institutions of higher education were the total number involved in the use of television without the operation of their own television station. For this group, the number involved indicated that a quantitative evaluative survey

would be the most effective method of obtaining the desired results.⁷ The primary method employed was the information-evaluation type questionnaire sent to the chief administrative official of the institution (President, Chancellor, and so forth) with a request that some member of his office respond to the questions.

The additional eight institutions which operate their own television stations were visited by the author, and three methods of information gathering and collecting were used: (1) a structured interview with the administrative head of the television station with an interview outline; (2) direct observation, and (3) a free, opinion-seeking interview with the next highest administrative authority in the institution. In addition, research materials, audience evaluations, policy statements, and program logs were examined in each institution. Discussions with television staff members, faculty members serving as program resource persons, faculty members training television students, and students further aided in obtaining material for this study.

The mailed questionnaire is an instrument that reveals factual information and measures some opinion about a particular subject. It is directly related to the individual

⁷
Carter V. Good, A. S. Barr, and D. M. Scates. The Methodology of Educational Research. New York: D. Appleton-Century, 1941, p. 245.

operations of separate organizations and provides an effective means of collecting information from a large group.

The structured interview is a technique whereby the investigator uses a questionnaire as an instrument to record fact and opinion about a particular subject. The structured type of interview gives consistency to and standardization of the material collected. Therefore, for the institutions with television stations, this method was employed in the investigation and was considered a more effective technique than the mailed questionnaire because of the lack of conformity in the various television operations being studied. This technique seemed effective, since it projected the thinking of the officials being interviewed into areas they might not discuss otherwise.

Personal visitation enabled the investigator to observe the physical facilities at each institution. This enabled the interviewer to get a direct view of the space provided for television activity, planning procedures, administrative relationships, and facilities and their utilization. It also seemed the best way to evaluate to some extent the people who administer and work with the television programs in the institutions.

At each institution, all materials available for distribution and those relating to policy, and to faculty and student involvement in television were collected, the

object being to collect all information regarding the television activity of each institution. This material was analyzed and has been incorporated into the chapters of this thesis.

In an effort to complete the survey without a distorted view, the writer discussed the television activity at each institution not only with the persons responsible for the television operation but also with faculty, community citizens, and students not normally involved in television. These comments, facts, and opinions were of great value in pointing out new facets for investigation.

Limitations and Scope of the Study

The first objective of this study was to obtain information about the different phases of television administration at the involved institutions. Another objective was to identify and analyze internal factors of administrative operation. A third objective was to determine external factors which encourage or retard the development of educational television in institutions of higher education. A fourth objective was to relate the administrative pattern to the effective utilization of television by the institution.

The scope of the investigation was limited to the formal aspects of the administration of the television operation, since much of the material utilized in the study was fact

and opinion expressed by persons responsible for the operations being studied. No provisions were made in the questionnaire or the interview for the collection of data concerning the latent or informal aspects of the television operations under investigation. A study of the formal or structured aspects of the television operation seemed to be necessary as a preliminary to any collection of information regarding the latent or informal aspects of a television operation, if such information can be collected in any usable way.

The broadest possible base of study was used for this investigation. The eight institutions visited and investigated by the author comprise the total of the institutions operating their own television stations (as of September 1, 1955). No bias or coloring by sample is possible because of the universality of the surveyed group. The search of the material from the files of the Joint Committee on Educational Television indicated 249 institutions active in educational television (as of March 1, 1955). This too is the total of institutions involved. There is no other organization which represents all of the institutions of higher education in the area of educational television. The files of the Joint Committee on Educational Television have been accepted for this study as complete because of the catholicity of its representation. Questionnaires were sent to all 249

institutions with a return of 186 or 74 per cent. This high ratio of return provides a sample of sufficient magnitude to be representative of the universe. The use of the Chi Square method of analysis of geographic location and type of institution (college, university, private, public) reveals the accuracy and representation of the sample are similar to that of the entire group (element of error less than 1 per cent).

This study is, therefore, an effort to investigate the administration of educational television operations in institutions of higher education. The principles of programming and program structure are not part of this investigation except that they affect administrative operations of planning, budgeting and equipping the television enterprise.

This study is concerned only with institutions of higher education and their operation of educational television facilities and does not include institutions of another nature, such as public school systems, which were not investigated nor is their involvement included in the analysis. Community television stations, a grouping of civic, social, welfare, and educational institutions and enterprises operating an educational television station are not represented in this study except that the institutions of higher education participating as members of this group were surveyed and their involvements are included.

The conclusions reached concerning the future aims and the philosophical backgrounds for the television operation, especially in the planning area, were necessarily based upon the statements made by the station managers and their immediate administrative superiors. It is recognized that some degree of subjectivity is involved.

At the time the data was gathered, there was some evidence to indicate that television activities of two of the institutions operating stations were in a state of transition with respect to personnel structure, policies, and programming. Therefore, information from these institutions may not reflect their exact organization or practices at the present time.

Definition of Terms and Organizations

Educational Television Station. A broadcasting television facility originating live and/or film programs, licensed to an educational institution by the Federal Communications Commission on an educational reserved channel or by statement of intent or policy operating on an unlimited channel with emphasis upon educational programs.

Institution of Higher Education. An accredited institution of education offering student training beyond the 13th year of education.

Educational Television Facility. An activity of an institution of higher education resulting in the broadcasting of television programs. Material and equipment for the preparation of these programs is the property of the institution with the equipment necessary to physically transmit these programs the property of others.

Kinescope Recording. An electronic method of recording a television program, sound and picture, on 16 m.m. film for future broadcast and/or for filing purposes.

Joint Committee on Educational Television. Represents the American Council on Education, the Association for Education by Radio and Television, the Association of American Colleges, the Association of Land Grant Colleges and Universities, the National Association of Educational Broadcasters, the National Association of State Universities, the National Council of Chief State School Officers, and the National Education Association, and has helped coordinate the campaign for educational television and provided legal and engineering consultative service to interested parties. This committee was organized in 1951 and has aided some 300 public school systems and over 200 colleges and universities become active in educational television.

National Citizens Committee for Educational Television. A committee formed in 1952 in answer to the need for a broader based citizens' support for educational television.

The purpose of this committee is to inform the general public of the opportunities in educational television and thus arouse the support essential to the utilization of the channels reserved for education. This committee has the support of an Advisory Council of some one hundred national organizations whose members are found usually among leaders in local educational television movements. The committee acts as a "connective tissue" between the efforts of the local groups and offers services in fund-raising counsel, personnel services, and legal and engineering guidance. It also provides materials and publications and maintains a speaker's bureau to help in the support of educational television.

The Council of National Organizations of the Adult Education Association. An organization which serves as an instrument for alerting 130 powerful national organizations concerned with adult education to the responsibility and opportunity educational television presents to them. It has sought to provide opportunities for training the personnel of these organizations in the techniques of producing truly educational television programs and to instill a cooperative spirit in the use of television as a community resource.

The Fund for Adult Education. A corporate entity created by the Ford Foundation, this organization has supported movements in the establishment of educational

television stations through financial and legal assistance as well as research and encouragement.

Station Manager. This term refers to the individual who has administrative authority over the television operation and is considered as part of that operation.

Preparation of the Questionnaire

In his doctoral dissertation at the University of Missouri, 1953, Edward C. Lambert reported the use of a measuring instrument in his study on organization and administration of television programming. This instrument was used as a basis for the first draft of the questionnaire.

The first draft of the questionnaire was prepared and submitted to the chairman of the author's Guidance Committee. Changes were suggested and incorporated in a revised outline. The second edition of the questionnaire was presented to the members of the Guidance Committee for constructive criticism and comments. The third draft was then submitted to the television administrators of three randomly selected institutions for trial completion, and comments on design and method were noted and incorporated. This draft also was presented to several members of the faculty of Michigan State University for their reaction concerning the instrument's

validity for collecting the desired information. Certain changes were made, and the final draft and the covering letter were prepared and received approval of the writer's Guidance Committee (Appendix A).

Preparation of Structured Interview Outline

The first draft of this interview outline was prepared on the basis of the recommendations of the members of the research section of the national conference of the Association for Education by Radio and Television in their 1954 Annual Conference in Columbus, Ohio. This draft was submitted to members of the writer's Guidance Committee and was pre-tested for ease of documentation and validity of results by trial use at two institutions operating their own television stations. Changes and suggestions were incorporated and the final draft of the outline was prepared and received approval of members of the Guidance Committee (Appendix B).

Procedure for the Collection of Data

Upon the preparation of the questionnaire, the 249 institutions were mailed the questionnaire and the letter of request for completion. Each was addressed to the Office of the President of the institution with a request to have some member of his staff fill out the instrument and return it

to the writer. This mailing was made on May 30, 1955, and by July 30, 1955, 186 returns had been received. The closing date of August 1, 1955, was established for inclusion of returns so that the investigator would be able to analyze the information prior to the visitation of the institutions broadcasting via their own television stations. Arrangements were made by correspondence with the institutions to be visited and permission was received to study the television operations at those institutions. The months of July and August, 1955, were devoted to the study of the eight institutions, with a minimum of two days spent at each institution and a maximum of five days at one institution.

The interviews took place in the offices of the station managers and those of the next highest administrative officer. However, some parts of this study were made in various other faculty and staff offices and in other areas of the campus and community.

Organization of the Study

This thesis is divided into six chapters. Chapter One, Introduction, includes a statement of the problem, the need for the study, the purpose, research procedures, limitations and scope of the study, definition of terms, and plan of organization.

Chapter Two deals with a review and study of the literature concerning definitions of the objectives and principles of educational television programming and the status of educational television.

Chapter Three presents the results of the questionnaire and the structured interview. The data and findings are presented and correlated.

Chapter Four analyzes the institutional findings and draws out the principles which come from the data collected.

Chapter Five discusses a selected set of general factors which tend to retard the utilization of television.

Chapter Six presents the summary, conclusions, recommendations and implications for further study.

CHAPTER II

A REVIEW OF SELECTED LITERATURE RELATED TO THE ADMINISTRATION OF EDUCATIONAL TELEVISION

Educational television is a medium so new to institutions of higher education that many varied and unique directions have been taken by educators in the utilization of this medium. In order to arrive at an understanding of the common bases of thought on the uses of television as envisioned by the institutions as a whole, it is necessary to review a selected group of writings having relevance to the problem under analysis. The purpose of this review is to establish a series of common elements in educational television.

A review of the writings, analyses, and documents centering on educational television reveals that the literature on educational television is very extensive in the areas of programming and the status of educational television. On the subject of administration, little or no writing exists concerning the administration of television in institutions of higher education. Most of the writings on programming and the status of educational television are found in articles and analyses in professional journals and popular

magazines. Only one doctoral dissertation has been written in the programming area and one in the status area as of January 1, 1955. A review of the plethora of material on programming and status of educational television would involve a great deal of time and space. Such a procedure has been made unnecessary because of the limited nature of this study and its prime purpose, the investigation of the administration of educational television operations. Therefore, the literature reviewed in this chapter has been limited to that material most relevant to this research project.

In order to cover the various aspects of this study, literature was reviewed in two main areas. First, it was necessary to review that literature related to the evaluation and analytical study of the status of educational television. This review is found in Part I of this chapter. Part II is concerned with the definitions of educational television programs and how these programs involve and reflect the policies of the institutions which they represent.

It is the purpose of this chapter to define the status of educational television and to identify principles of programming that reflect back to the administration of the television enterprise.

Part I

Review of the Literature Concerning the Status
of Educational Television

During the winter of 1950-51 teachers, educational administrators, men and women in public life and other citizens made strong representations to the Federal Communications Commission in behalf of a reservation of television channels exclusively for the use of non-commercial, educational institutions. Seventy-five witnesses were heard by the Commission during the phase of its general hearings devoted to the television channel requirements of education. Of this number, 71 testified in favor of a bona-fide reservation of channels for education while only four witnesses argued against the principle of reservation. It should be noted, further, that these four witnesses, while opposing the withholding of television channels for immediate use, re-affirmed the right of educational institutions to enter the television field and to operate their own broadcast facilities.¹

The testimony offered by these witnesses defined educational television as a potential medium with an important job awaiting its establishment. Mark C. Shinnerer,

¹

Joint Committee on Educational Television, T.V. Channels for Education: A Statement of the Needs and Potentialities of Educational Television, published by the Committee, Washington, D. C., 1952, p. 3.

Superintendent of the Cleveland Public Schools, presented his thinking in this way:

We are the fortunate ones who live in the richest land in the world. And yet, at the present time, your children and mine have not the opportunity to hear or see a single network radio or television program designed for their classrooms.²

Vaughn D. Seidel, Superintendent of Schools of Ameda County, California, said:

All of the advantages that television brings to the cities and the larger school districts are brought to the rural areas and smaller school districts and are multiplied tenfold. It (television) will revolutionize education in rural areas. It is important to note that 60 percent of the children of the nation come under this category. . . . In-service training for teachers is helped by television perhaps more in rural areas than in urban districts. Distances make it difficult for teachers to attend the meetings. These same distances and the necessarily small audiences make it difficult to obtain top speakers.³

The Federal Radio Act of 1927 is the legal basis by which all broadcasting and communication of an interstate nature are controlled by the Federal Communications Commission. This act contains three key words which identify the ownership of the air by the people. According to this

² Mark C. Shinnerer, as quoted in Federal Communications Commission, Hearings on Education and Television, U. S. Government Printing Office, Washington, D. C., 1951, p. 267.

³ Vaughn D. Seidel, as quoted in Federal Communications Commission, Hearings on Education and Television, op. cit., p. 279.

act, all broadcasting shall be done in the public "interest, convenience, and necessity."⁴ Even though television was a mere dream of no consequence at the time of the enactment of this legal basis for broadcasting, it falls under its control because of its communications aspect. The concept of public ownership of the air waves has resulted in the licensing of broadcasters for a fixed period of time with renewable option. The question of educational reservations for radio channels could not be used as a precedent in television, since radio was a growing medium of communication at the time the Federal Radio Act followed by the Federal Communications Act were being organized and put into legal authority by the federal legislature. Educational television proponents were forced to seek out more basic precedents for reservation of channels. Howard L. Bevis, President of the Ohio State University, testified before the Federal Communications Commission:

The land-grant institutions were originally established in pursuance of an act of Congress during the administration of President Lincoln. Substantial grants of land were made by the federal government to the states for the support of institutions to offer instruction. . . the first principle was the reservation of a portion of the public domain for education to be used when the states were ready to develop the necessary

⁴ Federal Communications Rules, U. S. Government Printing Office, Washington, D. C., 1934. Section 3.621 paragraph (a).

educational institutions. . . . Clearly television lends itself to increasing use by the land-grant institutions for reaching out ⁵ to farms and homes to enlighten and instruct.

The unprecedented action of the Federal Communications Commission in holding hearings on educational television and inviting educators and laymen as well as professional broadcasters to testify brought forth a tremendous response. The imaginations of educators caught fire and the estimates of the future of education ranged from those who were quick to do away with the classroom and substitute the television receiver to those who saw television as another one of the many teaching aids available.

Milton S. Eisenhower, President of Pennsylvania State University and former president of the Association of Land Grant Colleges and Universities, represented the thinking of most institutions when he said:

Television may well be the greatest single aid to both resident instruction and adult education devised in this century.⁶

A. The Legal Status of Educational Television

After the enthusiastic presentation of testimony by the voluntary witnesses appearing before it, the Federal Communications Commission in April, 1952, reserved 242 television channels for educational television stations (subsequently

⁵Howard L. Bevis, as quoted in Federal Communications Commission, Hearings on Education and Television, op. cit., p. 291.

⁶Joint Committee on Educational Television, T.V. Channels for Education: A Statement of the Needs and Potentialities of Educational Television, 1952, p. 2.

increased to 251, which is about 12 per cent of the total number of channels available).⁷

At the same time (April, 1952) the Federal Communications Commission released its Sixth Order and Report which defined the legal status of educational television. This report covered six major areas which were summarized in 1954 by the legal staff of the Joint Committee on Educational Television.⁸ These areas are:

1. Serve Broad Community Needs

In accordance with these rules, educational television stations should be used primarily to serve the educational needs of the community rather than solely the needs of a particular institution or group in the community. The Federal Communications Commission has long maintained that both commercial and non-commercial broadcasting stations may not be operated exclusively in the interest of any individual or group, nor may they promote one point of view or philosophy to the exclusion of all others.

2. Provide Varied Points of View on Public Issues

At the same time, educational stations have an obligation to broadcast different points of view on important public issues. If the educational process is to be complete, there

⁷. Joint Committee on Educational Television, Reports, op. cit., May 1, 1954, p. 1.

⁸ This summary is based on a study of the F.C.C. Sixth Report published by the Joint Committee on Educational Television, Washington, D. C., May 1, 1954, p. 1.

should be not only the acquisition of significant factual information but exposure to varying points of view on important public questions and problems.

3. Cultural and Entertainment Programs

Educational stations may transmit cultural and entertainment programs also, although the program structure should be primarily educational as contrasted to strictly entertainment.

4. Non-Commercial Requirements

An educational television station cannot sell time and its programs cannot contain advertisements. However, the portions of a program showing a sponsor's name and product on the visual image during the course of a simultaneous or re-broadcast program, either on the backdrop or in similar form, need not be deleted. An educational station may broadcast programs produced by others if the only payment to the station is the furnishing of the program itself. The rules specifically provide that another station or network may pay the line charges incurred in connection with the furnishing of programs to educational television stations.

5. No Minimum Time Schedule Designated

Non-commercial educational stations are not required to operate on a regular schedule and non-minimum number of hours is specified.

6. Operation in the Public Interest

The Commission has consistently taken the position that the major responsibility for determining program content rests with the broadcaster himself. There never has been a disposition on the part of the Commission to tell educators or others exactly what programs they shall broadcast. It must be kept in mind, however, that the Commission does have a responsibility to review the over-all operation of every broadcast station, commercial or non-commercial, when it comes up for renewal of its license, to determine whether it has operated in the public interest. Should questions be raised as to whether an educational station has operated in the public interest, the Commission then would have to decide whether the performance of the station had served the varying educational needs of the community.⁹

This is the legal status for educational television broadcasting, including interpretation of the actions of the Federal Communications Commission to May 1, 1954.

⁹
For a complete text of the F.C.C. rules and regulations governing educational television stations, the reader is referred to: The F.C.C. Sixth Report and Order, April, 1952, Sub-Part E, of Part III, F.C.C. Rules, Sections 3.621 through 3.686. Rules governing programming are to be found in: Section 3.621; Section 3.651, paragraph (b).

B. The Educational Stations on the Air

At the time of preparation of this dissertation, there are fourteen stations broadcasting in a manner which may be called "educational." Eleven of these occupy channels which were reserved by the Federal Communications Commission for educational television and three occupy channels which are unlimited.¹⁰ These fourteen stations represent three per cent of the 420 television stations which are broadcasting with commercial or "unlimited" licenses.¹¹ The Joint Committee on Educational Television lists the educational television stations as:¹²

K.U.H.T.	Houston, Texas (University of Houston)
W.H.A.-TV	Madison, Wisconsin
K.U.O.N.-TV	Lincoln, Nebraska
W.B.I.Q. and W.T.I.Q.	Munford, Alabama
W.U.N.C.-TV	Chapel Hill, North Carolina
W.Q.E.D.	Pittsburgh, Pennsylvania
K.Q.E.D.	San Francisco, California
W.C.E.T.	Cincinnati, Ohio
K.E.T.C.	St. Louis, Missouri
K.C.T.S.-TV	Seattle, Washington
W.G.B.H.-TV	Boston, Massachusetts

The three television stations identified with educational institutions and broadcasting on commercial or unlimited channels are:¹³

¹⁰National Citizens' Committee for Educational Television, Educational Television News, published by the Committee, Washington, D. C., July, 1955, p. 3.

¹¹Sponsor Magazine, "TV Stations on the Air," Sponsor Publications, New York, July 11, 1955, p. 41.

¹²Joint Committee on Educational Television, Reports, published by the Committee, Washington, D. C., July 1, 1955, p. 1.

¹³Ibid.

W.O.I.-TV
K.O.M.U.-TV
W.K.A.R.-TV

Iowa State College
University of Missouri
Michigan State University

The twenty-fifth Annual Institute for Education by Radio and Television identified the institutions of higher education which are operating educational television stations as the University of Wisconsin, Iowa State College, the University of Houston, the University of Nebraska, the University of Alabama and Alabama Polytechnical Institute, Michigan State University and the Consolidated University of North Carolina.¹⁴ This Institute developed the understanding that Michigan State University broadcast only educational programs and that Iowa State College emphasized educational programs to the point they became the major effort of the television operation. The other institutions operating broadcasting stations were understood to either operate as part of a community television commission or as primarily a commercial station with secondary emphasis on educational programs. The National Citizens' Committee for Educational Television reinforces this point by clearly establishing the difference between "community" television stations and institutionally operated television stations.¹⁵

¹⁴
Institute for Education by Radio and Television, Education on the Air: Proceedings of the Twenty-Fifth Institute for Education by Radio and Television, Ohio State University Press, Columbus, Ohio, 1955.

¹⁵
National Citizens' Committee for Educational Television, This is Educational Television, Published by the Committee, Washington, D. C., May 1, 1955.

The committee identifies community television as a grouping of institutions, agencies, and facilities with common community identifications and responsibilities sharing the financial, program, and operational responsibilities of an educational television station. The six communities having such an activity are Pittsburgh, San Francisco, Cincinnati, St. Louis, Seattle, and Boston. The Joint Committee on Educational Television verifies this general grouping and reports the following stations under construction:

W.T.H.S.-TV	Miami, Florida
W.I.L.L.-TV	Champaign, Illinois (University of Illinois)
W.T.T.W.	Chicago, Illinois
W.T.V.S.	Detroit, Michigan
W.O.S.U.-TV	Columbus, Ohio (Ohio State University)
K.E.T.A.	Oklahoma City, Oklahoma
K.O.E.D.-TV	Tulsa, Oklahoma

The television stations now on the air total fourteen in number with seven stations under construction. Eight institutions of higher education are operating their own educational television stations and six communities have organized community television stations. This small number of stations which have appeared on the air (6 per cent of the total educational reservations) has been discussed by

16

Joint Committee on Educational Television, Box Score on Educational Television, Published by the Committee, Washington, D. C., May 1, 1955.

17

July 1, 1955.

the concerned groups in an optimistic light. As the
National Citizens' Committee for Educational Television
18
said:

In this connection it is relevant to recall that in 1890, Carnegie built his first public library; by 1897 only twelve more had been erected. When the program was terminated in 1917, there had been erected a total of 2,749 public libraries, and today there are some 7,000 libraries in the United States.

It is the common agreement of the national groups identified with educational television that the small number of stations on the air is no reflection of the potential utilization of
19
television broadcasting.

C. The Financial Status of Educational Television

Interests of many kinds have been expressed in writings about educational television, but one thread is found running through all articles--the financing of educational television on a local and national level. The costs of educational television seem to be so high as to present questions of prime concern to educators especially in the area of nationwide support of the use of television in institutions of higher education. In this aspect, the most active organization has been the Fund for Adult Education which reported

18
National Citizens' Committee for Educational Television,
This is Educational Television, op. cit., p. 9.

19
Council of National Organizations, A Resource and Guide for Television Workshops, National Education Association, New York, 1955, p. 12.

in its annual finance statement of June 30, 1953, the
 following expenditures related to educational television.

GRANTS

National Association of Educational Broadcasters (Monitoring Studies of Television Programs)	\$ 15,500
Educational Television and Radio Center (Educational television and radio program development and exchange)	1,350,000
National Association of Educational Broadcasters (For educational institutions for development of special radio and television program series)	80,000
(seminar on the NAEB and educational television)	10,000
State College of Agriculture and Mechanical Arts (Iowa) (Educational television programming)	180,000
Trustees of the Lowell Institute (Educational radio and television programming)	150,000
American Council on Education National Citizens' Committee for Educational Television	355,000
Conferences on educational television	39,836
Joint Committee on Educational Television	326,400
Committee to develop in-teaching facilities, interest and skill in educational television	25,000
Television Programs Institute	33,768
Total: (1953)	\$2,570,504

During the calendar year 1953-1954, the Fund for Adult
 Education reports the following television expenditures:

GRANTS

National Association of Educational Broadcasters (Monitoring studies of television programs in New York City)	12,500
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 20

The Fund for Adult Education, Statement of Grants
 to June 30, reported in "A Challenge to Lifetime Learning,"
 published by the Fund, Pasadena, California, 1953, p. 38.

21

The Fund for Adult Education, Annual Report,
 published by the Fund, Pasadena, California, April, 1955, p. 36.

Educational Television and Radio Center (Educational television and radio program development and exchange)	3,000,000
American Council on Education	
National Citizens' Committee for Educational Television	300,000
Joint Committee on Educational Television	176,500
Committee to further the use of educational television among teachers	30,000
Educational Television and Radio Center (For television engineering consultative services)	27,000
National Association of Educational Broadcasters (Educational television workshops)	43,300
(Professional services for educational television stations)	81,000
Program of assistance in the Construction of Educational Television Stations.	
Bay Area Educational Television Association (San Francisco)	113,724
Metropolitan Pittsburgh Educational Television Station	150,073
Michigan State College of Agriculture and Applied Science	100,000
Ohio State University	100,000
St. Louis Educational Television Commission	150,000
The State Radio Council of the State of Wisconsin	100,000
University of Illinois	100,000
W.G.B.H. Educational Foundation (Boston)	150,000
Total (1954)	\$4,633,797
Total (1953)	2,570,504
Grand Total	\$7,204,301

Other organizations and foundations have allocated funds
for educational television, and these have been estimated as

a total of two million dollars by the National Citizens' Committee for Educational Television.²² Among these organizations are the Payne Fund, the Lowell Foundation, and the Emerson Radio and Phonograph Corporation, which have contributed funds on a local and national scale to assist in the establishment of educational television stations.

Educational television stands, therefore, in the unique position of having financial interest standing behind it that has granted over nine million dollars in two years for the establishment of stations and encouragement of educational organizations in their utilization of this medium.

In addition to this amount, communities and institutions of higher education have allocated funds for local efforts in educational television that would be extremely difficult to collate. Reports from various sources such as local newspapers, magazines, the Joint Committee for Educational Television, the National Citizens' Committee for Educational Television and the Association for Education by Radio and Television constantly refer to local fund raising activities and expenditures. A prime example might be the article by

J. Alex Morris, past foreign editor of the Associated Press, in the March 12, 1955, issue of the Saturday Evening Post in which the following point is made regarding educational television:²³

The amazing result of this unorthodox (fund raising) sales approach was that . . . the women collected almost \$100,000 - a sum later boosted by various means to more than \$1,000,000 - to build and operate an educational television station in St. Louis.

A review of the twelve 1954 issues of the Educational Television News, published by the National Citizens' Committee for Educational Television, shows a collection of 98 articles concerning funds raised and requested by local organizations from state legislatures, private business and industry groups, foundations, and educational institutions.²⁴ The total fund requests reported exceed \$7,000,000.

D. The Ongoing Study of Educational Television

With the great expenditure of funds and the relatively few stations on the air, educational television is undergoing scrutiny and observation at the present time.

The Educational Television and Radio Center of the Fund for Adult Education is conducting a comprehensive study of

²³

J. Alex Morris, "TV Without Terror," The Saturday Evening Post, March 12, 1955, p. 29.

²⁴

National Citizens' Committee for Educational Television, Educational Television News, published by the Committee, Washington, D. C., December 15, 1954.

the status of educational television in the United States during the 1955-56 academic year. Richard B. Hull, Radio-TV Director of Iowa State College has been granted a leave of absence to direct the project. Made possible by a grant from the Fund for Adult Education, the study will seek to appraise the successes, failures, and potentialities of the medium in education.²⁵ Mr. Hull indicates that an appraisal of educational television is necessary because of the variety of involvements of educational institutions in this media and the apparent differences of meanings of the "mass media" application of educational television.²⁶

The New York State Department of Education is undertaking a four-month study of educational television. Directing the project will be Walter B. Emery, consultant to the Joint Committee on Educational Television, on leave from July to October for this assignment. He will work with an advisory committee of prominent educators in the state, obtaining facts and determining resources for the use of television in education.²⁷

²⁵ Joint Committee on Educational Television, Factsheet, published by the Committee, Washington, D. C., July 1, 1955, p. 2.

²⁶ Richard B. Hull in an interview with the author at Ames, Iowa, July 25, 1955.

²⁷ Factsheet, op. cit., p. 7.

Mr. Leo Martin, Chairman of the Department of Radio and Television, Boston University, is conducting a study of educational television under the sponsorship of a foundation which, at the moment, prefers to remain anonymous, with the express purpose of identifying the "Common Denominators" in educational television which have led to acceptance or non-acceptance, as the case may be, of an educational television operation.²⁸

Mr. James H. Dennison, representative of the Association of Land Grant Colleges and Universities on the Joint Committee on Educational Television and Administrative Assistant to the President, Michigan State University, indicates that a desire exists to evaluate the efforts, to date, of educational television involvements on a national scale with special emphasis on the involvement of Land Grant Colleges and Universities.²⁹

The investigative attitude demonstrated by national interests in educational television, the small number of stations on the air, and the emphasis of the legal "reason-for-existence" upon programs and community service all seem to indicate a need for a study of the administration and

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Leo Martin in an interview with the author at East Lansing, Michigan, July 19, 1955.

29

James H. Dennison in an interview with the author at East Lansing, Michigan, August 5, 1955.

operation of educational television in institutions of higher education. National opinion has indicated an expectation that institutions of higher education will become active in educational television. The methods by which this will be done have yet to be identified on the local institutional level. This study will attempt to identify some operational and administrative principles in the establishment and utilization of educational television.

Part II

Review of the Literature Concerning the Programming of Educational Television

Since institutions of higher education have expected to make intelligent decisions in regard to the establishment of educational television stations, they have attempted to identify the benefits the educational television program will have for the viewer. This section is designed to report those qualities which are inherent in an educational television program and to identify the status of educational television programming to date (August 1, 1955).

Before educators can justify the expense entailed in constructing and operating an educational station, they must see it making the kind of contribution to community life which a commercial station, because of its bases of operation, would be unable to make. The community itself must share

the educator's vision and be equally convinced of the possibilities inherent in an educational station. Unless the citizens themselves are partners in the enterprise and are willing to work together to make it a successful venture, the station is likely to have a precarious existence.³⁰ It is necessary, therefore, to outline the reasoning and principles for the utilization of an educational television station as a preliminary to the development of the content of the educational program and the status of these programs. The necessity of this development is pointed out by Harold Lasswell³¹ who states:

In our (educator's) approach to the opportunities of educational television we must take the viewpoint of the educator and the communicator. It is our responsibility to clarify our thinking about the values we are trying to serve. . . . We must evolve a professional over-view of the community process as a whole.

The place of an educational television station is best outlined by Harold Wigren in the following 11 conclusions of his dissertation:³²

³⁰ Harold P. Wigren, "Planning for the Development of Educational Television in Houston, Texas," (unpublished Doctoral Dissertation), Columbia University, 1953.

³¹ Harold D. Lasswell, "The Social Role of the Educational Television Station," a paper published in the Lincoln Lodge Seminar, National Association of Educational Broadcasters, Urbana, Illinois, 1953, p. 4.

³² Harold F. Wigren, op. cit., Chapter 8.

1. An "educational" job can be done best by educators who are professionally trained in the fields of educational psychology, child development, adult psychology, curriculum improvement, and communication.

2. Both commercial and educational television stations have a role in a community to provide a well rounded approach to television programming. The educational station has a unique contribution to make in identifying and filling the educational needs of the community while the commercial station satisfies the entertainment needs of the community. Both stations will serve to meet the informational and cultural needs of the community according to their abilities and resources.

3. Research and experimentation with new techniques of television production and with new ideas in programming are needed. An educational station could be in an ideal position to engage in such experimentation.

4. Professional training programs for students could be offered by an educational station. College students in engineering, television production, radio and television scriptwriting, acting, dramatics, and speech and fine arts could gain concrete laboratory experience in an educational television station.

5. An educational station could control and regulate the timing of its programs in accordance with educational need rather than in accordance with advertising needs.

6. An educational station could present all sides of an issue in an atmosphere of objectivity, less hampered by characteristic restrictions which accompany commercial telecasting.

7. An educational station can be a means by which citizens obtain the skills needed for living in a world of tensions and conflicts. It could give them the know-how for solving their problems.

8. An educational station can be a means by which citizens can discuss community problems, thus restoring to American life some of the chief values found in New England town meetings.

9. An educational station could continue the educational process beyond the years of formal schooling; it could enable the average citizen to gain greater information and better understanding of both international and domestic affairs; it could acquaint the wage earner with new techniques and processes to keep him abreast of an expanding technology; it could give parents help with day-to-day problems of family living and child guidance; it could guide each viewer to sources of inspiration, appreciation, and guidance in everyday living; it could give adolescents guidance in selecting a vocation, in preparing for marriage, and in assuming family responsibilities.

10. An educational station could provide educators with an opportunity to present constructive programs for people and, in so doing, help citizens develop tastes for selecting programs on commercial stations as well as on educational stations.

11. Educators can offer many human resources which are necessary to conduct and operate an educational station. They have teachers on their staffs who know how to demonstrate and visualize their subjects. They have discussion leaders trained in the methods of group work who are adept at stimulating thinking, clarifying meanings, and summarizing viewpoints. They have story tellers, photographers, artists, illustrators, dramatic producers and actors, skilled musicians, and people in many fields who have had varied and wide experiences which can be shared with others. All of these people can be given training in the special skills required to adapt their talents to the medium of television. Once they have received this training, they will prove of invaluable service to educational television stations.

The emphasis on programs being the one "product" of educational television is stressed throughout these points, and program content is identified as the basis for existence of educational television.

As previously indicated, the questions of educators are:

1. What is an educational television program?
2. What specific kinds of programs are educational?
3. What programs are being broadcast, now, by educational stations?

Available studies in these areas are few in number, but those that exist are definitive in nature.

This review of the literature, therefore, will be divided into two sections: the definition of the educational television program and the status of these programs on television stations.

A. What is an Educational Television Program?

The late Dr. James Rowland Angell, former president of Yale University and later public service director of National Broadcasting Company, defined an educational program on radio in this way:

Any broadcast may be regarded as educational in purpose which attempts to increase knowledge, to stimulate thinking, to teach methods and techniques, to cultivate discernment, appreciation, and good taste, to enrich character by sensitizing emotions and by inspiring socialized ideals which may result in constructive conduct. Education is the process by which an individual learns to adjust himself intelligently to life.³³

The Federal Communications Commission has defined an "educational program," in still another way, as "any television

program put on by an educational institution or in cooperation with educational institutions."³⁴ This definition seems inadequate because it assumes that "any television program" will be educational simply because it is originated by an educational institution. It overlooks the fact that to be educational, a program should have an educational purpose also, be educational in nature, or be used in an educational manner.

After careful study and analysis of the concepts involved, the author considers the following definition of an educational television program to be the most appropriate and inclusive:³⁵

In its broadest sense, the term "educational television program" can be used to mean any program on television which causes the individual to respond in such a way as to bring about a desirable change in his behavior. Any program can become educational for an individual if the individual can see some way in which he can use that program for his own betterment or can relate it in a meaningful way to some experience he has had already.

A program need not be originated by an educational institution in order to be educational. However, the chances are better that the program will be educational if it is designed by educators, who because of their professional competency, have an understanding of the needs and interest

³⁴ Federal Communications Commission, Sixth Report and Order, op. cit., p. 93.

³⁵ Harold F. Wigren, op. cit., p. 93.

of learners; the needs and purposes of society; and the ways in which learning takes place. In this section the term "educational television program" will be used to refer to programs which have been designed by educators for the expressed purpose of helping the viewer to bring about a worthwhile change in his behavior.

If an educational television program, then, is to qualify as a meaningful learning situation, it should attain certain qualities in order to be effective. Harold F. Wigren, in his doctoral dissertation, lists these ten principles³⁶ and qualities of the effective television program.

1. The program should have an educational purpose.
2. The program should provide the possibility of continuity.
3. The program should present an educational philosophy consistent with democratic values.
4. The program should serve as a means of growth and development for the individual who views it.
5. The program should be built upon the needs and problems of the viewers.
6. The program should involve the viewer as a participant.

7. The program should be a means by which many creative and thought-provoking experiences can come to individuals.

8. The program should be presented in an atmosphere of objectivity.

9. The program should be flexible in its design and approach.

10. The program must communicate clearly and effectively. This point of view is strengthened by the Toledo Workshop which developed the following nine criteria that characterize a "good" educational television program:³⁷

1. It seeks to educate by which is meant it seeks to produce desirable changes in the behavior of individuals.

2. It has clear, specific, and attainable educational purposes.

3. It has a clearly identified audience.

4. It is focused on meeting the needs of people.

5. It uses methods of presentation that are appropriate to the objectives sought.

6. It involves the viewer in some sort of participation.

7. It uses other media, when appropriate, to reinforce its effect.

8. It establishes a climate conducive to learning.

9. It accepts responsibility for outcomes.

These two studies have outlined the content of the educational television program in terms of criteria, objectives and principles. A few researchers in this area have gone beyond these criteria and have developed a listing of suggestions as to specific programs and ideas which identify how these principles can be put into operation. This breakdown of programs casts further light on the meaning of the television program. A collection of the recommendations of Wigren in an article in Educational Screen,³⁸ the Television Workshop of the Council on National Organizations,³⁹ the study group on Credit Courses by Television,⁴⁰ and the Association for Education by Radio and Television⁴¹ reveals the following twelve common suggestions for educational television program content.

1. Programs which help citizens to know the resources of their community.

Included in this category would be programs which would enable citizens to become better acquainted with the human,

³⁸ Harold E. Wigren, "What Is an Educational TV Program?", Educational Screen, December, 1952, pp. 420-22, 435-37.

³⁹ Council on National Organizations, TV-A New Community Resource, published by the Adult Education Association, New York, 1953, p. 27-91.

⁴⁰ American Council on Education, Credit Courses by Television, published by the Council, Washington, D. C., 1955, pp. 1-47.

⁴¹ Education on the Air, 1955, op. cit., pp. 78-121.

natural, economic, health, cultural, aesthetic and educational resources of the community in which they live.

Illustrations:

Interviews with municipal officials

Interviews with citizens who have special talents, hobbies, or training

Programs sponsored by museums, libraries, and historical or geographic societies

Films on community activities of general interest

Concerts by local symphony, string ensembles, and other musical groups

Programs which acquaint citizens with work of their hospitals, clinics, and health centers

Tours to industries which support the city's economic and industrial life

Interviews, panels, dramatizations, and other programs using persons of various ethnic, religious, and economic backgrounds

Programs on the work of community agencies, such as public schools, welfare, and recreational agencies

2. Programs which help citizens to solve personal and community problems.

In this category would be included programs which help individuals adjust to their own problems as well as take responsibility for dealing with problems which face their community.

Illustrations:

Programs designed to increase civic competencies of individuals

Role-playing situations and socio-dramas
on personality and adjustment problems

Dramatizations involving social relationship
problems

Older people discussing problems with younger
people

Demonstrations of civil defense, first aid
techniques

Panel discussion on family relations

Peoples of various nationalities, races,
cultural groups discussing problems
together

Forum discussions on community problems, such
as: traffic safety, housing, inter-group
relations, divorce, juvenile delinquency,
marijuana smoking, alcoholism

3. Programs which help people expand their understandings beyond normal community limits.

Programs of this type would aim to expand the horizons
of citizens beyond themselves and their problems to include
problems of other sections of the country, of the entire
nation, and of the world at large.

Illustrations:

Dramatizations which illustrate the folklore,
customs, and folkways of peoples of other
regions of the United States, as well as of
peoples of other lands

Programs which help rural people understand
city life and urban dwellers understand
rural life

Documentary films on peoples in other lands

Programs interpreting the work of the United Nations in a personal and vital way

Films showing UNESCO's work with fundamental education in various countries

4. Programs which help individuals develop skills for aesthetic and creative living.

These are programs which would be primarily designed for the general education of adults and intended as a means of guidance in creative and aesthetic living.

Illustrations:

How-to-do-it programs in industrial arts and handicrafts; such as upholstering, repairing furniture, redecorating the home, weaving

Sporting hints and techniques

Programs on hobbies and leisure time pursuits

Programs on gardening and flower arrangements

Demonstrations of art techniques

Where to go to see art or architecture in your community

Dramatizations of books

Network sustaining programs not carried on local commercial stations

Puppet shows

5. Programs which present advanced information for professional persons.

Professional persons in every community need access to up-to-date information in their professional fields.

Educational programs can make such information available to them.

Illustrations:

Programs showing architects new techniques
in industrial construction

Programs on new medical discoveries of interest
to physicians

Lectures by visiting professional authorities
in various fields

Films on new research methods and developments

6. Programs which provide laymen with insights into professional fields.

The layman needs to know how research in various fields affects him. Educational television programs can keep the citizen informed as to applications of research findings in the fields of medicine, education, and industry.

7. Programs which provide new opportunities for shut-ins to participate more effectively in community and world affairs.

Children as well as adults, who are homebound because of illness or physical disability, can be provided formal and informal learning experiences which will enable them to share the same experiences that others are enjoying.

Illustrations:

Regularly scheduled programs on television of
general educational value

Specially prepared educational programs for the homebound, such as school programs designed to keep the disabled student in touch with his classmates

8. Programs which bring to the many experiences which only the few could otherwise have.

Included in this category would be programs which would make possible for all persons experiences which had previously been restricted, for one reason or another, to only a few.

Illustrations:

Interviews with public officials, who because of their heavy schedules could not be expected to grant interviews to all groups who would like to visit them

Tours of the museums of natural history and fine arts which because of the lack of space and personnel could accommodate only a few groups and classes each week⁴²

9. Programs which bring exciting and worthwhile current happenings to the classroom as those events occur.

The happenings referred to here are those which are not usually covered by commercial stations, particularly events

⁴²

Obviously, "television tours" or "television interviews" could never take the place of field trips or personal interviews, but they can serve as a good supplement to such first-hand experiences. There is no substitute for first-hand experiences gained by actually visiting museums or by actually interviewing people. Television tours can bring only certain types of museum experiences to the television screens; many valuable museum experiences could never be shared on television. Such tours could, however, serve as a stimulus for personal visitation on the part of students during after-school hours.

of local civic interest which are too often taken for granted, yet which could be vital learning experiences for students and adults.

Illustrations:

Naturalization proceedings for new citizens

Court scenes of local trials

Scenes at precinct conventions

Scenes at polling booths

Meetings of city council

10. Programs which bring great teachers, artists, musicians, scientists, public personalities to the screens.

Frequently, celebrities in these fields visit the city and leave before most citizens are even aware that they have been in the community. An educational television station can bring these individuals to its camera and share their personalities, skills, and points of view with all community members.

11. Programs which bring to the classroom or to one's living room demonstrations of objects or devices which are either too small, too large, too cumbersome, too expensive, too rare, too dangerous, to be taken into the classroom.

Illustrations:

Demonstrations of large machines, testing apparatus, atomic piles, radio-active materials

Enlargements of objects which can be seen
only when a microscopic lens is attached
to the camera

Examples of rare and expensive books

12. Programs which provide a means of sharing unusual
classroom experiences with other classes throughout the
community.

An educational television program affords an ideal
means by which classroom experiences or activities which
have been outstanding in one school might be shared
community-wide with classes in other schools.

Illustrations:

Excerpts from auditorium programs

Exhibits of student work (style shows, flower
shows, industrial arts exhibits) can be
shared city-wide

Exhibits of International Student Art Exchange

Student evaluation of work done during the
semester

In her analysis of community programming, Jennie
Callahan organizes programs in much the same method as above
and concludes:

The potentialities of educational television on
the higher-education level are just beginning to be
realized, for here is a field that needs generations

of talent and the imaginations of whole faculties developed over decades before the record of this kind of television programming can be written. Today is the time for educators to lay the ground work, cautiously looking to the core of each subject for its visual and aural possibilities.

B. The Status of Educational Programs

Only one study has been done to date that is complete in its analysis of television programming. The results of this study are found in the yearly report of the National Citizens' Committee for Educational Television of 1954.⁴⁴

The conclusions reached by this study present a very complete analysis of the status of television programming. The results of this study were summarized by the Educational Television News⁴⁵ and have been the basis for articles found in many periodicals, the outstanding of which is the U. S. News and World Report.⁴⁶

This study shows that educational television stations broadcast an average of 24 1/2 hours per week. Live shows account for 58.4 per cent of broadcast time; kinescopes for 29.97 per cent, and film for 11.61 per cent. This is compared to New York City commercial stations which, in a typical 1954 week, devoted 55 per cent of their time to live shows.

⁴⁴National Citizens' Committee for Educational Television, Annual Report, published by the Committee, Washington, D. C., January, 1955.

⁴⁵Educational Television News, op. cit., January 15, 1955.

⁴⁶U. S. News and World Report, "The Impact of Television on American Society," September 5, 1955, p. 46.

Educational stations offered 26 courses, among them 16 for full high school or college accreditation. Language courses account for five of the 26, followed by the humanities, history, art, literature, psychology, geography, sociology, business, and secretarial science. One of the stations presents a series of programs that lead directly to a high school diploma and college entrance.

Family-type programs, such as drama, music and news, account for 33.26 per cent of the broadcast time. Except for in-school and children's shows, public affairs productions are the heaviest single program classification: 7.82 per cent of all viewing time. Many of these are local, live programs. Others on national and international affairs are distributed by the Educational Television and Radio Center and presented over local outlets.

Farm programs account for 3.69 per cent of all broadcast time; home-making courses, 4.8 per cent; crafts and hobbies, 2.61 per cent.

Children's programs are shown on all the educational television stations and account for 19.29 per cent of the total broadcast time. Of this, 6.01 per cent is for in-school teaching, the remainder for programs children view at home.

If the concepts discussed here can be accepted as identifying an educational television program and the

programs now on the air are related to these concepts, a study relating the objectives and principles of educational television programs to administrative operations is needed. It is the purpose of this study to identify those methods and principles of administrative operation in institutions of higher education that encourage and permit educational television programs to be "aired" with the minimum of effort and difficulty.

Summary of Chapter II

The review of the literature in this chapter was divided into two major areas: Part I considered the status of educational television in four major aspects: legal, financial, number of stations on the air, and the studies of educational television now in progress. Part II reviewed the programming status of educational television, including the programming principles warranting the operation of a television station, a review of what is an educational television program, and an analysis of the programming of the stations now operating.

Summary of Part I. The Federal Communications Commission has very definitely established the legal status of educational television as a community centered broadcasting facility with definite community responsibilities that will be judged by the Commission on a periodic basis.

At the writing of this dissertation, there are fourteen television stations broadcasting of which eight are operated primarily by institutions of higher education and six by community groups which may or may not involve institutions of higher education. There are seven additional stations reported as being under construction. This small number of stations on the air compared with the reservation, in 1952, of 242 channels for educational broadcasting is viewed in an optimistic light by educators.

The funds invested in the promotion and establishment of educational television have been totalled as high as \$7,000,000 requested from state legislatures, business and industry groups, and educational institutions, on a local scale. In addition, national foundations and organizations have granted over \$9,000,000 in the past three years for national efforts in the utilization of educational television.

Partly as a result of the small number of stations on the air, partly as a regular investigation of the expenditure of large funds and partly as a reflection of the high interest shown in educational television, there is a constant ongoing series of studies investigating the status of educational television on a national scale.

Summary of Part II. The reasoning and criteria for the establishment of an educational television station have been related to basic reasons for the operation of the educational

institution. The operation of the television station has been related to the community and the people in it. An educational television program has been clearly defined as a program structured to bring about a desirable change of behavior on the part of the viewer. The needs and desires of the viewer are the basic values determining the content of the program and this content has been agreed upon as being of twelve major kinds:

1. Programs which help citizens to know the resources of their community.
2. Programs which help citizens solve personal and community problems.
3. Programs which help people expand their understandings beyond normal community limits.
4. Programs which help individuals develop skills for aesthetic and creative living.
5. Programs which present advanced information for professional persons.
6. Programs which provide laymen with insights into professional fields.
7. Programs which provide shut-ins new opportunities to participate more effectively in community and world affairs.
8. Programs which bring to many experiences which only few could otherwise have.

9. Programs which bring exciting and worthwhile current happenings to the classrooms as those events occur.

10. Programs which bring great personalities to the screen.

11. Programs which present demonstrations of objects or devices which cannot otherwise be seen.

12. Programs which provide a means of sharing unusual classroom experiences with other classes throughout the country.

Presently broadcasting television stations are operating on the average of 24 1/2 hours per week and devoting most of their program time to live broadcasts for adult and family viewing. Children's programs occupy only 19.3 per cent of the broadcast time. Of those programs designed for adult viewing, 33.26 per cent are in the fields of drama, news, and music with the rest divided into many small segments of the broadcast day.

A study is needed to identify administrative principles of establishment and operation of an educational television facility to aid in the further utilization of educational television. Such a study must relate the establishment of educational television to the principles identifying an

educational television program and the encouragement of these programs. It is the purpose of this study to investigate and identify those practices and operations of an administrative nature that allow, promote, and encourage the preparation of educational television programs.

CHAPTER III

THE ADMINISTRATION OF EDUCATIONAL TELEVISION IN INSTITUTIONS OF HIGHER EDUCATION

The purpose of this chapter is to present:

(1) information concerning the administration of television activities in 186 institutions of higher education not operating an educational television station; and (2) information regarding the administration of educational television stations operated by eight institutions of higher education. For the purpose of clarity those institutions of higher education active in educational television but not licensed to operate a television station will be identified as institutions operating a television facility, while those colleges and universities licensed to broadcast via television in the name of the institution will be identified as institutions operating television stations.

Probably no other phase of television operation has as much impact upon programming as does administrative procedure and organization. Administrative officials in institutions operating a television station agree that one serious hindrance to television programming is the complexity of university administration. They further agree that, with

interest areas from all phases of sciences and arts represented within the institutions, a multiplicity of administrative methods as well as considerable time spent in experimenting with hierarchal structure is a necessary preliminary to the establishment of a fixed administrative organization for television.

At each institution studied, six aspects of administrative operation were identified and separated. First, the formal aspect of over-all administrative responsibility is placed in the office of the highest administrative official of the institution. Second, planning of the total television enterprise involves some combination of faculty members, faculty committees, and television staff. Third, the preparation and production of television programs is a responsibility of professional specialists. Fourth, the budgeting of the television activity is the responsibility of one administrative official who may or may not be involved in the planning or production of television programs. Fifth, the acquisition of television equipment is directly related to the growth of television programming. Sixth, the financing of the various television operations seems to be based upon local situations and methods that create differences exceeding similarities.

Part I of this chapter presents the information concerning these aspects of administrative operation for the institutions operating a television facility.¹ Part II is

¹The method of investigation and selection of these institutions is identified in Chapter I, page 6.

concerned with the presentation of information related to²
those institutions operating a television station.

Part I

The Operation of an Educational Television Facility

A pattern of growth emerges from a study of the institutions of higher education operating a television facility. This pattern is based upon program growth and reflects the activity of the total institution in the television area. A series of stages seems the best method of illustrating this development:

Stage I. Beginning Involvement in Programming

Either at the request of an educational or commercial television station in the locality, or at the instigation of a few of the faculty members, an institution broadcasts a few programs with little or no investment of funds or equipment. These programs may be in the areas of sports events, tele-courses for credit or non-credit, or a special event such as a national holiday, and so forth. Twelve per cent of the surveyed institutions identify themselves in this beginning stage. Representative of this growth is Bowling

Green State University in Bowling Green, Ohio. Sidney Stone, Director of Broadcasting, reports that, to date, Bowling Green State University has broadcast one track meet, one football game, one information program, and one one-act play through the facilities of a local commercial television station. Mr. Stone indicates:

This report may be of value to you . . . it is representative of many schools, I think. Our planning is done jointly by the commercial station and our faculty with all facilities offered by the station. We have no television equipment.

Stage II. First Equipment Purchase

To avoid utter dependence upon the equipment made available by others, institutions indicate an attempt to enable their faculty and other personnel to broaden the scope of their activity by making available certain kinds of equipment already the property of the institution or that may be purchased at low budget. Beginnings in this direction are identified in the area of filmed programs using film resources on the campus. Nine per cent of the reporting institutions categorize themselves in this area.

The average capital investment for this operation is \$11,000, with approximately three people involved (Chart 12). This film equipment is not solely used by television. It

can be used in many other areas, as well as performing a specific function as further growth in television occurs. It must be pointed out that this, or any other, stage may be final for any given institution, depending upon the program involvement of the institution and upon the growth of television programming.

Stage III. Television Studio Equipment Purchase

When television programming reaches the point at which the need for rehearsal equipment has grown beyond the ability of other people to provide it, and the program involvements require a broadening of the base of operation to permit greater numbers of people to participate, the institutions have added a television studio with necessary equipment to permit preparation, planning, and research in the utilization of television. This addition is not a complete television facility, since some physical tie-in to a transmitting device of some kind is necessary to broadcast the programs done in this studio. These programs are of a rehearsal or experimental nature unless further equipment is purchased. Fifty-nine per cent of the institutions are in this stage of development or approaching it. The majority of these (80 per cent) have linked a student training program with this equipment to broaden the scope of the professional offerings to students and to provide necessary production personnel for other

activities of this production unit. The average cost of this equipment is \$160,000 and the average number of full-time employed personnel is 7.6.

Stage IV. Transmission Equipment Purchase

In order to utilize the studios, equipment and trained personnel, as well as to place the fruits of the experimental television enterprise before an audience, institutions rapidly make another advancement in equipment purchase. Three areas are identified: closed circuit, kinescope recorder, and micro-wave link. A closed circuit operation is one in which a program originating in a television studio is transmitted to selected receivers in places and with audiences predetermined by the program producers. Three per cent of the institutions confine themselves to this operation. The emphasis in closed circuit television is upon research in educational television. A kinescope recorder is an electronic device for recording the picture and sound of a television program on 16 mm film. This system is used by 8 per cent of the institutions and is primarily used as an end product of the television activity. The film is sent to a station and is placed on the air by that station. A great advantage reported here is that editing of the film can be done before it is aired and a permanent record can be kept and re-used if desired. Sixty per cent of these institutions indicate this as the reason for using this

system. A corollary advantage is that these films can be shown to groups or classes with any 16 mm projector. The average cost of this recording device as reported by the institutions is \$24,000 and an average of 1.3 persons are needed to operate this facility. Another method of placing the studio programs on the air is through a micro-wave link between the studio and a station on the air. This is an electronic method of instantaneously sending the picture and sound from the studio through a transmitter to the station where they are re-transmitting over the air to the viewing public. In effect, the institution's studio becomes another studio in the chain of the station. An excellent example of this is the Detroit Educational television group which has three studios in the University of Detroit, Wayne University, and the Detroit Public Schools.⁴ Each of these studios is linked by micro-wave to the one transmitter which sends all programs over the air to the Detroit area. Seven per cent of the institutions report this kind of operation, with an average cost of \$21,000 for equipment.

Stage V. On the Air

A final stage in this development is the purchase of a transmitter and the securing of a broadcast license in the

⁴ Paul Rickard, Director of Broadcasting, Wayne University. Letter on file at the College of Education, Michigan State University.

name of the institutions or jointly with other institutions. Part II of this chapter will deal with this stage of development.

A. Facilities Available to Institutions of Higher Education

The status of educational television in these 186 responding institutions is reflected in the facilities available for the broadcast of television programs. Of the 186 responses to the request "Please check the types of facilities available for educational television," nine institutions indicate the use of television as a closed circuit, intra-school device, 50 broadcast programs through the facilities of an educational television station,⁵ and 127 broadcast through the facilities of a commercial television station. None of the institutions report the use of a combination of two or more of these facilities. The nine closed-circuit operations reported are of a non-broadcast nature and, although the possibility of the use of television as a tool for the teaching of higher education courses is deserving of attention and consideration, this type of operation has no bearing on the present study.

⁵
The educational television stations referred to here are those licensed in the name of other institutions.

The fifty institutions reporting the use of facilities owned and operated by educational institutions further identify their operations as: broadcasting through the facilities of an educational station (17), a commercial station owned and operated by an educational institution (4), community television stations (17), closed-circuit facilities on their own campus via the facilities of educational stations (9), and broadcasting programs through the use of a film or kinescope recording facility (3). Chart 1 illustrates this breakdown.

The majority of the responding institutions report that available television broadcast facilities involve commercial television stations. One hundred twenty-seven institutions indicate that this method of "airing" their television programs is the only available one. As a further refinement of these broadcast facilities, these institutions indicate there are three major methods of broadcasting over commercial stations: originating the telecast on the campus or grounds (10), originating the telecast in the studios of the commercial station (96), or filming or kinescope recording the program for future broadcast (21).

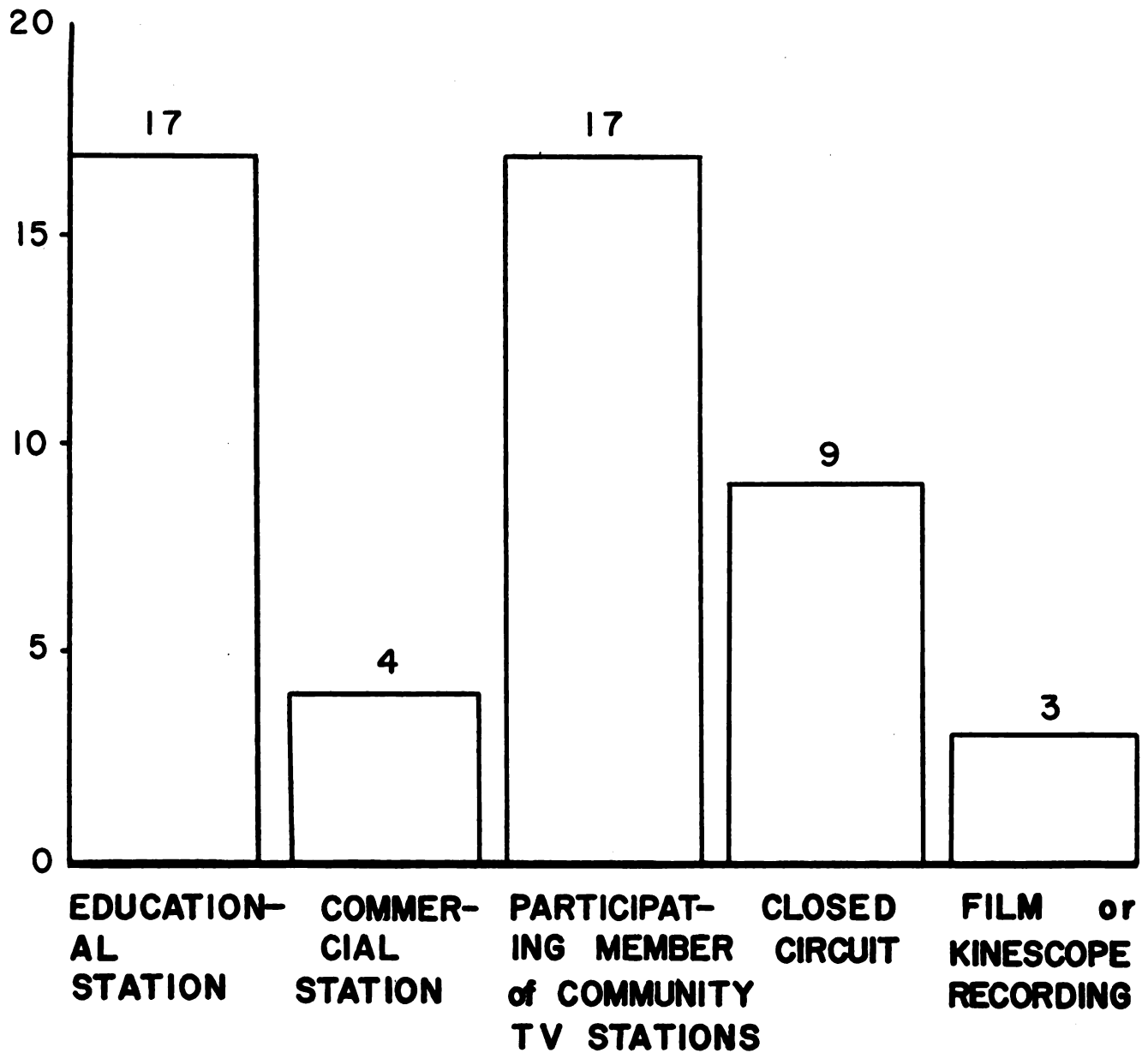
Any institution originating a program on its campus or grounds must have necessary equipment and professional television personnel to rehearse and produce the program. These institutions report what seems a minimum collection

CHART-1

71

AVAILABLE FACILITIES

SCHOOL, COLLEGE, UNIVERSITY or COMMUNITY
OWNED AND OPERATED STATIONS (50 RESPONDING)



of equipment and personnel needed to accomplish this activity (see page 98). After this program is prepared, some facility is needed to electronically transport the program (sound and picture) to the station transmitter. Four institutions indicate a coaxial cable (a type of wire carrying a television program) method and six use a micro-wave system (a "short-wave" broadcast on a line of sight basis) to transport the program to the broadcast facility.

Most institutions (96) send their programs (personnel and properties) to the television stations to rehearse and broadcast the programs. In such an instance the commercial station can furnish the facilities at no cost, reimburse the institutions for the expenditures of transportation, and so forth, or some joint agreement can be reached as to the financing of the television program. Chart 2 identifies the number of institutions operating in each of these ways.

B. Administrative Responsibility

Administrative responsibility often controls the entire operation of any activity. The administrative responsibility of the television enterprise in the responding institutions is indicated by the answers to the request "Please check the name of the division or department in charge of educational programming." There were 147 responses to this item, with 114 reporting that the responsibility for this activity rests directly in the office of the President, Vice-President, or

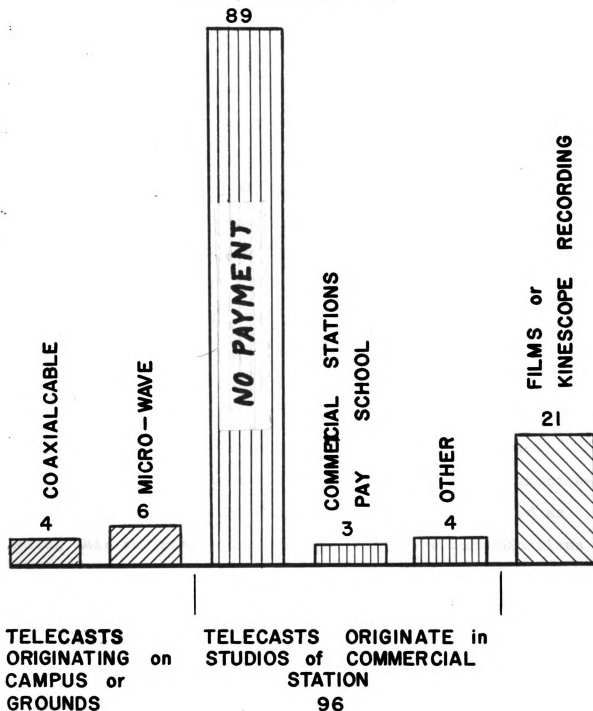
CHART-2

73

AVAILABLE FACILITIES

COMMERCIAL STATION OUTLET

(127 RESPONDING)



some other administrative official. Three institutions report this responsibility to be at a school or college level, while 12 indicate a divisional level of responsibility in the administrative hierarchy, and 18 report this responsibility is placed on a departmental level. Those institutions reporting the responsibility for television activity in the Office of the President did not identify any further area of responsibility, while those indicating a Vice-President, School or College, and Department responsibility identified a further area. Eighty-three institutions indicated the responsible office as having another major interest area. Those institutions placing the administrative responsibility of television in the Office of the Vice-President indicate this office is identified with Public Relations (12), Adult Education (2), Radio and Television (9), Extension (10), Audio-Visual (2), Communications (2), Journalism (2), Education (1), and Speech (10). The three institutions placing the television administration on the School or College level indicate one in Liberal Arts, one in Communications, one in Education. The twelve divisions reported as having this administrative responsibility are Communications (1), Education (1), Audio-Visual (1), Radio and Television (6), and Speech (3). The eighteen institutions reporting this administrative responsibility on a departmental level identify these departments as Education (1), Journalism (3), Audio-Visual (2), Radio and Television (8), and Speech (4).

CHART-3

ADMINISTRATION
DIVISION IN CHARGE
(147 RESPONDING)

**ADMINISTRATION (OFFICE
 OF PRESIDENT, VICE-PRESID-
 ENT, SUPERINTENDENT, ETC.)**

114

SCHOOL or COLLEGE

3

DIVISION

12

DEPARTMENT

18

COMMUNICATIONS

4

EDUCATION

4

EXTENSION

10

JOURNALISM

5

AUDIO VISUAL

5

RADIO and TELEVISION

23

SPEECH

17

LIBERAL ARTS

1

PUBLIC RELATIONS

12

ADULT EDUCATION

2

The major areas identified with the administration of television are Radio and Television (23), Speech (17), Public Relations (12), and Extension (10). This relationship is indicated in Chart 3.

C. Planning of the Television Activity

Planning the way an enterprise will develop often has a profound effect on the development of the enterprise. In response to the item "the over-all planning of your educational television activity is done by:" the 138 responding institutions indicate there is a fairly even distribution of planning responsibility between Administrators, Faculty, Television staff, and Committee (or joint faculty-staff) personnel. Forty institutions indicate they place the planning responsibility in the hands of the administrator having administrative control over the television activity; thirty-one place this responsibility in the hands of specific faculty members; thirty-two indicate this responsibility rests in the hands of the professional staff of the television activity, and thirty-nine indicate a committee of the faculty has been created with this specific responsibility, while twenty-six institutions have a joint planning arrangement with the faculty and the staff of the commercial station. It is of interest to note that eight institutions place planning responsibility in the hands of the non-academic staff and two refer this responsibility to the staff of the commercial

station. Only one institution indicates that the planning of the television activity is done by students in class, and one other institution has a student committee with this responsibility. Chart 4 indicates a gross presentation of this information. No duplication of institutions is found in this identification of planning responsibility. None of the responding institutions indicated more than one of these areas as sharing planning responsibility and no institution listed any further planning group or office than is reported in this section.

D. Preparation and Production of Programs

The actual preparation of the scripts, continuity, or program outline is identified by response to the request: "Scripts, continuity, or program outline are prepared or written by:". One hundred and one institutions responded to this question and, of this number, 59 indicate that faculty members are responsible for this activity (preparing the program). Only 12 institutions report this preparation as a responsibility of students in an extra-curricular capacity, none report student curricular involvement, and 7 use students as part-time writers responsible for this activity.

Nine institutions have professional writers responsible for program preparation, of whom two are writers on the staff of a commercial station while the remaining seven

CHART - 4

ADMINISTRATION

PLANNING of EDUCATIONAL T-V ACTIVITY

(138 RESPONDING)

ADMINISTRATION (PRESIDENT, VICE-PRESIDENT, SUPERINTENDENT, DEAN, ETC.)

40

FACULTY MEMBERS

31

TELEVISION STAFF (STATION MANAGER, PROGRAM DIRECTOR, ETC.)

32

FACULTY COMMITTEE

39

STUDENT in CLASS or CLASSES

1

STUDENT COMMITTEE

1

STAFF of COMMERCIAL STATION

2

NON-ACADEMIC STAFF of SCHOOL, COLLEGE, or UNIVERSITY

8

JOINT PLANNING by COMMERCIAL STATION, FACULTY

26

OTHER

10

DIRECTOR of FIELD SERVICE

1

SUPERVISOR and ASST. of TV DEPT. .

1

RADIO-TV COORDINATOR

1

MANAGER of RADIO-TV

1

DIRECTOR of EXTENSION

1

DIRECTOR of PUBLIC RELATIONS... 3

FILM DIRECTOR

2

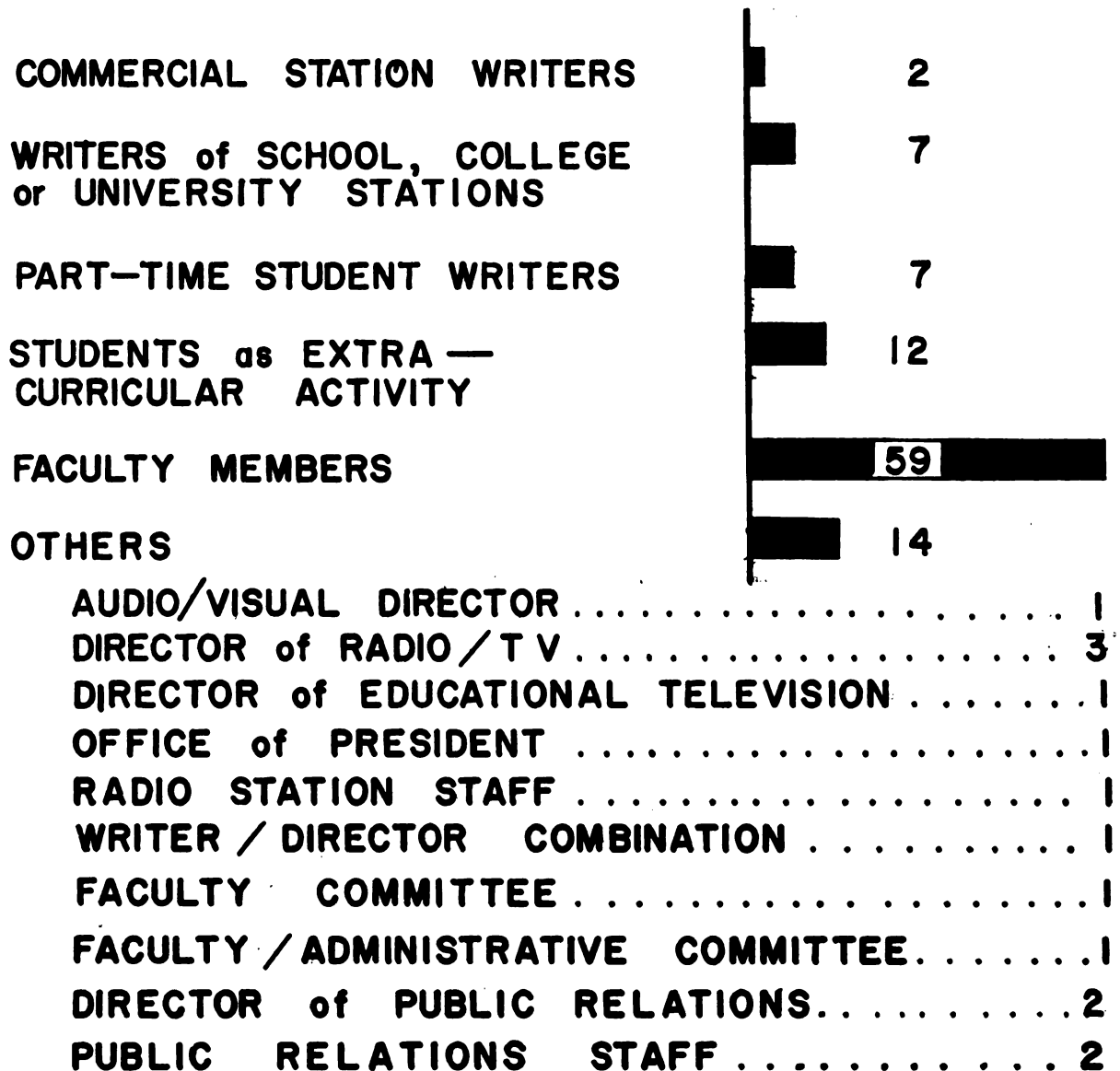
institutions use staff writers of an educational station. Fourteen institutions report some other variation of this responsibility and these involvements are found in Chart 5.

A contrast between institutions having student training in professional television and institutions without this training area is found in this area of responsibility. Of the 101 institutions responding to the question on preparation, 26 indicate a student training program involving the utilization of students in the television activity of the institution. All 26 of these institutions are found in the 26 responses indicating the responsibility of preparing the program as being an extra-curricular student function, a part-time student function, or a function of writers on the staff of an educational television station. The correlation of student training and the utilization of students in the television activity in the area of program preparation is a positive one as reported by the responding institutions.

Program preparation and production are closely related in the institutions responding to this questionnaire. All 101 institutions responding to the question on preparation also responded to a question about production. An additional 31 institutions responded to the question on production that did not respond regarding program preparation. The response of the 132 institutions to the question "programs are produced by:" indicates the same spread of responsibility

ADMINISTRATION

SCRIPTS, CONTINUITY, and PROGRAM PREPARATION
(101 RESPONDING)



as indicated by the preparation of programs. Forty-four institutions report that program production is a responsibility of faculty members, while 21 place this responsibility in the hands of staff members of a commercial station, 20 give non-academic staff members of an educational television facility this responsibility, and 29 refer this responsibility to students as a class assignment (15) or as an extra-curricular activity (14). Eighteen institutions report some variation of this common grouping of responsibility of program production, and these involvements are found in Chart 6.

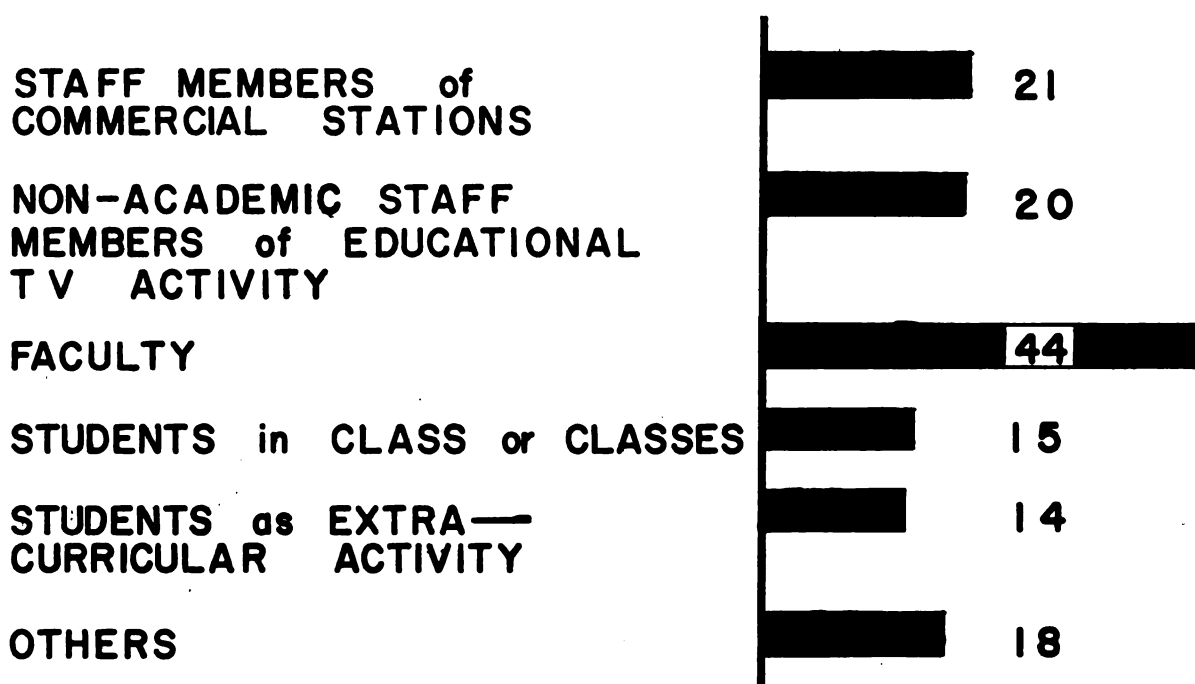
A correlation between student training and television production responsibilities is found in the response to this question on production. Forty-one of the 132 institutions responding to this question indicate a student training program involving the utilization of students in the television activity of the institution. The 26 indicating the same involvement in the field of preparing the television programs are within these 41. All 41 are found in the responses of the institutions that indicate the production responsibility rests in the hands of the students as a class activity or an extra-curricular activity (29) and those placing this responsibility in the hands of non-academic staff members of the educational television facility (12) of the 26 indicate this concept.

CHART-6

ADMINISTRATION

PROGRAM PRODUCTION

(137 RESPONDING)



FULL TIME PRODUCER	2
WRITERS	1
MANAGER of RADIO / TV	2
AUDIO/VISUAL DIRECTOR	1
AUDIO/VISUAL STAFF	3
DIRECTOR of PUBLIC INFORMATION	2
PUBLIC RELATIONS STAFF	4
RADIO STAFF	3

The involvements of the faculty in television can be of multiple variety. Divided into full-time, part-time, and voluntary activity (non-paid), the responding institutions indicate the majority of faculty members are volunteer personnel and, of the remainder, 90 per cent are paid for only part-time activity in television. Only 11 out of 137 institutions report paid full-time faculty members engaged in television activities (Chart 7). The duties of the paid faculty involves those institutions programming on a regular basis and the faculty personnel perform in production capacities. The duties of the non-paid faculty lie in the presentation of cultural, informational, and research programs and in production and planning activities. The direct production positions are left to non-faculty personnel and students (Charts 8 and 9). Sixty-four institutions indicate they use full or part-time non-faculty employees to perform production functions, while 142 indicate they use students to perform these functions. Sixty-one institutions use both in combination. The normal operation indicated by 102 of these institutions divides the duties of production people into job classifications and assigns the position of faculty, non-faculty, or student upon the qualifications and activities of the person and position.

One hundred and thirty-seven institutions report they use faculty personnel in either a paid full-time position (11),

paid part-time position (49), or non-paid position (67) to perform some function in the television activity of the institution. The average number of faculty used in these positions is about three per institution in each position. Chart 7 illustrates the range and number of faculty personnel used in the television activity by the reporting institutions. The 11 institutions reporting the use of paid full-time faculty identify the responsibility of these faculty members as being those of station manager (1), program planners (9), and production personnel (1). The 49 institutions reporting paid part-time faculty positions in television activities indicate the responsibility of these faculty members is program planning (11), program production (12), and appearing on a television program as a performer, instructor, or informational person (26). The duties of the non-paid faculty members are reported as teaching via television (21), presenting other than teaching programs (62), producing the television programs (15), and planning the programs (26). Six institutions report a variation of these involvements. These activities are indicated in Chart 7.

Many institutions (64) report they have television personnel in positions of a non-faculty or staff nature. Most of these are positions directly related to the production of television programs (producers, directors, engineers and film personnel). Chart 8 illustrates this activity and

ADMINISTRATION
USE of FACULTY
(137 RESPONDING)

POSITION	NUMBER RESPONDING	AVERAGE NUMBER of PEOPLE	RANGE
PAID FULL TIME FACULTY	11	2.3	1 to 7
PAID PART-TIME FACULTY	49	3.1	1 to 10
NON-PAY FACULTY	67	3	$\frac{1}{4}$ to 20

DUTIES of "NON-PAY" FACULTY MEMBERS

TEACHING VIA TELEVISION	21
PRESENTING OTHER THAN TEACHING PROGRAMS	62
DIRECTING, PRODUCEING, OPERAT- ING TV ACTIVITY	15
PLANNING and WRITING PROGRAMS	26
OTHER DUTIES	6
ARRANGING TV APPEARANCES.....	1
ARRANGING STILLs and WRITING NEWS COPY.....	1
ORGANIZING COMMUNITY TV STATIONS.....	1
PREPARING VISUALS.....	1
DIRECTING RADIO PROGRAMS.....	2

spread of personnel positions and indicates that most institutions place these production positions on a full-time basis and place the "talent" and crew positions (cameraman, actor, artist) on a part-time basis.

In a similar vein, institutions are using student help to a great extent in the television enterprise of the institution. One hundred and forty-two institutions indicate they use students on a paid or non-paid basis to assist in television production and program preparation. Seventy-one institutions report they pay students for their activity, and 64 indicate they use students on a non-paid basis either for class credit or on an extra-curricular basis. The positions that students occupy are those of production crew members (stagehands, cameramen, engineers, artists, and so forth) and some are used as program planners (writers, producers, directors, and so forth). There is no correlation between paid and non-paid students. Reporting institutions average six positions in which they use students on a paid or non-paid basis with an average of two positions paid and four positions non-paid. Only ten institutions do not combine paid and non-paid student positions. Chart 9 indicates the institutions' use of students by job classification.

Thirty-one institutions report students operating the television equipment, compared to 32 reporting professional staff operating the equipment (Chart 10). Fifteen

CHART 8

ADMINISTRATION

Personnel Positions (non-faculty)
(64 responding)

Position	Full-Time Positions		Part-Time Positions	
	Number Responses	Average No. People	Number Responses	Average No. People
Actors			3	4.6
Artists	3	1	5	1.6
Directors	7	2	7	1.4
Engineers	9	2.2	4	4.7
Film Personnel	6	1.7	5	1.6
Producers	8	1.6	5	1.2
Stage Hands	3	1	3	3.3
TV Cameramen	2	2	1	10
Writers	2	1.5	5	2.4
Others:				
Secretarial	2	2	1	1
Designers	2	2	1	1
Lighting	3	1.5	2	1

CHART 9

ADMINISTRATION

Use of Students (pay--non-pay)
(142 responding)

Position	Paid Students		Non-Paid Students			
	No. Respon.	Aver.	Class No. Respon.	Credit Aver.	Extra-curricular No. Respon.	Aver.
Actors	8	8	4	3.7	26	13.6
Artists	17	2.8	15	1.6	22	2
Directors	3	2	5	3.2	8	3
Engineers	16	4	1	2	4	4
Film Personnel	3	2	4	2	6	3.5
Producers	3	1	5	4	3	6
Stage Hands	19	3	22	5.4	27	5
TV Cameramen	15	5	17	10	18	3.7
Writers	3	2.3	5	6	9	2.8
Others:						
Announcers	12	1.2	4	2.2	12	2.3
Audio Personnel	7	2.6	8	2.5	21	2.4
Production Assistant	2	1	1	1	3	2.2
Switcher	5	1.5	3	1.2	3	1.2
Secretarial	2	2			1	1

CHART-10

ADMINISTRATION

OPERATION of EQUIPMENT

(92 RESPONDING)

PERSONNEL OPERATING T V EQUIPMENT	NUMBER
STUDENTS as EXTRA-CURRIULAR ACTIVITY	13
PAID STUDENTS (PART TIME)	16
PAID STUDENTS (FULL TIME)	2
<u>TOTAL STUDENTS</u>	<u>31</u>
PART-TIME PROFESSIONAL STAFF	12
FULL TIME PROFESSIONAL STAFF	22
<u>TOTAL PROFESSIONAL STAFF</u>	<u>32</u>
<u>COMMERCIAL STATION PERSONAL</u>	<u>15</u>
STUDIOS for CLASS (DEMONSTRATION) and PAID PERSONNEL for BROADCAST	14

institutions report commercial station staff operating the equipment, while 14 report a combination of students for class and professional staff for broadcast being the pattern of equipment operation they use. Thirty-four institutions have students operating equipment which is the property of others (18 of "other educational institutions" and 16 of "commercial stations"). A total of 92 institutions report they have some television equipment, and this equipment is handled in one of four ways: by students, by professional staff, by staff of commercial station, or by a combination of students for rehearsal or class demonstration and paid personnel for broadcast.

E. The Budget of the Television Activity

The pattern of administrative operation of the educational television activity in institutions of higher education depends upon the involvements of the faculty, the students, the effective bringing in of multiple aspects of the institution's operation and the distribution of the planning and production areas into the hands of the faculty. Budget allocation is closely linked with planning, since the budget is one form of a plan. The office in which the responsibility for budget allocation is placed seems also

⁶
William H. Newman, Administrative Action, Prentice-Hall, 1953, p. 72.

to be involved with the selection, planning and production of the television activity. With 145 institutions responding, there is a reported difference in pattern of responsibility. Fifty per cent of the institutions report budget allocation directly the responsibility of an administrative official. Faculty committees allocate the budget in only 17 institutions and non-faculty committees in only eight. Chart 11 shows the relationships of budget allocation in 145 institutions. The pattern of operation is clearly one of separation of two major areas of administrative responsibility. The planning, writing, and production of television programs are done by committees representing the faculty, and the budget allocation is placed in the hands of one administrative official.

A graphic representation of the line-staff relationship can be easily drawn to represent over 70 per cent of reporting institutions. For this purpose it would be best to select the relationship reported by the University of Chicago as being one of the most representative patterns of operation. Although the names of the intermediary step between the president and the director of broadcasting may be different in all cases, there is generally (90 per cent of the returns) only one step which provides direct communication to the president's office. The use of the committee as an advisory/

CHART-II

ADMINISTRATION

BUDGET ALLOCATION

(145 RESPONDING)

ADMINISTRATIVE POSITION w/TV PRODUCTION BUDGET (ALLOCATION RESPONSIBILITY)	NUMBER RESPONDING
--	----------------------

ADMINISTRATION (PRESIDENT,
VICE-PRESIDENT, SUPERINTEN-
DENT, DEAN, ETC.)

70

TV STAFF (STATION MANAGER,
PROGRAM DIRECTOR, ETC.)

22

FACULTY MEMBER IN CHARGE
of TV PRODUCTION

23

FACULTY COMMITTEE

17

TELEVISION PERSONNEL
COMMITTEE (NON-FACULTY)

8

OTHERS :

5

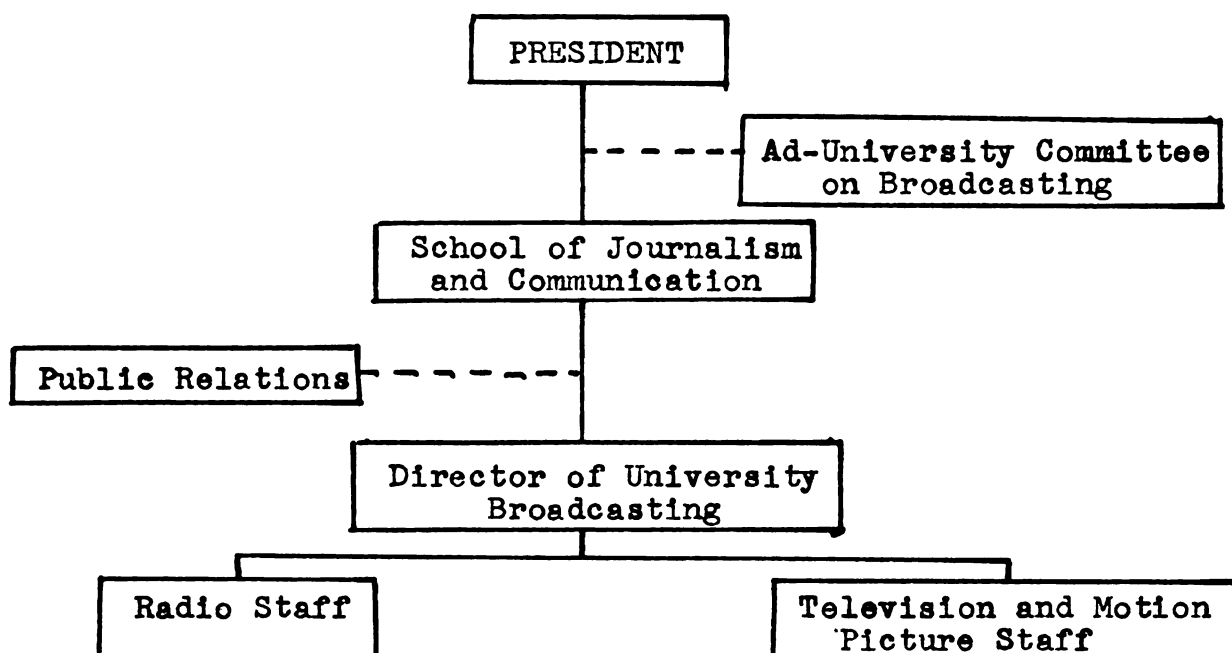
DIRECTOR of PUBLIC RLATIONS 2

INDIVIDUAL DEPARTMENTS 1

DIRECTOR of EXTENSIONS 1

RADIO STATIONS STAFF 1

policy making body is typical (69 per cent of reporting institutions) as is the representation of the committee from the entire university (72 per cent).⁷



The placement of direct access to the Office of the President in matters pertaining chiefly to public relations is another typical pattern (65 per cent of those reporting).

F. The Acquisition of Television Equipment

All (186) of the reporting institutions indicate television equipment is both costly to purchase and expensive to maintain. In order for an institution to economically

⁷ University of Chicago, questionnaire return on file at the College of Education, Michigan State University.

justify expenditure of funds ranging from a minimum of \$20,000 for the purchase of television equipment, a sound and sizeable utilization of that equipment must be both demonstrated and/or planned in a practical manner. The lack of ownership of equipment does not serve as a limitation on the utilization of such equipment to do television programs. Fifty-six per cent of the 186 reporting institutions indicate they use equipment which is the property of others while they own some equipment themselves; 32 per cent report they own no equipment themselves, and 12 per cent report they own all of their equipment and do not use any other. The spread of the kinds of equipment is found in Chart 13, and the ownership of it is indicated therein.

G. Financial Investment and Operation

The amount of financial investment in television equipment and facilities for institutions of higher education depends on their program of television activity. The responses of the 42 institutions responding to the item "How much would you estimate it costs your institution to establish your present operation?" and responding also to the item "Please check the equipment your institution owns and operates in TV production" indicate the institutions purchase equipment to fit into the operation of these stages described in section (A). Forty of the 42 responses had a

note jotted on the margin of the return of which a typical
⁸
 response is: "difficult to estimate unless compared to
 programs we do." The comparison of responses to these two
 questions indicates that 22 institutions are in Stage II
 (first equipment purchase), twenty institutions are in
 Stage III (television studio equipment) and ten are in
 Stage IV (broadcast equipment). Chart 12 indicates the
 costs of this equipment and the ranges of costs reported by
 the institutions. Comments on the margins of the returns
 indicate that differences in costs result from the amount of
 the equipment which was built by the engineering staff and
 students of the institution. Four institutions indicate
 that some of their equipment was built in this manner, and
 these four returns are all represented in the lowest
 estimated cost in the item devoted to range of cost in
 Chart 12.

Operational expenditures are difficult to identify from
 the information available from this survey. The key to this
 information seems to lie in the comparison of the responses
 to the question "What is the estimated weekly cost to your
 institution of your programming" and the request "Please

CHART 12

T.V. FINANCE

Cost of Establishment

Service	Average Cost	Range	No. of Personnel	No. Involved (full time)
For film studio (2 cameras, process- ing center, edit- ing, etc.)	\$ 11,000	\$500 to \$16,000	3.1	22
T.V. studio (2 cameras, control room, film chain, etc.)	\$160,000	\$75,000 to \$225,000	7.6	16
Kinescope Recorder	\$ 24,000	\$20,000 to \$31,000	1.3	6
Multiple studio (2 studios, 4 cameras, film chain, etc.)	\$210,000	\$180,000 to \$225,000	10.1	4
Micro-wave link and remote unit	\$ 21,000			4

CHART 13

Equipment
(102 reporting)

Equipment	Average No. of Pieces	Institutionally Owned	Property of Others
Transmitter	1	4	18
Micro-wave link	1.4	3	7
Remote unit	1	2	4
TV camera	2	16	31
Camera mounts	2	14	27

(Boom dolly-10; pedestal-20; tripod-20, crane-1)

Microphones	5.3	17	37
Microphone stands	4.3	16	34

(floor-26; boom-26; lapel or stick-21)

TV studios	1.3	17	32
Control Rooms	1.2	17	30
Turntables	2	20	32
Audio consoles	1.3	17	33
Lights	30	14	25
Film studios	1	7	13
Kinescope recorder	1	6	7
Film cameras	2.2	15	23

(35m.m.-4; 16M.M. S.O.F.-6; 16m.m. silent-22)

check the equipment your institution owns and operates in TV production." The responses of 106 institutions indicating the kind of programs they do were compared in these two areas (weekly cost and equipment operated). The comparisons indicate that the least expensive method is the program done in a commercial station (\$100 per half-hour weekly program). The cost shown for this type of a production represents construction and transportation of materials and the expenses of the personnel traveling to the studios as well as any salary they may receive. The next least expensive operation is the program done in the college studio and micro-waved to a station, (\$125 per weekly program). The costs represented seem to be those of construction of materials and any salary that may be paid, as well as the actual operational cost of the micro-wave unit, rented or owned.

The kinescope recorded program is the next least expensive program (\$145 per half-hour weekly program) and the filmed program was the most expensive (\$400 per half-hour weekly program). Twenty-eight institutions indicate that they were doing a studio program, but the questionnaire returns did not indicate the method of broadcast of these programs. The weekly cost per half-hour program to these institutions is \$197. Chart 14 indicates the range, the number reporting, and the average number of producing

CHART 14
T.V. FINANCE
Weekly Cost

Service	Average Cost	Range	Production Personnel	Number Reporting
1 1/2 hour filmed program per week sound on film	\$400	\$50 to \$700	3.2	17
1 1/2 hour program per week done in studios of commercial station	\$100	\$20 to \$317	2.8	21
1 1/2 hour program per week done in school studios and micro-waved to commercial or educational station	\$125	\$50 to \$415	7.4	16
Kinescope recorded 1/2 hour program done in school studios (Negative process with one print)	\$145	\$120-\$170	7.3	14
Studio program only	\$197	\$40 to \$210	6.8	28

personnel involved. It is pertinent to note that the micro-wave method of broadcasting and the kinescope recording require the greatest number of personnel, while the commercial studio programs require the least.

The sources of income for financial operation of the television activity are varied and seem to have no correlation to programs, student or faculty involvement, or administrative control. Institutions report the major sources of income are in four general areas: public funds, general institutional funds, grants and payments by commercial enterprises, and student fees. These classifications are not mutually exclusive, and some duplication may occur. An analysis of each institutional budget and source of revenue would be needed to show a meaningful relationship to television activities. This study can only report the response of 63 institutions to the question "What are your annual sources of income for this (television) activity?" Thirteen institutions report their income from public funds (state budget or appropriation), 35 institutions report television income from general institutional funds (general budget or divisional budget), ten institutions' television activities are supported by grants or commercial or educational television budgets, and five institutions report fees (student or extension) as the source of the television budget. Chart 15 shows the individual responses and the

CHART 15

T.V. FINANCE

Sources of Income
(63 reporting)

Source	Number Reporting	Average Amount Reported
Department budget	2	\$ 500
School division, college budget	4	\$ 500
University or general budget	17	\$ 15,640
Public relations budget	6	\$ 5,100
Student fees (tuition)	2	---
Extension fees	3	\$ 1,200
General funds	3	\$ 700
State budget	6	\$ 13,650
State appropriation	7	\$ 20,510
Irregular contributions	1	---
Sponsored programs	2	\$ 175 per week
Payment by TV stations	3	\$ 8,700
Community station budget	1	\$ 7,000
Occasional grants	4	\$ 60,000
Shared budget (participants in community TV)	2	\$169,700

average amount reported. A comparison of the institutions reporting income from each of the four sources and their involvements of the faculty, students, programming, and administrative control indicates that source of funds has no relationship to any of these factors. Any given institution may reflect any type of operation with any given source of income.

Part II

The Educational Television Stations

At the time of the research for this dissertation, July, 1955, seven television stations owned and operated by institutions of higher education were broadcasting a program structure identified by national organizations as being primarily educational in nature.⁹

The writer visited each institution and conducted a structured interview with each of the managers of the stations (Appendix B). During this visit, a free, opinion-seeking interview was conducted with the next highest administrative authority above the station manager in each institution. The writer collected available published

⁹ Institute for Education by Radio and Television, op. cit., p. 81.

material pertinent to the problem at each institution and also discussed the television operation with randomly selected faculty members, students, and community persons at each institution.

Information was freely given by the station managers and by the administrators. In several instances (five of the seven institutions), a request for anonymity was made, and the writer feels an obligation to protect the source of information in some instances, particularly in the area of finance. For this reason, specific mention is made of an institution or person only when permission to quote that person has been given.

A. Programming

In response to the question "What is your institution's prime purpose for the operation of a television station?", six of the seven station managers indicate that the presentation of programs is the single important purpose of the station. All indicated they are interested in reaching an adult education audience, a family viewing audience, and a school age (5-17) audience. The station managers all agree that each of their programs is aimed at one or more of these audiences. The writer collected the program logs for each of the stations. A simple breakdown of the program offerings for the college or university stations shows:

Adult education audience	196	1/4 hours	55 per cent
Family viewing audience	116	1/4 hours	34 per cent
Education for school age	<u>32</u>	<u>1/4 hours</u>	<u>11 per cent</u>

Total: 344

The program logs for each of the stations is found in Appendix D. The analysis of the following tables is based upon these program logs.

Programs for the adult education audience show the following types:

Information	138	1/4 hours
Entertainment	none	
Telecourse	25	1/4 hours
Public Relations	5	1/4 hours
Religious	10	1/4 hours
Sports	none	
Special events	none	
Cultural	13	1/4 hours
Direct teaching	<u>5</u>	<u>1/4 hours</u>
Total:	196	

The following types of programs are provided for the family viewing audience:

Informational	70	1/4 hours
Entertainment ¹⁰	19	1/4 hours
Telecourse	none	
Public Relations	10	1/4 hours
Religious	1	1/4 hours
Sports	7	1/4 hours
Special events	3	1/4 hours
Cultural	6	1/4 hours
Direct teaching	<u>none</u>	
Total:	116	

¹⁰Thirteen programs were indicated as both information and entertainment. These were counted as information program types.

The programs defined as education for school age (5-17) show the following totals:

Informational	19	1/4 hours
Entertainment	18	1/4 hours
Telecourse	none	
Public Relations	none	
Religious	none	
Sports	none	
Special events	none	
Cultural	none	
Direct teaching	<u>2</u>	1/4 hours
Total:	39	

From this analysis of the program structure, the stations now on the air are devoting most of their programs to an adult education audience (55 per cent) with a secondary emphasis (34 per cent) placed on the family viewing audience and a minor emphasis (11 per cent) upon the school age audience. The source of the program is the station itself, in the majority of the instances (64 per cent), with about one-fourth of these programs coming from the Center (23 per cent) and the rest from film distributors (13 per cent).

B. The Structure and Organization of Educational Television Stations

In every instance, the Office of the President of the institution has direct access to the television staff. In two instances the Dean of Extension is the step between the station manager and the President, Chancellor, or Provost of the institution. In two instances, the station serves more than one institution, and the top administrative level is made up of the presidents of the involved institutions with

the station manager responsible to this committee. In the remaining three institutions, the station manager reports directly to the office of the administrative head of the institution. Organizational charts to indicate this activity are found in Charts 16, 17, 18, and 19 which follow. These show the variations of involvement which typify the administrative hierarchies of operation in the various institutions. The station managers report their desire for direct access to the Office of the President as a need of educational television operation (five of seven). The reasons given center on the need to identify the television station with the highest administrative office of the institution. Four of the station managers express this desire as a result of difficulties they have experienced in the past with regard to the implications of institutional policies for the program content of television programs.

The administrative officials all indicate a desire to have the highest administration of the institution keep direct access to the television station. Reasons for this are related to the rapid news dissemination ability of television. Only one of the administrative officials indicated a need for the reverse of this relationship, i.e. access to the highest administration by the television station. The other six officials indicated that policy and operational information are being delivered with sufficient speed and impact through the system under employment.



Reports

May 1, 1954

107

ON ADMINISTRATION AND OPERATION OF EDUCATIONAL TELEVISION STATIONS

INTERNATIONAL COMMITTEE ON EDUCATIONAL TELEVISION

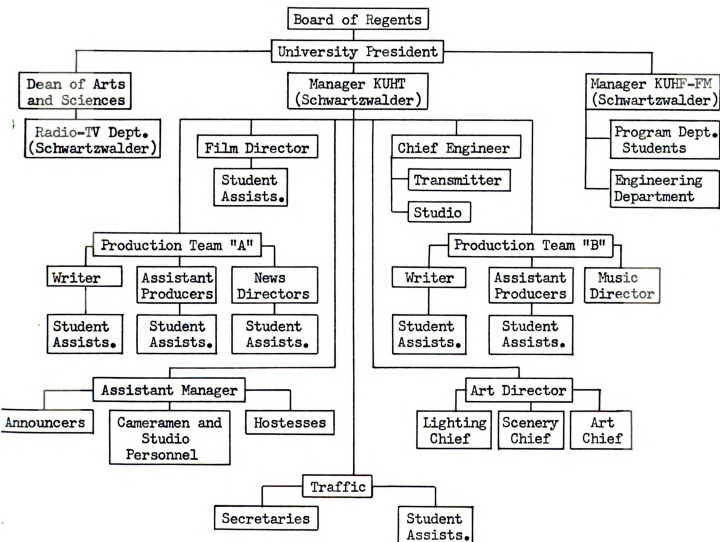
1785 Massachusetts Avenue, N.W., Washington 6, D. C.

ORGANIZATIONAL CHART 16

KUHT * CHANNEL 8

HOUSTON, TEXAS

UNIVERSITY OF HOUSTON
(Radio and TV)

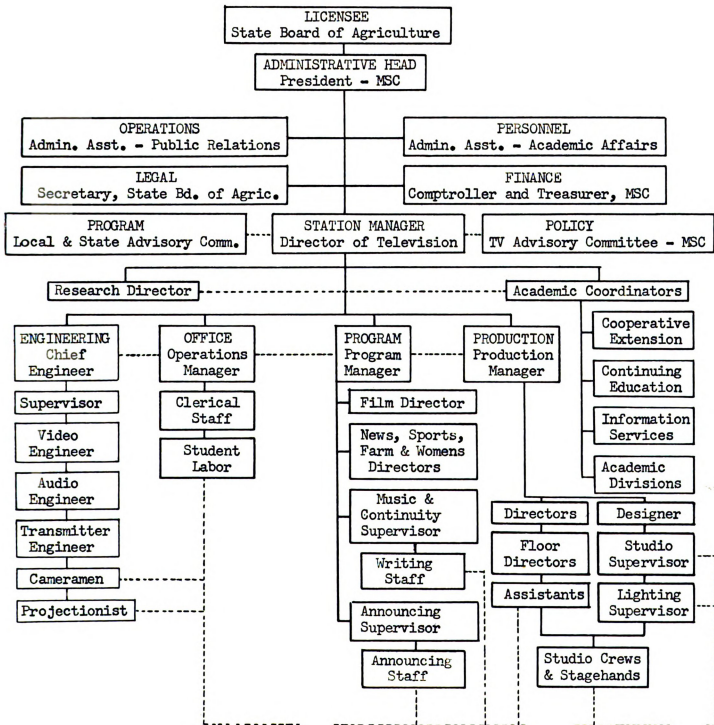


ON ADMINISTRATION AND OPERATION
OF EDUCATIONAL TELEVISION STATIONS

NT COMMITTEE ON EDUCATIONAL TELEVISION

1785 Massachusetts Avenue, N.W., Washington 6, D. C.

ORGANIZATIONAL CHART 17

WKAR-TV * CHANNEL 60
EAST LANSING
MICHIGAN STATE COLLEGE



Reports

June 1, 1954

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ON ADMINISTRATION AND OPERATION OF EDUCATIONAL TELEVISION STATIONS

NT COMMITTEE ON EDUCATIONAL TELEVISION

1785 Massachusetts Avenue, N.W., Washington 6, D. C.

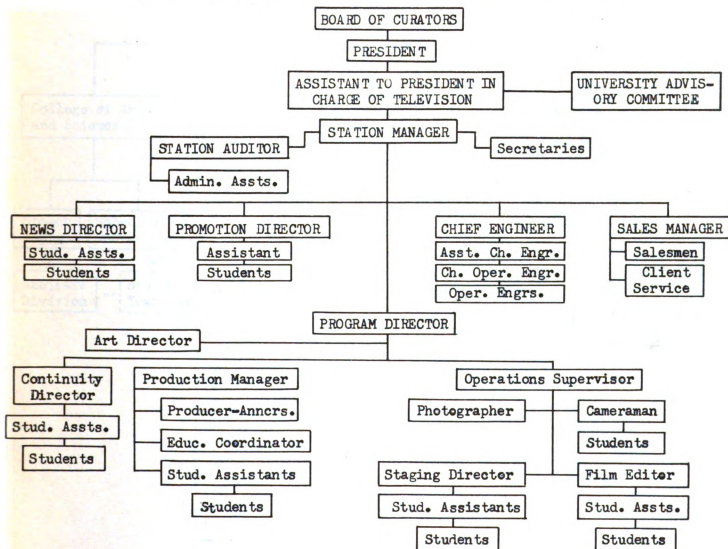
ORGANIZATIONAL CHART 18

KOMU-TV * CHANNEL 8

COLUMBIA, MISSOURI

UNIVERSITY OF MISSOURI

(Educational institution operating on non-reserved channel.)





Reports

April 1, 1955

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ON ADMINISTRATION AND OPERATION
OF EDUCATIONAL TELEVISION STATIONS

NT COMMITTEE ON EDUCATIONAL TELEVISION

1785 Massachusetts Avenue, N.W., Washington 6, D. C.

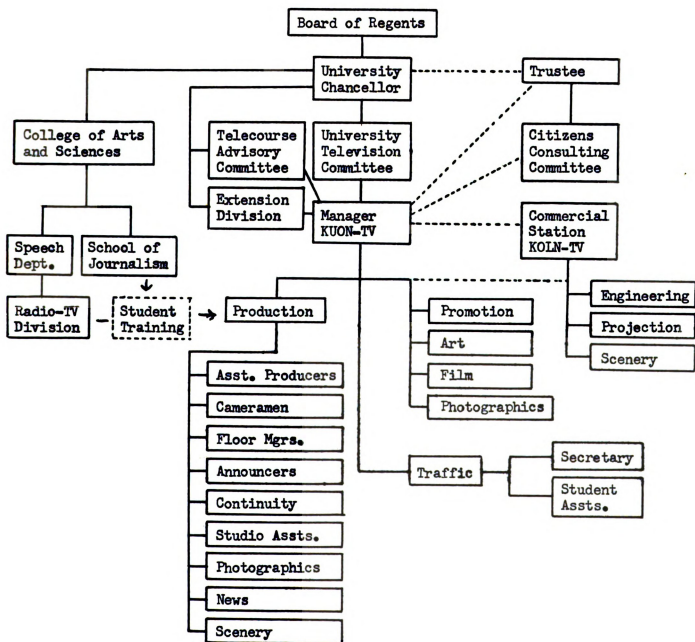
ORGANIZATIONAL CHART 19

KUON-TV

*

CHANNEL 12

LINCOLN, NEBRASKA
UNIVERSITY OF NEBRASKA



Six of the television stations report they own their own studio and transmission equipment, and one operates with equipment on loan from a commercial station. The station managers and the administrative officials of the six institutions operating their own equipment agree that ownership and operation of equipment by the institution is necessary. Both the station manager and administrative official of the remaining institution feel that the operation of the station is hampered to a great degree by lack of ownership of equipment. This station (K.U.O.N.-TV) broadcasts only in the morning hours (9-12), and the limitation is based on availability of equipment and not the desire of the institution.

C. Planning of the Television Station

All the station managers and administrative officials report that the most valuable time spent in planning the operation of a television station was the "closed-circuit" experimental operation just prior to going "on-the-air". This experience is identified by six of the institutions as laying the basic pattern for the station programming.

All but one of the institutions indicate planning of the television station activities is done by the staff of the television station internally, with occasional assistance from the Office of the President in terms of policy and also intermittent assistance from the committees available. All

but one institution reported both a faculty and a citizens committee involved in program planning. None of the station managers indicate total responsibility is placed in the hands of either committee and only two institutions give these committees any percentage of responsibility; the numbers being 5 per cent for faculty committees and 2 per cent for citizens committees. Programming inequality is reported by the station managers in two general areas, with five institutions reporting a shortage of programs originating outside of the institution, and six institutions reporting inadequate faculty response to the total program structure. No usable response was given to the question about improvement of these situations.

Some question can be raised about the nature of the committees used and whether they accurately reflect the views of the faculty or community they are designed to represent. All of the station managers raised this question and discussed it. These discussions indicate the rise of two philosophies concerning program planning:

1. The institution centered system of television programming. This involves greater placement of content upon the aims and operations of the entire institution than upon the identification of the status of the community. Underlying assumptions seem to indicate the television operation will reflect the total aims of the institution and those areas of activity already engaged in by the institution. In

all institutions there are individual exceptions to this philosophy, but it seems to serve as a pervasive influence in determining the programming structure. The program emphasis of those institutions identifying themselves, through their station managers, with this philosophy is more heavily oriented toward cultural and information programs.¹¹ (Four stations thus identify their philosophy.)

2. The audience-centered philosophy of television programming. This area of thought seems based upon identification of the community served by the television station and an attempt to organize the programming of the television station to reflect the community. Two institutions indicate their programming is based upon this frame of reference. In no way does this philosophy limit the involvement of the institution or the total staff, but rather it serves as an area of emphasis. The institutions identifying their operation with this basis tend to have their programming carry a heavier share of entertainment, public relations, special events, and religious programs.¹²

¹¹The four stations thus identifying themselves show on their program logs that they carry 71 per cent of all the cultural programs presented on educational stations and 72 per cent of all the informational programs with only 41 per cent of the entertainment programs and 36 per cent of the telecourses.

¹²These two institutions list on their program logs 54 per cent of all the entertainment programs as well as 44 per cent of the public relations programs, 70 per cent of the special events programs and 72 per cent of the religious programs.

In no way do the station managers indicate these philosophies to be mutually exclusive nor do they report a unity of one separate from the other. The complexities of television programming being as great as they are (see Chapter II) and the identification of these two philosophies being entirely dependent upon the perspicacity of the station manager, these philosophies cannot be attributed to the faculty members or the administration in an individual institution. Some institutions demonstrate qualities of both philosophies or a predominance of a philosophy that is not consistent in all programs with that philosophy indicated by the station manager.¹³

One station, W.O.I.-TV, cannot be included in this breakdown because there is no identifiable philosophical approach to its programming that has an application to other stations, since it is the only one carrying network commercial programs.

The writer made a definite question about programming philosophy consistent in all the interviews with the administrative officials responsible for the television station. Only one of these administrators indicate knowledge of an institutional philosophy concerning

¹³ An analysis of program logs of these institutions indicates no evident correlation between programs, these philosophies, and the audience desired. There is some connection between programs and audience as well as between philosophy and programs, but none is evident with all three.

television programming. This one administrator identifies the philosophy in essentially the same words as the station manager in that institution. The other administrators indicate a lack of information in this area.

Four of the seven station managers report a desire for an institution-wide television philosophy while three indicate there is no need for one. Six of the seven administrators report no need for the philosophy, while one indicates a need for it.

When asked the question "On the basis of your experience, where should the planning for the programs originate?" the administrative officials indicated the station staff should act as planning coordinators for all programs. All of the administrators agree in this idea. Five of the station managers indicate they thought the planning should be done jointly by the station staff and the subject-matter specialists. One station manager indicates a division of this responsibility as 50 per cent that of the station staff, 25 per cent that of the faculty as a whole, and 25 per cent that of subject-matter specialists.

All the station managers report that the way they think the program planning should be done is the method in operation at their institution. Five of the seven station managers report that their response to this question should be applied only to their institution and that the response may be different in other institutions. The remaining two station managers

did not indicate any local limit to their reaction to the questions on program planning.

D. Preparation and Production of Programs

The seven station managers all report that preparation of programs is a responsibility of the person serving as the "talent" of the program. All the station managers agreed that two basic types of preparation are involved: the preparing of telecourses and the preparing of programs other than telecourses (informational, entertainment, cultural, and so forth). In the case of the telecourses, all station managers report that the instructor of the course carries the responsibility of planning and preparing the program. In the instance of the non-telecourse program, the station managers indicate that the major responsibility for program preparation rests with the faculty, staff, or student appearing on the program, with assistance provided by the professional staff of the station. The methods by which this is done are by meetings originated by the television staff (in five stations), by coordinators in the various subject-matter areas, (one station), and by a program committee (one station). Pay or time relief for the individual is left to the discretion of the department or area supervisor if the individual is on the faculty or staff, to the advisor or instructor if the individual is a student, or to the station manager if the individual is a member of the television staff.

This situation is common to all seven stations. Four stations provide a staff of professional writers who act as program preparation personnel upon request.

All of the stations use a combination of staff and student crew to produce television programs.

Staff members on the supervisory level (i.e. program director, production manager, chief engineer) are given faculty rank in six out of seven stations, staff rating in the other station. The station manager has faculty rank in all cases, but is identified with the student television training department in only three institutions. All stations have staff personnel who have full-time positions but are not on the faculty. All stations use students as part of the students' training and also as members of the station staff. Only five institutions pay these students for part-time work. Chart 20 illustrates this breakdown in terms of positions on the station staff. Five of the seven station managers report a desire to place those staff members of the television station who are responsible for the planning and production of programs on the faculty of the institution. All the station managers agree this should be done because of their involvement with the faculty on a faculty level and by position rather than by personality. Only two of the institutions carry faculty rank by position in their television staff (other than the position of station manager).

CHART 20
PERSONNEL POSITIONS

Position	Number of Institutions Reporting	Faculty	Staff		Students		Class Assign- ment
			Full	Part Time	Paid	Volun- teer	
Station							
Manager	7	7					
Program							
Director	7	5	2				
Production							
Manager	7	5	2				
Chief							
Engineer	7	6	1				
Video							
Engineer	7	3	1	1	1		
Audio							
Engineer	7	2	2	1	1		
Transmitter							
Engineer	7	2	2	1	1		
Operations							
Manager	2	2					
Film Director	6	1	2	1	1	1	
Director	7	2	2	0	1	1	1
Floor							
Director	7	1	2	1	2	3	2
Cameraman	7	0	2	3	3	3	3
Stage Hands	7	0	0	0	4	6	5
Newsman	7	2	1	2	3	2	2
Sportsman	7	1	1	2	3	2	2
Announcers	7	0	0	1	2	6	6
Music							
Supervisor	6	0	0	1	3	6	1
Projectionist	7	0	1	2	4	6	6
Designer	7	0	1	1	4	3	2

Three institutions have television staff members carrying faculty rank in other departments of the institution.

Administrative officials do not regard this question (of faculty rank) as being of the same importance as do the station managers and station staff personnel. Five administrators indicate the question of rank was an individual matter, one reports only the station manager need be concerned with rank, and one indicates that an all-institutional faculty policy decides faculty rank.

All institutions regard student participation as necessary to their operation. Both station managers and administrative officials are agreed on this question. Six station managers report students are being more involved as production crew members than in the past. All seven station managers indicate that future television plans depend heavily on student involvement in the production of television programs. The only category in which the use of students is limited is in the engineering area. Only one station used students in engineering. The others report this is a staff position. No institutions use students as program directors, production managers, chief engineers, or operations managers. All institutions use students as music supervisors, announcers, stage hands, and cameramen. Chart 20 indicates the number of institutions using staff, faculty, and students in various production and operational

positions. All seven station managers commented on the interest of students representing all curricular areas in devoting a large amount of time to television production activity.

E. Financing the Television Station

One of the most difficult areas in which to arrive at factual material and realistic appraisal is the area of cost of operation. The actual expenditure in terms of equipment and space is available, since that can be measured by prices and labor (installation charges). The average charge for six of the television stations to equip their studios, purchase and install the necessary transmission equipment, and all other expenditure prior to the first day of broadcast is \$200,000, with a range from \$140,000 to \$300,000 as estimated by the station managers. One station cannot be included in this calculation, since it does not own and operate its own transmitter and studio equipment, using those of a local commercial station. The variations in cost are due to the number of cameras used (two to six), the kind of kinescope recorder used (single sound track to multiple track and rapid process developer), the size of the TV studio (from 20 feet by 40 feet to 75 feet by 100 feet), the channel allocated (U.H.F. transmitters cost more than V.H.F.), the height of the antenna (from 100 feet to 1,055 feet), and the utilization of mobile equipment.

There seem to be no common factors for comparison other than average cost. The purchase of equipment varies as to program envisioned, the channel assignment and terrain, and the amount of signal coverage desired.

Operational budgets vary according to the various enterprises and the programming. In the matter of salaries, two institutions report the television budget includes all the salaries, two institutions report all but faculty and talent salaries, one reports only engineering and supervisory salaries, and two cannot report. In the area of equipment maintenance, only one institution can report a cost, the others include special grants and utilization of their program budgets to purchase and maintain equipment. The student labor budget varies with the policy of the station. (One station does not pay any students, three pay some, two pay most, and one pays all but a few.) Supplies and production costs vary as to budget definitions. Two stations call settings, properties, and costumes part of the supply budget and two cannot definitely place these items in a budget because they allocate these expenses by programs rather than by operation.

An indication of budgeting allotment is that of a typical station of these seven which reports a 400 per cent increase in student labor budget over a three-year period, a 300 per

cent increase in a supplies budget, and a 500 per cent increase in salaries budget from 1952-53 to 1954-55.¹⁴

The sources of income also vary to the extent that the differences exceed the similarities. One station operates from a specific legislative grant; two operate from combinations of student fees, state appropriation and public relations budget; two operate by a combination of teaching budget, extension fees, and general budget; one operates by a combined budget of two or more institutions; and two report internal operation of some nature, self-liquidation, commercial fees and grants, or cost-plus financing.

There is one further item of interest which has a bearing on the budgeting of the television stations, and that is the variation of time on the air in a week and during the year. The variations encountered here have an impact on the budget, since all stations report a change in broadcast schedule during the summer months (June through September) and four stations report evening schedules, one reports only a morning schedule, five report afternoon programming and one reports consistent all-day (morning, afternoon, and evening) programming. The budget listed above is calculated on a fifty-two-weeks-per-year, seven-days-a-week program schedule.

¹⁴A detailed listing of this budget is found in Appendix E.

CHART 21
EQUIPMENT OWNERSHIP

Equipment	Number of Stations Reporting Ownership	Average Number	Range
Transmitter	7	1	7
Micro-wave link	6	3	2 to 7
Remote pick up unit	4	1	1
TV cameras	7	3	2 to 5
Camera mountings	7 one per camera		
(boom dolly - 3, pedestal - 6, tripod - 7)			
Microphones	7	6	4 to 13
Microphone stands	7 two per microphone		
(floor - 10, boom - 7, lapel or neck - 12)			
TV studios	6	2	1 to 4
Control rooms	6 one per studio		
Turntables	6 two per studio		
Audio consoles	6 one per studio		
Lights	6	41	13 to 82
Film studios	3	1	
Kinescope recorders	5	1	
Film cameras	5	2	2 to 4
(all have 16mm silent, 2 have 16mm S.O.F.)			

F. Equipment

The similarities in equipment are more marked and enable a common factoring to be drawn. The averages were drawn to the nearest unit. Chart 21 shows this distribution.

1. Micro-wave link: one station reports linking of two transmitters to the studios by seven units, another station reports three studios linked to a single transmitter. The common practice is to link the studio to the transmitter by one micro-wave link and to link the mobile unit to master control with another (four report this).

2. Remote pick-up unit: These vary from a station wagon used to carry a film crew to location to a complete commercially built unit.

3. Kinescope recorded: Membership in the Radio and Television Program Center is based upon ability to record programs in order to be an originating point for the Center's programs. This accounts for this high number. Of course, any station may broadcast the programs from the Center.

No generalizations can be drawn from these data other than that the average station consists of one transmitter, three micro-wave links, one remote unit, two fully equipped studios, two film cameras, and a kinescope recorder.

Summary of Chapter III

This chapter presents the findings of a quantitative/evaluative survey of 186 institutions of higher education active in educational television but not operating their own stations, and the findings of interviews with the station managers and the next higher administrative officials in the seven institutions of higher education which operate their own television station. Part I concerns the findings of the quantitative/evaluative survey and Part II the results of the interviews.

Part I

The Operation of an Educational Television Facility

The 186 responding institutions indicate that the equipment they use to broadcast educational television programs is either owned by them or made available by commercial or educational stations. Most institutions use the facilities of commercial stations and send the program (personnel and materials) to the studios of these stations.

Seventy-seven per cent of the responding institutions indicate that over-all administrative responsibility lies in the hands of the top level administrators of the institution. The interest areas of these administrators indicate that those schools offering study in radio and television tend to place the administrative responsibility

for the total television activity in the hands of these subject-area personnel, while those institutions not offering television training place the responsibility for their television activity in some strongly related area, as journalism, public relations, speech, or audio-visual education.

A clear majority of the institutions (78 per cent) indicate that planning of the television enterprise involves some combination of faculty members, faculty committees, the television staff, and the staff of a commercial station. Planning of the television activities tends to be placed in the hands of the operational personnel rather than in those of administrative members. The responsibility for the preparation of programs is referred to faculty members by 60 per cent of the responding institutions. The remaining 40 per cent place this responsibility on students, professional writers, or on the staff of the educational television activity. Those institutions with a student training program in television utilize those students in the planning of television programs.

Program preparation and production are closely related by the responding institutions. Most of the institutions (101 of 132) place the responsibility for production of programs on some professional specialist in television, either on the staff of the commercial station or a faculty

member experienced in television production. Those institutions with a television student training program use the students in some capacity during the production of a television program.

Sixty institutions pay faculty members for full-time or part-time television activities, and 67 institutions do not pay the faculty for these activities. The duties of the paid and non-paid faculty are closely related, with the exception of the administrative responsibility of the faculty in television. Those institutions that have an administrative official identified with the operation of a television facility pay that person for his full or part-time activity as administrator.

In addition to faculty members, most institutions (80 per cent) use students and non-faculty staff in a production capacity. The non-faculty staff occupy positions of production responsibility and the students occupy positions on the production "crew" of the television program. The average number of non-faculty staff in the reporting institutions is two, and the average number of students used on a television program is six.

Budget control of the television activity is reported as being the responsibility of one administrative official in 115 of the 145 responding institutions, with only a few institutions (25) placing the function of budget allocation

in a committee. The pattern of operation indicates a separation of the functions of allocation of the budget by one administrative official from the planning and production of television programs by a committee representing the faculty.

The acquisition of television equipment is related directly to the growth of television programming. The expansion of television facilities is identified by the responding institutions as consisting of five stages.

Stage I	Beginning Investment in Programming
Stage II	First Equipment Purchase
Stage III	Television Studio Equipment
Stage IV	Broadcast Equipment
Stage V	On the Air

The financial investment and operation of a television facility is related directly to the number and kinds of programs being done by the institutions. Reported equipment investment identifies 22 institutions in Stage II of development, 20 institutions in Stage III, ten in Stage IV, and seven in Stage V. The remaining 134 institutions indicate they are in the first stage of television development. A comparison of the weekly cost and the weekly programming of the institutions identifies the least expensive system of programming as that which is done in the studios of a commercial station and the most expensive is that of the weekly filmed program. The sources of revenue indicated by the institutions seem to have no bearing on the programs or the student or faculty involvement in television.

Part II

The Educational Television Stations

Each educational television station on the air was visited by the writer, and the station manager and the next highest administrative official above the station manager were interviewed in each institution. Information was freely and willingly given by all persons concerned with some of the information clearly labeled as confidential when related to a specific person or institution.

The program logs for each station were totalled and equated in terms of an audience classification. The stations on the air devote most of their programs to an adult education audience (55 per cent) with a secondary emphasis on a family audience (34 per cent) and a minor emphasis (11 per cent) on a school age audience, 5-17.

In every instance, the station managers report direct access to television on the part of the top administration of the institution. This is verified by the administrative officials of each institution who also indicate the desirability of this direct communication. Five of the station managers report a desire to have direct access to the Office of the President, while six of the administrators indicated this was not necessary.

All institutions indicate that institutional ownership and operation of sufficient television equipment to satisfy

a program schedule is a very important preliminary to successful television station operation. Only one institution (K.U.O.N.-TV) does not own and operate its own equipment, and it feels hampered by its loan arrangement with the local commercial station.

All the station managers and administrative officials report the most valuable time spent in planning the station operation was that time, prior to an "on-the-air" operation, devoted to closed circuit activities. Five of the seven institutions report the use of a faculty and citizens' committee to assist in the planning of the television station, although only two institutions give these committees any responsibility for television activity.

Two distinct philosophies were discussed by the station managers as governing their operation of the television stations:

1. The institution-centered system of television programming.
2. The audience-centered system of television programming.

The administrative officials indicated a lack of familiarity with any philosophical concept of television station operation.

Five of the television stations indicate their program planning is done jointly by members of the television staff and faculty subject-matter specialists. The station managers,

the administrative officials, and the actual method of planning in the television stations all reflect the understanding that planning involves the "talent" and staff members of the television station planning the programs cooperatively.

Preparation of a telecourse program is the responsibility of the instructor of the course in all institutions. Preparation of other programs is a major responsibility of the persons appearing on the programs with assistance in preparation provided by the station staff. Payment, in the form of time relief or money, for individuals appearing on programs is a discussion left to the department or area supervisor if the individual is a member of the faculty or staff, to the advisor or instructor if he is a student, or to the station manager if he is a member of the television staff.

In all instances, the station managers are members of the faculty of the institution. Other members of the television station staff also are members of the faculty in five institutions, although this status is determined on an individual basis rather than by position. Station managers seem to desire faculty rank for the supervisory positions in the television stations, but administrative officials do not regard the question of faculty status as being significant.

The utilization of students in television production capacities is regarded as essential by all station managers and administrative officials. All institutions plan to use students in the future and six institutions are using students in various capacities at the present time. All six pay some students and have a class credit or extra-curricular arrangement with other students.

Financing of the various television stations seems to be based upon local situations and methods that create differences exceeding similarities. The average reported investment for equipment is \$200,000 prior to the first broadcast day. All station managers report variances in operational budget with only one similarity identifiable: the operational budget varies directly with the hours of broadcast per week. The average station has one transmitter, three micro-wave links, one remote unit, two fully equipped studios, two film cameras, and one kinescope recorder.

CHAPTER IV

INTERPRETATION OF THE DATA

The purpose of this chapter is to collate and analyze selected data presented in the previous chapter. A collection of information regarding the administration of educational television in institutions of higher education provides a group of facts which need to be related to other data and to each other in order to form a pattern of operation.

At the time of their appearance as witnesses at the Federal Communications Commission's television hearings, November 1950 to January 1951, educators indicated in general to the Commission that educational television would provide the following types of program service and that these services would depend on the understanding developed between the television station and the community:

1. Classroom instruction
2. Direct to adult education telecourses
3. Out-of-school programs for children
4. General adult education
5. General cultural and entertainment programs¹

¹

Joint Committee on Educational Television, Reports, published by The Committee, Washington, D. C., May 1, 1954.

Upon the basis of these proposals and a great amount of evidence, the Commission reserved 242² channels for education (subsequently increased to 251).

Discussed in Chapter II, the stations now on the air are devoting most of their programs to an adult education audience (55 per cent) with a secondary emphasis (34 per cent) placed on the family viewing audience and a minor emphasis (11 per cent) upon the school age audience. The source of the programs is the station itself in the majority of the instances (64 per cent), with about one-fourth of these programs coming from the Center (23 per cent), and the rest from film distributors (13 per cent).

A comparison of the stated aims of the educators in providing types of program service and the service provided by on-the-air stations requires some interpretation, since the terminology is not the same.

1. Classroom Instruction. This includes the telecourse and direct teaching programs for the education of the school age (5-17) audience.

2. Direct Adult Education (Telecourse). "Adult" being³ defined as a person grown to maturity, the school age

²Joint Committee on Educational Television, Reports, published by The Committee, Washington, D. C., May 1, 1954.

³Carter V. Good, Dictionary of Education. McGraw-Hill, New York, 1945, p. 13.

audience is excluded, and this definition, therefore, includes the direct teaching and telecourse programs for the adult education and family viewing audiences.

3. General Adult Education. Includes the information and religious programs for the adult education and family viewing audience.

4. Out-of-School Programs for Children. Educational programs for school-age audience (5-17), including the information, religious, sports, special events, and cultural programs.

5. General Culture and Entertainment Programs. Includes the entertainment, sports, special events and cultural programs for the adult education audience and the family viewing audience. This group also includes the entertainment programs for the school-age audience.

With this background, it is possible to visualize a pattern of programming emerging from the daily operation of the stations on-the-air as compared to the original declaration of the educators before the Federal Communications Commission. This pattern indicates that the stations on the air are giving an emphasis to the kinds of programs being broadcast as well as the kinds of audience desired.

Types of Program Services	Number of 1/4 Hours	Percentage of Programs
Classroom Instruction	2	1
Direct Adult Education- Telecourses	30	9
General Adult Education	219	62
Out-of-School Programs for Children	19	5
General Culture and Entertainment	66	19
⁴ Public Relations	15	4

There was no indication in the Federal Communication Commission hearings that any particular audience was being sought. On the contrary, the point was made that service to the entire community was the basis for the request for reserved educational television channels. Children were singled out as being the one single group benefiting the most from educational television (see Chapter I). Yet all the programs aimed at the five-to-seventeen year age group total only 39 programs or 11 per cent of the total programs. These programs are evenly divided by source as coming from the Radio and Television Program Center (19 1/4 hours) and the local station (20 1/4 hours). The National Citizens' Committee on Educational Television said, in 1954:

So local programming is perhaps of even greater importance than that which comes from afar. A

4

Included in program logs but not in educators' prognostications.

recent survey shows that 80 per cent of the programs of educational TV stations now on the air were of local origin with "live" performers; thus the predominant part of the typical educational television station's program schedule will be planned and produced by the people of the area it serves.⁵

The program logs of the stations on the air demonstrate a trend in this area. Sixty-four per cent of the programs are locally originated with local "live" performers. The drop of 16 per cent (64 from 80) seems significant and indicates a trend toward film or recorded programs. The ratio of film and local live children's programs in the case of institutionally operated TV stations shows even a more significant trend toward film and/or recorded programs (50 per cent each).

There seems to be a considerable difference between the stated aims of the educators testifying for the establishment of educational television and those realities which exist in the daily operation of television stations. The trend seems to be toward a greater emphasis on general adult education and cultural and entertainment programs than was originally indicated, the use of filmed or kinescope recorded programs is assuming a greater proportion than expected, and children's programs are not being produced on the local level to the extent anticipated.

⁵
National Citizens' Committee for Educational Television, This is Educational Television, Washington, D. C., 1954, p. 6.

Educational Television and the Community

Television is a medium that reaches into all homes and groups of our society. The potentialities of such a device and the power for cultural change it implies have been adequately expressed by educators, as indicated in Chapter II. On the other hand, educators have stated they are not satisfied with the involvement of the faculty and the community in the planning and preparing of television programs. Station managers indicate that, although committees of faculty and community citizenry exist, they have very little responsibility for the planning of the activities of the stations. Institutions with television facilities place the responsibility for planning on faculty and community committees in a definite manner, as indicated in Chapter III, page 77. Discussions with the station managers and administrative officials revealed a shift of attitude regarding planning committees at the time a television station goes on the air. The emphasis on programs, personnel, time schedules, and daily production problems causes the television staff to seek immediate planning decisions which cannot be accomplished by committees. The tendency seems to be to abandon committee responsibility or to relegate to the committees only general responsibilities. While this practice is common in other administrative procedures, it has resulted in a divorcement of the faculty and community involvement which, in turn, has

created the unsatisfactory situation of inadequate representation of the needs and desires of the faculty and community on the television stations' program schedule. Most of the station managers indicate that the only solution to such a situation lies in the area of audience analysis and survey. Yet, to date, none of the stations has developed and operated a method of audience research that is adequate in the eyes of the station managers or administrative officials. There seems to be a great need for a workable method of involvement of the community and faculty in the planning of the television stations.

The Development of Educational Television

Educators throughout the country are at work attempting to involve the total resources of their institutions in educational telecasting. Although telecasts are produced by specialists assigned for the purpose, faculty members, subject-matter specialists, and students play a large part in the planning of individual programs so that the specific needs of teachers and classes will be met. Administrators are faced with the decision as to whether the desirable involvement of the institution will require a television station owned by the institution, a partnership with other institutions in a television station, or the use of the facilities of a local commercial television station.

Fifty-eight institutions use the facilities of an educational station operated by themselves or others, while 127 use the facilities of commercial television stations. This ratio of 2:5 does not reflect the total number of educational television stations on the air (12) as compared⁶ to the total commercial stations (425), a ratio of 1:34. The comparison of these two ratios may not be an adequate indication of the utilization of either commercial or educational television, but it does indicate a significant difference in attitude from the one reported by commercial broadcasters in 1952 when testifying before the Federal Communications Commission. They said:

Commercial television has long been the partner of education and desires to continue this relationship. However, indications are that educators do not wish to avail themselves of the opportunities extended to them by television broadcasters. Last year only four percent of the time and facilities offered to educators resulted in television programs.⁷

There seem to be two basic reasons for the relatively small use of commercial stations. First, all commercial television stations are required to perform a public service function and specifically to carry "educational" programs as a part of their broadcast schedule by regulation of the

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Sponsor Magazine, Box Score, July 11, 1955.

⁷

Jennie W. Callahan, Television in School, College, and Community, McGraw-Hill, New York, 1953, p. 71

Federal Communications Commission. The result of this legislation is that commercial broadcasters are responsible for the origination of these programs, and they turn to and encourage educational institutions to put on programs and provide broadcast facilities to these institutions. Commercial broadcasters also realize that the excellence of their program structure is based directly upon the meeting of the community needs and aspirations. Educational programs, in the minds of the commercial broadcasters, meet the desires of the community to some degree and are, therefore, a necessary part of the total program structure.⁹ It might be argued that something must be broadcast, and it might just as well be the educational program. This may be true, but broadcasters do have available films offered to them free of charge and requiring minimum personnel to transmit.¹⁰

The end result of commercial station programming is dissatisfaction on the part of educators as to the time allotment given them and the lack of security in the establishment of the audience in this time segment. In a

⁸Richard Hubbell, Television, Rinehart and Company, New York, 1950, p. 42.

⁹Ibid., p. 52.

¹⁰Jenny W. Callahan, op cit., p. 92.

commercial station program philosophy, the educational program must be compared to the commercial program in terms of audience competition. The station has only two things to sell, an audience and time. The sale of these commodities to advertisers is the life blood of the television station, and all of its programming decisions are based upon this foundation.¹¹ Educational programs are placed in competition with all other kinds of programs in this framework, and, if the audience delivery, in terms of numbers of people viewing, is greater with a program other than the educational program, a shift will be made by the commercial broadcaster. This has traditionally meant that the educator may find his program time allocated to Monday at 3 p.m. for a few weeks and then shifted to Friday at 11 a.m. with no guarantee from the commercial broadcaster that any continuity will exist over any long period of time. This disconcerting situation tends to make the educator, who bases his institution's programming on cultural values, hesitant about involvement on commercial television.

The second reason for this change of ratio of facility utilization lies in the basis of operation of the educational TV station. Where such a facility is available, all interested local educational institutions seem to have been

¹¹National Citizens' Committee for Educational Television, op. cit., p. 7.

involved in the planning and operation of that facility. This leads to implication of the institution in the programming of the station by virtue of involvement in the planning. Another facet of this involvement lies in the area of program selection and time. The programming philosophy of the educational television station is based on the framework of the thinking of the educational institutions in the area. Programs are selected and broadcast facilities allocated on the basis of the offerings of the institutions, and no measure of number of viewers is used for any purpose other than to satisfy curiosity and to act as a guide for the originating source. No sale of time or audience is involved and thus the educator is assured of a specific time over a long period.

The end result of this entire situation seems to be a plan of growth in the television activity of the institutions of higher education based upon the relationships developed between the faculty of the institutions, local commercial and educational stations, and the community. Five stages of television development are identified in the operation of institutions with a television facility that are reinforced by the experience of those institutions with a television station. Chapter III indicates that these stages of growth are dependent upon the acquisition of equipment, the plan of financing the television enterprise, and the procurement

of professional personnel, as well as the involvement of the faculty and community. The point is made that any given institution can cease its development through these stages at any given specific stage, dependent upon the relationship developed between the entire program of the institution and its involvement in television. Even though educators have gone on record favoring the establishment of educational stations, there seems to be no clear cut movement on the part of institutions of higher education in this direction up to this time, since there are only 14 stations on the air with thirty institutions in Stage I, 21 in Stage II, 97 in Stage III, and 44 in Stage IV.

Administrative Control of Educational Television

Educational administration has two main purposes, external and internal. The external purposes are the general aims of the institution in relation to the public it serves, while the internal purposes are those of motivation, coordination, cooperation, and control.¹² Since television administration is related to the total administration of the institution, it too has these purposes, as well as the aspects of administration identified in Chapter III:

12

John D. Russell and Floyd W. Reeves, The Evaluation of Higher Institutions: Vol. VI Administration, The University of Chicago Press, Chicago, 1936, p. 91

administrative responsibility, planning, preparation and production of programs, budgeting, equipment, and financing. The institutions with television facilities indicate that 77 per cent place the over-all administrative responsibility in the hands of top level administrators of the institution (Office of the President or Vice-President), while the remaining 23 per cent put this responsibility at the level of a Dean or a Department Head. The institutions with television stations indicate that it is important that the staff of the television station be in a position of direct access to the Office of the President or Vice-President for reasons of rapidity of news dissemination and policy interpretation, although some administrators indicate that relationship to the top-level administration does not necessarily mean a direct avenue of control. The importance of the impact of the television programming upon the viewing audience as a unifying reflection of the entire institution is stressed by both station managers and administrators. The total of the public's understanding of an institution is based upon the total involvement of the various elements of the institution. Since control and coordination is in the office of the top-level administrator of an institution, the administration of the television activity serves as an adequate representative of the total institution if it is related to the main coordinating office.

Planning and Staffing of Educational Television

Any activity of a college or university which is designed to represent the entire institution could easily become another university on a small scale. Television stations are particularly susceptible to this because of a tendency to place subject-matter specialists on the staff of the station with the responsibility of preparation and production of television programs in that subject area. This placement seems to occur because of the difficulties of securing staff members with television abilities and placing them in the academic departments of the institution. Administrators report that there is a shortage of academically qualified subject-matter specialists with television experience or ability. One university in an attempt to solve this problem places television coordinators in the various major academic colleges in order to have faculty members feel a sense of identification with the television station. It does not seem necessary for an institution to train all its faculty in television programming in the same way that it is not necessary to place the subject-matter specialists in the television station.

Since the television station is a service of the entire university, most stations report program planning occurs jointly in two areas, subject matter and television production.

Experts in each area are brought together to plan and produce the television program. Station managers indicate that better understanding and cooperation takes place if both individuals are placed in the same operational group, the faculty. Administrators, on the other hand, point out that the faculty is traditionally composed of academically qualified specialists and that television is so new to the university curriculum that television personnel with academic backgrounds are not yet available. Until the supply of such persons is enlarged, institutions are placing television specialists on the staff and not on the faculty. The problem of coordinating the activities of the faculty with that of the television production staff thus becomes the greatest problem of the administration of educational television.

Preparing and Staffing the Television Production

Television production is one of the most demanding activities, in terms of manpower, found on the university campus. In addition to the talent and the director or producer, each television program uses a minimum of six persons working in production crew, writing, and designing capacities. Institutions operating television facilities use students in these capacities, as part of their class activity, on a paid basis, or as an extra-curricular activity.

Station managers also have students performing functions connected with the production of programs as well as in staff capacities in the daily operation of the station. Administrators report a high value to students of the training thus received as well as economy to the institution by the utilization of student assistance. All of the stations relate the student function to the professional television courses students are enrolled in for university credit. Only a few of the stations indicate that the professional station staff serves the institution as instructors of professional television courses of study. One of the areas in which the television staff would certainly seem qualified is the training of students in the television production and programming fields. The advantages of including members of the television staff in the student training program are evident in the breadth and variety of experiences these staff people can bring to the students. Yet, only one station has more than two of its staff thus involved. One certain method of economizing operation and of providing additional experience within the curriculum seems to be the placement of students desiring professional television training in television production positions commensurate with their ability and interests. For purposes of control, television staff members can be made responsible to the training programs and placed on the faculty of the institution to act as instructors for

the courses involved. Such a plan of action would seem to fulfill two purposes, provide a student-station relationship of benefit to each and provide the television staff with a variety of backgrounds and personalities for the building of television programs.

Budgeting

The administrative aspects of budgeting and planning are closely linked in the administration of institutions of higher education, since the budget is one form of a plan.¹³ Not all phases of the operation of an institution seem to benefit from the joining of these functions of administration, and operation of a television facility seems to be one of the exceptions. Institutions with television facilities report a distinct separation of the functions of planning, which is done by faculty committees, and budgeting, which is done by an administrative official. Television stations, however, are operated with the budgetary activities a definite responsibility of the station managers. Administrative officials report that a shift of budgeting responsibility was made at the time the station went on the air because of the complexity of the operation of a television station. A pattern of budgeting change emerges from the practices of the

¹³ Ibid., p. 103.

institutions of higher education and their development of educational television stations. At the time the television operation becomes self-contained, i.e. a station, budgeting shifts from the control of an administrative official to the station manager.

Equipment and Financing of Television

The financing of a television operation and the equipment of a television facility or station are closely aligned in educational institutions. The major capital expenditure in educational television is outlay for equipment. The major operational expenditure lies in the budget for salaries. Each of these are dependent on the activities of the institution and the reflection of those activities on the program schedule. The amount and kind of programs determine the equipment needed, which in turn has an impact on the financing of the television operation. The average total initial expenditure of institutions with stations on the air was \$200,000 with a range of \$140,000 to \$300,000. The range variations are due to the numbers of cameras used (two to six), the kind of kinescope recorder used (single sound track to multiple track and rapid process developer), the size of the TV studio (from 20 feet by 40 feet to 75 feet by 100 feet), the channel allocated (U.H.F. transmitters cost more than V.H.F.), the height of the antenna (from 100 feet to 1,055

feet), and the utilization of mobile equipment. There seems to be no common factor for comparison other than average cost. The purchase of equipment varies as to programs envisioned, the channel assignment and terrain, and the amount of signal coverage desired.

Operational budgets vary according to the various enterprises and the programming. In the matter of salaries, two institutions report the television budget includes all the salaries, two institutions report all but faculty and talent salaries, one reports only engineering and supervisory salaries, and two cannot report. In the area of equipment maintenance, only one institution can report a cost, with the others including special grants and utilization of their budgets for the purchase and maintenance of equipment. The student labor budget varies as to the policy of the station and cannot be generalized. Supplies and production costs vary as to budget definitions, with two stations calling settings, properties, and costumes part of the supply budget and two being unable to place these items in a budget because they allocate these expenses by programs rather than by operation. The sources of this income also vary to the extent that the differences exceed the similarities.

The similarities in equipment ownership are more marked and enable a common factoring to be drawn. Five stages of equipment purchase are identified in Chapter III, page

The last stage "On the air" indicates that no generalization can be drawn from the data other than that the average station consists of one transmitter, three micro-wave links, one remote unit, two fully equipped studios, two film cameras, and a kinescope recorder.

Summary of Chapter IV

The purpose of this chapter is to analyze the data reported in Chapter III.

A comparison of the stated aims of educators testifying before the Federal Communications Commission regarding the types of programs educational television stations would provide and the actual programs broadcast by the stations now on the air shows a difference. There is a greater emphasis on general adult education and cultural and entertainment programs than was originally indicated, the use of filmed or kinescope recorded programs is assuming a greater proportion than expected, and children's programs are not being produced locally to the extent anticipated. The correct proportion of these programs can only be discussed from audience analysis. The needs and desires of the community will determine the program offerings of the educational television station.

The emphasis on programs, personnel, time schedules, and daily production problems causes a shift of the planning

responsibility from a faculty and community committee to the station manager at the time an educational television station goes on the air. This shift has been the cause of lack of community and institution identification by the television station as well as a lack of participation by these groups. A possible counteraction of these lacks is an adequate and constant analysis of the audience and institution which, to date, has not been activated by any institution. There is a need for a workable method of including the faculty and the community in the planning of the operation of the entire television activity as well as the planning of television programs. Excluding of the community in planning is a direct cause of the difference between the stated aims of educators and the programs being offered.

Although educators have indicated their preference for the operation of television stations of their own, they are presenting television programs on commercial stations. The number of institutions presenting educational programs on commercial stations has lessened in the last few years, although some institutions indicate that this is the only way they intend to participate in television. Television development in colleges and universities is a slow process with institutions ceasing their expansion in any of the five stages listed in Chapter III. There is no clear-cut movement on the part of institutions of higher education in the

establishment of television stations which is a further reason for the separation of the programs now broadcast and the aims of educators, since the original assumption was that most institutions would own their own station.

Colleges and universities tend to place television operation in a close relationship to the office of the top administration of their institutions. This seems desirable because of the inherent immediacy of television and its rapid news dissemination ability. It also seems desirable for policy interpretation and coordination because of the mass audience television serves as the "public face" of the institution. Without this relationship, the audience does not fully understand the many possibilities and possible services the institution may offer and thus cannot relate its needs to the offerings of the university causing a further movement away from community understanding.

The staffs of the television facilities and the stations are, for the most part, composed of personnel trained in television but without the academic backgrounds which are traditional prerequisites for faculty appointments. Most institutions have, therefore, placed the television personnel on the staff of the institution rather than the faculty. This situation has created some problems because of the need of the television staff to work with the faculty in the planning, preparing, and production of television programs.

Out of this situation arises a primary aspect of the administration of educational television, that of coordinating the activities of the faculty with those of the television staff. This coordination would result in more effort on the part of the institution in the identification of the community needs and thus bring the community and the programs in a closer relationship, as was originally assumed by educators.

The daily operation of a television facility and/or station requires a large number of persons. Most institutions find students capable of assuming the responsibilities of many positions and use these students as part of their class activity, on a paid basis, or as an extra-curricular activity. The savings in economy are sizeable to the institutions, but more important is the enrichment of the students' training program when television activities are coordinated with course offerings. One of the best ways to arrive at a solution of the television staff-faculty coordination problem discussed above seems to be the utilization of the television staff as instructors for the television training program. The television staff itself benefits by such an arrangement because of familiarity with a variety of backgrounds and personalities that inevitably comes from wide acquaintance with student bodies.

The administrative aspects of budgeting, financing and equipping the television station are items which seem discrete

and wherein differences exceed similarities. Institutions with television facilities tend to separate budgeting from planning by placing the budget in the hands of an administrative official while planning is done by committee. At the time the facility becomes a station, the budget becomes a plan and is made the responsibility of the station manager. Equipment, finances, and the source of the financing seem to be based upon the involvements of the institutions and the methods of local operation of the colleges or universities.

CHAPTER V

SELECTED FACTORS WHICH TEND TO RETARD THE FULL UTILIZATION OF EDUCATIONAL TELEVISION

Although this dissertation has concerned itself with an evaluation of specific aspects of the administration of television in institutions of higher education, no study of educational television would be complete without mention of some of the factors which tend to retard or oppose the use of educational television. Some of these factors relate to legal barriers, the Ultra High Frequency allocation plan, audience research, the meaning of "mass" media, the amount of entertainment implied in educational television, and significant legal challenges relating to educational television reservation. This chapter will concern itself with a brief analysis of these factors.

Legal Requirements

Educational television has been consistently thought of and discussed in terms of the programs that are placed before the viewing public. From the date of the legal acknowledgment of educational television by the Federal Communications Commission in 1952 to the present, this form

of television has been criticized, measured, and analyzed as a medium of communication. The major emphasis on the programs presented on the television station has been illustrated by the Sixth Report and Order of the Federal Communications Commission discussed in Chapter II. One of the major aspects of this Report is the indication that the Commission would have to decide, on the basis of performance, whether an educational television station has operated in the public interest.

The implications of this, by the involvement of the institutions of higher education in areas from which they have been traditionally kept free by administrative decision, seem to alarm top administrators. Political, religious and controversial fields are an obligation of all television broadcasters in terms of programming, yet the college or university has deliberately attempted to discuss all such issues in a calm, dispassionate atmosphere. Television, per se, is considered an exciting medium of high emotional appeal. The dilemma thus encountered tends to retard the development of television in these controversial areas until policy decisions can be made. This requires full investigation for the establishment of these policies.

The Ultra High Frequency Allocation Plan

The assignment plan for all television stations was originally one of twelve Very High Frequency channels only, and later (1951) seventy additional channels were made available in the Ultra High Frequency band.

In its Sixth Report and Order, the Federal Communications Commission published a table of assignment for television channels. The assignment plan for U.H.F. channels was coordinated with and made complimentary to the V.H.F. assignment plan. The Commission has recognized that:

Even with an extensive scattering of assignments, the twelve channels available in the V.H.F. band are not sufficient to meet the objective of providing television service to all the people. If all the V.H.F. and U.H.F. channels are utilized, there should be few, if any, people of the United States residing beyond the areas of television service.¹

Since the implementation of this allocation plan, U.H.F. broadcasters have indicated a dissatisfaction with the U.H.F. band. Senator Charles Potter, Michigan, Chairman of the Communications Sub-Committee of the Interstate and Foreign Commerce Committee, initiated over-all hearings on the problems of U.H.F. telecasting as a result of U.H.F.

¹
Federal Communications Commission, Sixth Report and Order, U. S. Government Printing Office, Washington, D. C., April 11, 1954, Section 2b.

station failures.² This sub-committee held hearings May 19-21 and June 15-18, 1955, in Washington, D. C.

The primary problems faced by U.H.F. broadcasters as evidenced by their testimony are the lack of large numbers of U.H.F. receivers in the hands of the public and technical difficulties in reception. Before commencement of the hearings, Senator Potter conducted an inquiry as to why so many construction permits were being relinquished by U.H.F. broadcasters. Of the 47 replies he received, the following³ were given as reasons:

- 20 - could not get satisfactory network affiliation
- 17 - saw little chance of success due to V.H.F. competition
- 8 - could not get national and/or local advertisers
- 7 - blamed set manufacturers or technical shortcomings of receivers
- 4 - said transmitters were inadequate or too costly
- 3 - attributed their action to lack of U.H.F. acceptance by the public
- 2 - discounted general economics of U.H.F. broadcasting
- 2 - gave up U.H.F. permits for V.H.F.
- 5 - gave no reasons or unrelated ones.

The Joint Committee on Educational Television testified as to its concern over the problems of U.H.F. in light of the fact that the number of U.H.F. channels reserved for education is more than twice the number of V.H.F. channels.⁴

²Broadcasting/Telecasting, "U.H.F. Stations Are Heard," May 14, 1954.

³Joint Committee on Educational Television, Reports, published by The Committee, Washington, D. C., July 1, 1954, p. 4.

⁴Ibid., p. 5.

Seventeen of the thirty construction permits granted for educational channels are for U.H.F. stations; three of the educational stations now on the air are U.H.F. stations. The Joint Committee on Educational Television emphasized its vital concern over protecting the gains already made by educators and in helping in every way possible to solve the problems concerning the development of U.H.F.⁵

With the conclusion of testimony, the Potter Sub-Committee on Communications went into executive session and is expected to produce recommendations to the Federal Communications Commission after a joint meeting with the Commissioners. These recommendations could conceivably be a request to the Federal Communications Commission to work out a proposed allocation plan eliminating the intermixture of V.H.F. and U.H.F. in the same cities and also to report on the feasibility of moving all television to the U.H.F. band. Such reports from the Federal Communications Commission can only be preliminary proposals, since the present allocation plan cannot be changed without formal rule-making proceedings.

Whatever action is taken, even if it be inaction and reinforcement of the status quo, the reflection on educational television will affect the growth of television stations in

⁵ Joint Committee on Educational Television, Reports, published by The Committee, Washington, D. C., July 1, 1954, p. 6.

institutions of higher education. At the time of writing of this dissertation, two educational television stations with U.H.F. broadcasting licenses have indicated dissatisfaction with their U.H.F. operation. W.K.A.R.-TV, channel 60, East Lansing, Michigan, has requested the Federal Communications Commission for a change of assignment to V.H.F. channel 10 in a nearby community. K.T.H.E., channel 28, Los Angeles, has closed its transmitter and is not broadcasting.

Audience Research

Critics of television have been many and varied, some attacking television in general, some aiming their sights at educational television specifically. The opinion of the editors of U. S. News and World Report, which devoted a major portion of one issue to a study of television's impact on America, is perhaps the best consolidation of present thought on television. They said:

Right now the only thing that is really certain about TV impact is that everyone is guessing about it; that no one is doing large-scale, exhaustive research into the long-range effects of the new medium. . . . Sociologists, doctors, and teachers, however, fear it will take a great deal of time and work before the researchers, whoever they are, can get TV impact into perspective, weigh its total effects on the American mind and body.

They are especially concerned--and baffled--by what TV may be doing to, or for, American children.⁶

⁶U. S. News and World Report, September 2, 1955, p. 50.

The impact of this thinking on institutions of higher education is self-evident. To whom else can the public turn for the kind of long-scale research the editors of U. S. News and World Report indicate is of prime need? This writer has found in the analysis of the television operations of institutions that no provision is made for arriving at an understanding of the community, in factual terms, upon which such research can be based. The purpose of such research should be to obtain the information which is essential for guiding the construction of educational television programs for diverse audiences, such as labor and industrial groups, minority groups, out-of-school youth, homemakers, and groups primarily interested in civic affairs. There are few data available showing how different segments of the population will respond to different types of educational programs on television. Such information is greatly needed by those who are responsible for formulating and telecasting educational programs.

What Is The "Mass" In Mass Media?

Television has often been called the newest of the mass media. In this sense the "mass" is referred to as all of the people, or most of the people. The definition is weak only insofar as it suggests no deciding body or group to whom educators can turn for the decision as to who comprises the

mass. There are other problems in the use of any of the mass media. Dr. Paul Lazarsfeld identified the three main problems of mass communication in his article on organized social action in this way:

It seems probable that these constitute the three organically related elements of our great concern with the mass media of communication. Many are, first of all, fearful of the ubiquity and potential power of these media. . . . There is secondly concern with the present effects of the mass media upon their enormous audiences, particularly the possibility that the continued assault of these media may lead to the unconditional surrender of critical faculties and an unthinking conformism. Finally, there is the danger that these technically advanced instruments of mass communication constitute a major avenue for the deterioration of aesthetic tastes and popular cultural standards.⁷

College faculties are not certain as to methodology of dealing with this "mass" or are they sure of the propriety of such dealings. This is particularly true of the faculties of private schools as contrasted to public supported institutions.⁸

Television, as it now exists, seems to be identified by institutions of higher education as a medium of communication whose utilization can reach and affect great numbers of people. Any utilization other than to reach these great numbers is suspect and the institutions are accused of misuse

⁷Paul S. Lazarsfeld, Mass Communications. Wilbur Schramm, editor, Urbana: University of Illinois Press, 1949, p. 461.

⁸Ibid, p. 465.

and poor judgment. The entire tone of the Federal Communications Commission's Sixth Order advances the "mass media" concept and yet there appear to be reservations held by the colleges and universities as to the use of such a device. This dilemma can only be solved by concentrated research in the effective cultivation of mass communication's potentials and a deliberate study of the desires and duties of institutions of higher education and their responsibilities to the community and the culture they find themselves identified with in the public mind. Upon such bases will the future development and use of television rest.

Entertainment and Education

One of the areas of criticism most often levelled at educational television is the application of words such as "entertainment" and "sugar-coating" to educational television programming. Critics seem to find there is a problem involved that has great readership appeal when these words are placed in juxtaposition with the word "education" and that the concepts involved are at opposite ends of a continuum. Probably the most verbal of these critics, in print, is Edgar Dale who reports:

I believe that entertainment and education are poles apart - that the theory and values of one have little in common with the other. I believe that there is a danger in judging mass media

chiefly by entertainment standards. Our almost compulsive search for entertainment is a malady that can both debilitate and destroy.⁹

Close examination of these two concepts reveals that there are differences involved which make the two incompatible, since they are identified with different purposes. Education is a purpose or a reason for reaching people via the mass medium of television. Wigren identified the "education" in educational television as:

A process of guiding and organizing situations in such ways that individuals will have experiences which will enable them to bring about desirable changes in their behavior.¹⁰

The definition of these desirable changes in behavior are determined by the educator and such changes become the purpose or reason for the program. It must be remembered that a person may have an educational experience from a program that has not been designed to provide only that or even partially planned to provide such experiences. It is in this hazy area that confusion lies. If viewers may have experiences bringing about desirable changes in their behavior, the program is not necessarily educational in its purpose. The danger exists that the viewers may have mis-

⁹Edgar Dale, "Education or Entertainment," The News Letter, Bureau of Educational Research, Ohio State University, February, 1955

¹⁰Harold F. Wigren, "Planning for the Development of Educational Television in Houston, Texas," Doctoral Dissertation, Columbia University, New York, 1953.

educative or non-educative experiences on the same program and thus the program is subject to criticism. If, however, the purpose of the program is deliberately conceived to be educational and the learning experiences are undertaken in a pre-planned, organized fashion, the program is educational and subject to critical evaluation. Education and entertainment cannot be examined as if they were alike. The key to the individuality of these two is their purpose.

Entertainment, on the other hand, is one of the methods of presenting the purpose of the program. The educator and the commercial broadcaster have a variety of means available to accomplish the purpose of the program. If the purpose is best reached by entertainment, then it becomes the method used. If entertainment is a method, varieties of that method exist, and it is in this area that the words "sugar-coating" may or may not apply. The concept of entertainment is not at fault if some variety of it is misused. Entertainment may be a purpose of a program which has no other objective. The possibility of misconception is at its peak in evaluating this kind of purpose-method duality within a television program.

Significant Legal Challenges Relating to Educational Television Reservations

There seems to be no organized effort to remove educational television reservations at this time. In the Federal Communications Commission's Sixth Report and Order,

the Commission indicated that after June 2, 1953, it would consider petitions to make changes in educational television channel assignments.¹¹ Since this date, the Commission has had many requests for changes in educational reservations. Although no public announcement since the release of the Sixth Report and Order has been made regarding the attitude of the Commission toward changing educational reservations, the decisions of the Commission in each hearing serve as an indication of its attitude. The significant cases before the Commission have been analyzed and reported by the legal staff of the Joint Committee on Educational Television.¹² A summary of each analysis is included here to indicate the attitude of the Federal Communications Commission toward the legal issues raised by each petitioner.

The Hearst Case

Hearst Radio, Inc., was an applicant for a new commercial television station in Milwaukee, Wisconsin, on Channel 10. This application was designated for a hearing together with three other applications. Practically all the testimony in this consolidated proceeding had been presented when, on

¹¹Federal Communications Commission, op. cit., Section 4c.

¹²Joint Committee on Educational Television, op. cit., Vol. I, No. 1, p. 1.

September 30, 1948, the Federal Communications Commission issued its "freeze" order. In accordance with this order, the Commission issued no decision in the Milwaukee case.

In March, 1951, after extensive allocation hearings, the Commission proposed to reserve Channel 10 in Milwaukee for education. The Hearst Corporation objected, but the Commission made its decision final in the Sixth Report and Order, and at the same time removed from the Federal Communications Commission's hearing docket the Hearst application for Channel 10.

Hearst then filed a petition challenging the legality of the Commission's Table of Assignments, including the reservation of Channel 10. Oral argument was heard, and on March 31, 1953, the Commission reaffirmed its decision, stating among other things that nothing in the Hearst application justified a deletion of the reservation of Channel 10 for non-commercial use in Milwaukee. Participating in the oral argument before the Commission were Hearst Radio, Inc., the Board of Vocational and Adult Education in Milwaukee, and the Joint Committee on Educational Television.

When the Hearst Corporation on April 14, 1953, again petitioned the Commission to reconsider the case, the Joint Committee on Educational Television filed a formal opposition. The Federal Communications Commission denied the petition on June 30, 1953. On July 15, 1953, the Hearst Corporation

appealed to the United States Court of Appeals for the District of Columbia. The Joint Committee on Educational Television and its seven constituent organizations filed notices of intention to intervene. Hearst had requested of the Federal Communications Commission and received an extension of time to file its brief, including a statement to the Court that if the Federal Communications Commission should allocate Channel 6 to Whitefish Bay near Milwaukee, the appeal in the Hearst Case would be dismissed. The Federal Communications Commission subsequently assigned Channel 6 to Whitefish Bay, and on December 24, 1953, the Hearst appeal was dismissed. In the meantime, the Milwaukee educators, the Wisconsin Radio and Television Council and others concerned have been working together to see that Channel 10 is activated and a station built at the earliest possible moment.

The New Orleans Case

On July 3, 1953, WVEZ, Radio, Inc., filed a petition with the Federal Communications Commission requesting the removal of the reservation of VHF Channel 8 for education in New Orleans. Formal oppositions to this request were filed by the Greater New Orleans Educational Television Foundation, the Special Legislative Television Committee of the State of Louisiana, the Joint Committee on Educational

Television, and numerous officers of educational organizations in New Orleans. These oppositions pointed to the progress made on both the local and state levels in plans to activate the New Orleans channel. The Commission was satisfied with the progress being made and found no "compelling circumstances" warranting a deletion of the educational channel.

The North Dakota Case

On August 10, 1953, the North Dakota Broadcasting Company, Inc., filed a petition with the Federal Communications Commission requesting that Channel 6 in Minot, North Dakota, now reserved for education, be changed to commercial and that commercial Channel 13 there be changed to educational. It also requested that the Commission issue a rule to show cause why the North Dakota Company should file an application for modification of its permit to specify Channel 6 in lieu of Channel 13. The Company already had a construction permit to operate on Channel 13 and was actually operating under a Special Temporary Authority granted by the Federal Communications Commission.

In support of its request, the Company alleged that a canvass of all potential applications for an educational station in the Minot area showed that no application for Channel 6 would be filed in the foreseeable future; that the Company could provide optimum coverage on Channel 6 at a

lower cost than on Channel 13. The Federal Communications Commission rejected the request on September 9, 1953, stating that there were no exceptional circumstances warranting the issuance of the show cause order. The Commission, however, did not pass on the merits of the request for rule-making proceedings to change channels, stating that inasmuch as it could not issue the show cause order which was an integral part of the relief sought, it would not even consider the request to make changes in the channels.

The Andalusia, Alabama, Case

On February 25, 1954, the Federal Communications Commission issued a Notice of Proposed Rule Making, advising the public that a petition had been filed by John H. Phipps requesting the assignment of television Channel 2 to Havana, Florida.

In support of his petition, Mr. Phipps urged among other things that assignment of Channel 2 to Havana, a city with a population of 1,634 and located 16 miles from Tallahassee, the State Capitol, would bring television service to a large and important area.

The Alabama Educational Television Commission opposed the Havana assignment and proposed instead that Channel 2 be assigned and reserved for educational use in Andalusia, Alabama. Since Andalusia is only 130 miles from Havana, the two proposals were conflicting and only one could be granted.

In support of its petition, the Alabama Commission contended among other things that an educational station operating in Andalusia would provide a necessary link in Alabama's state-wide educational television service. In reply, Mr. Phipps argued that the Commission's policy, set forth in its Sixth Report and Order, was to reserve VHF channels for educational use only in communities with three or more assignments or in those designated as educational centers. Andalusia could not qualify on either ground, and Alabama already had its fair share of VHF and UHF channels for educational use.

On September 22, 1954, the Federal Communications Commission decided that Channel 2 should be assigned and reserved for educational use in Andalusia. In support of this decision the Commission stated:

1. That the need for an educational television reservation in Andalusia as a part of an area and state-wide service in Alabama outweighed the need for the assignment of this frequency in Havana, Florida.
2. That the principles of the Sixth Report and Order referred to above, limiting the assignment of educational channels to only communities having at least three television channels or those classified as "educational centers" were only general guide posts and not hard and fast rules. The Commission indicated that the matter of public need was the important consideration in each case and referred to its action in reserving Channels 2 and 11 in small communities in Tennessee in order to provide for a state-wide service in that state.

In accordance with these reasons, therefore, the Federal Communications Commission rejected the petition for assignment of Channel 2 for commercial use in Havana, Florida, and instead ordered that it be assigned and reserved for educational use in Andalusia, Alabama, the order and assignment becoming effective on October 25, 1954.

On October 12, 1954, Mr. Phipps filed a petition with the Federal Communications Commission requesting reconsideration of its decision reserving Channel 2 for educational use in Andalusia. On December 3, 1954, this petition was denied, and the reservation became final.

The Birmingham, Alabama, Case

On July 28, 1954, the Voice of Dixie, Inc., requested the Federal Communications Commission to institute rule-making proceedings looking toward the deletion of Channel 10 reservation for education in Birmingham and making it available to commercial use.

In support of its petition the Voice of Dixie made the following points:

1. That the need for educational television service in Birmingham would be met by the station to be operated by the Alabama Educational Television Commission on educational channel 7 in Munford with a transmitter located on Mt. Cheaha just 56 miles from Birmingham.
2. That the reservation of Channel 10 in Birmingham violates the "duopoly" rule of the Federal Communications Commission

which prohibits one party from owning or controlling two television stations which substantially serve the same area.

3. That the offer of WBRC-TV, a commercial station in Birmingham, to make equipment available free of charge to the educators to help build the educational station there would put the commercial station in a position of control.

Oppositions to the Voice of Dixie petition were filed by the Alabama Educational Television Commission and the Joint Committee on Educational Television.

On September 29, 1954, the Federal Communications Commission denied the petition and in support of its decision gave the following reasons:

1. That the Commission's "duopoly" rule does not preclude two educational stations in the same area owned and operated by the same licensee.
2. That Section 3.636(b) of the Federal Communications Commission rules clearly and unequivocally exempts non-commercial educational stations from both multiple ownership and duopoly requirements.
3. That there is nothing to indicate that the commercial station WBRC-TV will exercise any undue influence over the educational station by reason of its offer of equipment.
4. That while the Munford station will provide Grade A service to Birmingham, it will not place a 77 db signal over the entire city--the signal required for the principal city to be served.
5. That deletion of the educational channel in Birmingham would leave the city without available educational television facilities.

6. That the Alabama educators have demonstrated the need for retaining Channel 10 in Birmingham as an important part of their state-wide educational television program.

These cases represent the significant legal actions brought before the Federal Communications Commission challenging the legality of the educational television reservations. In each instance, and all other instances, the Commission has upheld the immunity of the educational reservations and prevented any encroachment by other television interests.

Summary and Conclusions

Legally, the television broadcaster is enjoined to operate his station in the public interest and to cover political religious, and controversial fields in a fair manner by equal distribution of time and effort in such coverage. This fact coupled with the inherent excitement of the medium poses a problem to the university administrator who has attempted to analyze such issues in a calm and dispassionate atmosphere.

Ultra High Frequency channels for television broadcast have not proved satisfactory, and the stations operating on these channels have been forced to close down or curtail their operations because of the electronic engineering problems, cost, and lack of audience inherent in U.H.F. operation. A U. S. Senate sub-committee has been investigating

this area and is expected to make recommendations for action to the Federal Communications Commission. The impact on educational television operations of these forthcoming recommendations, whatever they may be, will be of great import, since more than twice as many U.H.F. channels as V.H.F. channels are reserved for education. Two educational television stations with U.H.F. broadcasting licenses are now either in the process of changing to V.H.F. or not operating.

Analysis of the television viewing public has indicated the impact and effect this medium of communication has on the culture of America. Scholars, educators, and researchers have indicated a concern over the effects of this relatively new medium and especially shown concern over the lack of research-based investigation into the reaction of various audiences to existing television programs. Institutions of higher education are the natural, inherent originators of such investigations and have the responsibility to conduct the necessary research and to recommend standards, principles, and programs to the television industry.

In the minds of most people, television is identified as a "mass" medium of communication. The Federal Communications Commission has constantly advanced this concept and has gone even further by requiring all television station operators to operate in the public "interest, convenience,

and necessity." Colleges and universities seem to be hesitant about the use of such a device for the expansion of their present operations fearing the potential power of this device, the creation of conformism by the use of television, and the deterioration of aesthetic tastes by the use of this medium. The dilemma thus encountered can be solved by study of the medium by institutions of higher education and experimentation in the utilization of the potentials of television as an aid to the college or university in carrying out its cultural and community responsibility.

One of the most common criticisms leveled at educational television is that this type of education is primarily entertainment and secondarily "sugar coated" education. Critics stating these general objections confuse the purpose of a program (education) with the method of arriving at that purpose (entertainment). This confusion is heightened when many television programs have no purpose other than to entertain while immediately contiguous to them are programs using entertainment as a means to educate. The need of inquiry into the inherent qualities of television and its application to education is further identified by the critics attacking the entertainment aspect of television.

The Federal Communications Commission has consistently upheld the immunity of educational television reservations in assigned areas and has committed itself to the policy of

guarding these reservations from encroachment by other television interests to the point of exempting educational television stations from certain legal requirements imposed on other television stations. These actions by the Commission have tended to eliminate any formal, organized effort to remove educational television reservations.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Statement of the problem. It was the purpose of this investigation: (1) to study the pattern of organization of educational television in institutions of higher education; (2) to relate the administrative pattern to the effective utilization of television by the institutions; (3) to identify, analyze, and evaluate factors of administrative operation; and (4) to determine factors which encourage or retard the development of educational television in institutions of higher education.

Importance of the problem. Many educators predict that in future years television will be a prime social force in American society. Educational television is further identified as being an obligation of institutions of higher education in their relationships to the culture and the communities they serve.

Since 1950 much has been written about the programs, the aspirations, and the status of educational programs. Little has been written, however, directly on the administration of educational television; hence, most of the published literature in this general field is concerned with the educational

television process and the planning and preparation of television programs. This lack of specific research concerning television administration has forced administrative officials to extract contributions from other administrative areas and apply them to television. This study was designed to provide information concerning television facilities and stations which would give administrators a basis for comparing the organization of television activities in their institution with those reported in this study.

Methodology. A quantitative and evaluative study of the administration of television activities was conducted with 186 institutions of higher education having television facilities and the eight institutions operating television stations. The specific methodology employed in this study was: (1) a qualitative/evaluative survey instrument mailed to and returned from 186 institutions; (2) a structured interview with the station managers of the eight educational television stations; (3) direct observation in these eight institutions; and (4) a free, opinion-seeking interview with the next highest administrative authority above the station manager in the eight institutions.

A search of the files of the Joint Committee on Educational Television determined that 249 institutions of higher education were the total number involved in the use of television without the operation of their own television

stations. A pre-tested questionnaire was mailed to these institutions on May 30, 1955, and by July 30, 1955, 186 institutions (76 per cent) returned completed questionnaires. Analysis of geographical location, size and type of the responding institutions indicated that the returns were a representative sample of the entire group. In July and August of 1955, the author visited the eight institutions operating educational television stations and, in each institution, conducted a structured interview with the station manager and a discussion with the next highest administrator, and observed the station operation.

Summary and Conclusions

Through personal visitation to eight universities and the quantitative/evaluative survey of 186 colleges and universities, facts and opinions were collected regarding the organization and administration of the television activities of institutions of higher education. A summary of the general findings and conclusions follows.

The early statements made by educators regarding the types of programs to be expected on educational television stations does not accurately compare with the programs being broadcast by the stations on the air. There is a greater emphasis on general adult education and cultural and entertainment programs than was originally indicated, the

use of filmed or kinescope-recorded programs is assuming a greater proportion than expected, and programs for children are not being produced on a local level to the extent anticipated.

A collation of information regarding the acquisition of television equipment by colleges and universities, the financing and budgeting of television enterprises, and the involvements of individual faculty members indicates that five stages of television expansion are identifiable in the development of educational television facilities. These stages are:

Stage I. Beginning Interest in Programming. The institutions present a few (2 or 3) programs per week via the facilities of a local educational or commercial television station. Little or no equipment is purchased by the institution.

Stage II. First Equipment Purchase. The number or scope of the television programs exceeds the availability of the equipment owned by local television stations and the institution purchases filming equipment to assist in the preparation of television programs.

Stage III. Television Studio Acquisition. As television programs expand in number and as the faculty and staff participation in television programs increases beyond the ability of local television stations to provide the necessary time and equipment, the institution equips and installs a television studio to permit preparation and planning of programs and to allow research in the utilization of television within the institutions.

Stage IV. Broadcasting. In order to fully utilize the studio, equipment, and staff, as well as to implement the findings of research, colleges and universities provide the necessary technical equipment to enable the activities of the studio to be broadcast. This can be a system of physically transporting the sound and picture to a local station's broadcasting facility by cable or micro-wave link, or of recording the sound and picture for later broadcast by a kinescope recorder.

Stage V. On the Air. The culmination of these stages of development is the institutionally

owned and operated television station arising from the expansion of faculty and staff involvements, increasing interest in television programs on the part of the community, and the identification of needs and interests of the viewing audience.

There is a definite increase in the degree of administrative detail and difficulty as well as expense of operation and equipment purchase as institutions progress through these stages.

Although educators have indicated their preference for the operation of television stations of their own, most institutions are presenting programs through the facilities of local commercial stations. Television development in colleges and universities is a slow process, with institutions indicating a cessation of their expansion in any of the five stages identified above, depending upon the interest and involvement of the faculty, staff, and community. At this time there is no clearly identified movement on the part of colleges and universities to establish television stations as a method of utilizing television as an integral part of the institution's activities. Indications seem to be that most institutions find satisfactory television involvement by broadcasting programs through the facilities of local and commercial stations, and that contributing reasons

for this are the expenses of equipping and operating a station and the large amount of administrative detail and coordination involved in the establishment of an educational station.

Colleges and universities tend to place television operation in a close relationship to the office of the top administrators of their institutions because of the identification by the viewing public of television programs as being the embodiment of the activities and policies of the institution. There is a definite difference of opinion on the part of station managers, who indicate a desire to be directly responsible to the Office of the President, and the administrators directly above the station managers, who see no particular value in such a direct relationship.

Most of the staffs of the television facilities and stations are professional television personnel without academic training traditional to university faculties. Because of this, most institutions have placed the television personnel on the staff of the institution rather than the faculty thus creating a problem of coordination between the faculty and staff in the preparation and planning of television programs. This coordination has become one of the primary aspects of television administration.

Considerable concern was expressed by station managers and administrative officials regarding the manpower requirements

of television programs. Most institutions find students capable of meeting the responsibilities of planning and production staff positions. The use of students results in a considerable saving of funds as well as providing experiences that are related directly to the training program of the institution. Institutions which have advanced in television development to the point at which they own and operate some television equipment indicate the advisability of relating courses in professional television with the television activity of the institution. The staff of the television facility or station seems best utilized when incorporated as instructional personnel in the student training program.

The emphasis on programs, personnel, time schedule, and daily production problems causes a shift of the planning responsibility from a faculty and community committee to the station manager at the time an educational television station goes on the air. This shift has been the cause of lack of community and faculty identification by the television station as well as a lack of participation by these groups. A possible counteraction of these lacks is an adequate and constant analysis of the audience and institution which, to date, has not been activated by an institution. There is a need for a workable method of including the faculty and the community in the planning of the operation of the entire

television activity as well as the planning of television programs, such as in an advisory board or planning committee usually associated with public relations or press relations.

The administrative aspects of budgeting, financing and equipping the television station are items which seem discrete and show differences which exceed similarities. Institutions with television facilities tend to separate budgeting from planning by placing the budget in the hands of an administrative official while planning is done by committee. At the time the facility becomes a station, the budget becomes a plan and is made the responsibility of the station manager. Equipment, finances, and the source of the financing seem to be determined by the involvements of the institutions and the method of local operation of the colleges or universities.

The slow response of institutions of higher education in the establishment of educational television stations seems to be attributable to the following factors:

1. The expense involved in the establishment of a television station is difficult for the administration to justify in a university budget.

2. The concept of television is so new that it is not effectively related to the academic responsibilities of the universities.

3. There seems to be no precedent in normal university practices and procedures for the operation of a television station.

4. The purposes of the utilization of television are generalized to the extent of obscurity to the faculty and administration of universities.

5. The availability of the facilities of local commercial stations casts some question on the desirability of establishing an educational station.

6. Television requires a technical staff which does not have the high academic training normally found in the university faculty. This creates questions about the feasibility of including such staff as members of the institution.

7. Television equipment is not normally available on the university campus for experimentation and research. This limitation has based television development upon the imagination and foresight of a few interested persons rather than the entire staff and faculty of the institution.

Legally, the television broadcaster is enjoined to operate his station in the public interest and to cover political, religious, and controversial fields in a fair manner by equal distribution of time and effort in such coverage. The inherent excitement of this programming poses a problem to the university administrator who has attempted to analyze such issues in a calm and dispassionate atmosphere.

Ultra High Frequency channels for television broadcast have not proved satisfactory and the stations operating on these channels have been forced to close down or curtail their operations due to the electronic engineering problems, cost, and lack of audience inherent in U.H.F. operation. A U. S. Senate Sub-committee has been investigating this area and is expected to make recommendations for action to the Federal Communications Commission. The impact on educational television operations of these forthcoming recommendations, whatever they may be, will be of great import, since the number of U.H.F. channels reserved for education is more than twice the number of V.H.F. channels.

Scholars, educators, and researchers have indicated a concern over the effects of this relatively new medium, and especially shown an interest in the lack of research-based investigation into the reaction of various audiences to existing television programs. Institutions of higher education are the expected originators of such investigations and have a responsibility to conduct the necessary research and to recommend standards, principles, and programs to the television industry.

Colleges and universities seem to be hesitant about establishing television, fearing the potential power of this device, the creation of conformist attitudes, and the deterioration of aesthetic tastes by the use of this medium.

Institutions of higher education need to experiment with the utilization of the potentials of television as an aid to the college or university in carrying out its cultural and community responsibility.

One of the most common criticisms leveled at educational television is that this type of education is primarily entertainment and "sugar coated" education. Critics stating these general objections confuse the purpose of a program (education) with the method of arriving at that purpose (entertainment). This confusion is heightened when many television programs have no purpose other than to entertain. The need of inquiry into the inherent qualities of television and its application to education is further indicated by the critics' attacks on the entertainment aspect of television.

The Federal Communications Commission has consistently upheld the right of educational television reservations in assigned areas and has committed itself to the policy of guarding these reservations from encroachment by other television interests to the point of exempting educational television stations from certain legal requirements imposed on other television stations. These actions by the Commission have tended to eliminate any formal, organized effort to remove educational television reservations.

Recommendations

One of the purposes of this investigation was to ascertain those administrative practices which are worth while and desirable. From extended interviews with station managers and administrative officials, visits to the television stations, and analysis of data collected, several recommendations emerged. These recommendations are divided into two categories: general recommendations and suggestions for further research.

General Recommendations

1. The increasing significance of the utilization of television in institutions of higher education indicates that the station manager or the director of television development should be directly responsible to the Office of the President. This level of administration would tend to increase the prestige of the entire television operation, provide a direct avenue of policy interpretation and coordination, and act as an encouraging factor in the utilization of educational television by the faculty in the same way that public relations and press relations have been developed.

2. University officials should encourage and support research and experimentation by the faculty in the use of television. It is necessary that the potentialities of television be investigated and research conducted in the

relationships of the many academic areas to the unique abilities of television.

3. Every attempt should be made to identify the television personnel responsible for program planning with the faculty of the institution.

4. Television personnel, administrative officials and faculty members should constantly re-evaluate the policies and philosophy of the television activity with the purpose of securing more faculty and community cooperation and involvement. This analysis could be accomplished by conducting surveys, establishing policy committees, and organizing investigative boards.

5. Institutions of higher education should develop a distinct and real association between the television facility or activity and the classes in television or in strongly related areas such as journalism, speech, radio, audio-visual aids, and so forth.

6. Television station managers and program directors should be encouraged to develop a plan for the utilization of students in staff and/or production positions.

7. The Federal Communications Commission should continue its practice of guarding the prerogatives of the educational television reservations and to reassess the allocation of Very High Frequency channels for educational television. The Commission has accepted the concept of educational television

stations as advanced by educators, and institutions have an obligation to the Commission to investigate the utilization of television in education.

8. Institutions of higher education need to be actively involved in the research necessary to improve the general standards of the entire television industry.

9. Administrative officials should take an active part in the establishment of more flexible channels of academic inquiry and research into the possibilities of educational television as solutions to some of the more pressing university problems, such as large enrollments, shortages of staff, and community identification.

10. Institutions of higher education should create academic departments or divisions devoted to the teaching of television programming and production on the graduate level so that research is encouraged and persons are trained to take on position of responsibility in educational television.

11. Institutions should be encouraged to acquire television equipment as part of their audio-visual aids programs so that experimentation in television utilization can take place without untoward expense to the institution.

Suggestions for further research.

This investigation revealed specific problems in the administration of educational television which might be solved if research supplies answers to the following questions:

1. It is suggested that a study of the latent or informal aspects of the administration of educational television would be of value. A study of this type would be concerned with such questions as: Do faculty/community advisory committees actually have some voice in the policy recommendations of the educational television operation or do they merely function to make faculty, community leaders and administrative officials think the television activity is operated democratically? How do the various aspects of actual administrative operation compare to how the station managers and administrative officials state they operate?

2. What are the full implications of a total faculty-community-institution relationship? What are the obligations of an institution if a community responsibility is accepted? What criteria determine the television community concept?

3. What criteria should be used for selecting the station manager or administrative head of a television facility? The television staff? What experience and training are necessary for these positions? How can the television staff be integrated with the faculty in other ways than through student training?

4. What constitutes an effective student training-television activity integration? To what extent are students of television better trained by virtue of participation in

television production and planning? What are the implications for the television faculty?

5. What factors hinder the acceptance of the advantages of television by the faculty? How could the faculty climate of opinion regarding the utilization of television be evaluated? What authority in the establishment of a television facility should be delegated to the faculty?

6. What do high administrative officials think of television utilization in relation to the university philosophy? In relation to the teaching program?

7. How can colleges and universities marshal their forces to conduct research in the social effects of television? How can the disciplines, arts, and sciences be integrated for this investigation?

8. What degree of influence do apathy and motivation exert with regard to the television viewer? How is the viewer motivated to watch certain television programs? What are the foundations of "popular" television programs?

9. To what extent is the present interest in educational television due to the huge funds spent nationally on its promotion? Will withdrawal of these funds have an impact on educational television?

10. Is the university philosophy consistent with that of the surrounding community? To what extent are people who have not attended a college represented in the thinking of the television program planners?

2. The second part of the document addresses the challenges of data management in a rapidly changing environment. It highlights the need for flexible and scalable solutions that can adapt to new technologies and evolving business requirements. The author argues that investing in modern data infrastructure is crucial for staying competitive and making informed decisions based on real-time information.

3. The third part of the document focuses on the role of leadership in driving organizational success. It stresses that effective leaders must inspire and motivate their teams, set clear goals, and foster a culture of innovation and collaboration. The text provides several practical tips for leaders, such as regular communication, active listening, and encouraging employee input.

4. The fourth part of the document explores the impact of external factors on business performance. It discusses how economic conditions, market trends, and regulatory changes can influence an organization's strategy and outcomes. The author advises businesses to stay vigilant and adaptable, regularly assessing their position in the market and adjusting their plans accordingly.

5. The fifth part of the document concludes with a call to action, urging organizations to embrace change and continuous improvement. It reminds readers that success is not a one-time achievement but a ongoing process of growth and learning. The text encourages businesses to seek out new opportunities, take calculated risks, and strive for excellence in everything they do.

The problems in the foregoing areas appear significant enough to warrant further research. Station managers and directors of the television facilities could make more significant contributions to the university and to the general field of educational television if provided with extensive research into these vital areas.

Research in the areas of television has been presented in fragments, with specialists stressing the importance of specific aspects of the total. Literature in this field should be concerned with the development of policies, practices, and procedures of educational television in its entirety. This research would make possible a more realistic approach to the administrative problems and the planning of the television activity in institutions of higher education.

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APPENDIX A**QUANTITATIVE/EVALUATIVE SURVEY FORM**

Part I Available Facilities

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Please check the type or types of facilities available to you for use in educational television:

- ☐ 1. School, College, University, or Community owned and operated station.
- ☐ Educational station (no commercials).
 - ☐ Primarily an educational station but carrying some commercials.
 - ☐ Commercial station (school, college, or university owned and operated).
 - ☐ Participating members of community TV station.
 - ☐ Closed circuit for intra school or intra campus use only.
 - ☐ Film produced by you only and sent to educational station for presentation (or kinescope).
 - ☐ Other. (Please identify) _____
- ☐ 2. Commercial station outlet (privately owned and operated).
- ☐ Telecasts originating in studios on campus or grounds.
 - ☐ (A) Carried by coaxial cable to commercial outlet.
 - ☐ (1) Costs paid by school, college, or university.
 - ☐ (2) Costs paid by commercial stations.
 - ☐ (B) Transmitted by microwave from grounds or campus to commercial outlet for rebroadcast.
 - ☐ (1) Costs paid by school, college, or university.
 - ☐ (2) Costs paid by commercial station.
 - ☐ Telecasts originate in studios of commercial station.
 - ☐ (A) College, school or university pays to use facilities.
 - ☐ (B) Facilities furnished by commercial station.
 - ☐ (C) Commercial station furnishes facilities and pays school, college, or university to produce programs.
 - ☐ (D) Other. (Please identify) _____
 - ☐ Films produced by you and sent to commercial station or stations, (or kinescope).

Part II Administration of Educational Television Programs

3. Division in charge. Please check the name of the division or department that is in charge of educational programming:
- ☐ (A) ☐ Administration: Office of President, Vice-President, Superintendent, etc.
 - ☐ ☐ School or college
 - ☐ ☐ Division
 - ☐ ☐ Department

- | | |
|------------------------|------------------------------|
| (B) () Communications | () Radio & Television 207 |
| () Education | () Speech |
| () Extension | () Liberal Arts |
| () Journalism | () Other. (Please identify) |
-

4. Faculty members devoting time to television programming. Please place number of faculty members in box at left of question.

- () How many faculty members are paid to devote full time to television programming?
- () How many faculty members are paid for part time television programming service? (Teaching via TV, Special feature appearance, direction, production, writing, etc.)
- () Each week approximately how many faculty members who are not paid out of the television budget assist in educational programming?
- () (A) Please check the duties of these "non-pay" faculty members.
 - () Teaching via television.
 - () Presenting other programs than teaching. (Cultural, informational, etc.)
 - () Direction, production, and/or operation of television activity.
 - () Planning and writing programs.
 - () Other duties. (Please specify) _____

5. How many of the following non-teaching professionals are hired by you to assist in educational television? Please place number in boxes at left of positions.

Full Time

Part Time

- | | | |
|-----|-----|---|
| () | () | Actors |
| () | () | Artists |
| () | () | Directors |
| () | () | Producers |
| () | () | Engineers |
| () | () | TV Cameramen |
| () | () | Writers |
| () | () | Stage Hands (Studio Technicians) |
| () | () | Film Personnel (Cameramen, editors, etc.) |
| () | () | Others _____ |

6. How many students do you use on a pay basis for the following jobs? Please place numbers in boxes at left of positions.

- | | |
|---------------|---|
| () Actors | () TV Cameramen |
| () Artists | () Writers |
| () Directors | () Stage Hands (Studio technicians) |
| () Producers | () Film Personnel (Cameramen, editors, etc.) |
| () Engineers | () Others _____ |

7. In the operation of your educational television activity, approximately how many students are used in the following jobs either for class credit or as part of their extra-curricular activities without pay?

Class Credit	Extra Curricular	
()	()	Actors
()	()	Artists
()	()	Directors
()	()	Producers
()	()	Engineers
()	()	Writers
()	()	TV Cameramen
()	()	Stage Hands (studio technicians)
()	()	Film Personnel (cameramen, editors, etc.)
()	()	Others _____

Part III Planning, Writing, and Production of Programs

8. Over-all planning of your educational television activity is done by:
- () Administrator (President, Vice-President, Superintendent, Dean, etc.)
 - () Faculty members
 - () TV staff (station manager, program director, etc.)
 - () Faculty Committee
 - () Students in class or classes
 - () Student Committee
 - () Staff of commercial station
 - () Non-academic staff of school, college, or university
 - () Joint planning by commercial station, faculty
 - () Other (Please identify) _____
9. Scripts, continuity or program outline are prepared or written by:
- () Full time writers of commercial station
 - () Full time writers of school, college, or university station
 - () Part time student writers
 - () Students as extra-curricular activity
 - () Faculty
 - () Others (Please identify) _____
10. Programs are produced by:
- () Staff members of commercial station
 - () Non-academic staff members of your TV activity
 - () Faculty
 - () Students in class or classes
 - () Students as extra-curricular activity
 - () Others (Please identify) _____

Part IV Financing Educational Television (Confidential) 209

11. How much would you estimate it cost your institution to establish your present operation? \$ _____
12. What is the estimated weekly cost to your institution of your programming? \$ _____
13. What are your annual sources of income for this activity?

Source	Amount
_____	_____
_____	_____
_____	_____
_____	_____

14. Who allocates the production budget of a program?
- () Administrator (President, Vice-President, Superintendent, Dean, etc.)
- () TV Staff (Station manager, program director, etc.)
- () Faculty member in charge of TV operation
- () Faculty Committee
- () Television personnel committee (non-faculty)
- () Others (Please specify) _____

Part V Equipment

15. Please check the equipment your institution owns and operates or uses in TV production:

Owns	Uses	
	Property	Others
()	()	Transmitter
()	()	Micro Wave Link (Number _____)
()	()	Remote pickup unit (Number _____)
()	()	TV Cameras (Number _____)
()	()	TV Camera Mountings (Number _____)
	()	Boom Dolly
	()	Pedestal
	()	Tripod
	()	Other _____
()	()	Microphones (Number _____)
()	()	Microphone Stands (Number _____)
	()	Floor
	()	Boom
	()	Lapel or neck

- | | | | |
|-----|-----|--|-----|
| () | () | TV Studios (Number _____) | 210 |
| () | () | Control Rooms (Number _____) | |
| () | () | Turntables (Number _____) | |
| () | () | Audio Consoles (Number _____) | |
| () | () | Lights (Approx. Number _____) | |
| | () | Spotlights | |
| | () | Scoops | |
| | () | Fluorescent | |
| | () | Others (Please specify) | |
| () | () | Film Studios (Number _____) | |
| () | () | Kinescope Recorder (Rapid Process? ____) | |
| () | () | Film Cameras (Number _____) | |
| | () | 35 M.M. | |
| | () | 16 M.M. S.O.F. | |
| | () | 16 M.M. Silent | |

16. Who operates this equipment?
- () Students as extra-curricular activity
 - () Paid students (part time)
 - () Paid students (full time)
 - () Part time professional staff
 - () Full time professional staff
 - () Students for class activity, staff or paid personnel for broadcast
 - () Commercial station personnel

APPENDIX B

STRUCTURED INTERVIEW OUTLINE

1. What is your institution's prime purpose for the operation of a television station?
 - (a) What programs are you broadcasting?
 - (b) To what audience?
 - (c) From what source?
2. To which administrative official are you immediately responsible?
 - (a) To whom would you wish to be responsible?
 - (b) If a difference, why?
3. Do you own and operate your own equipment?
 - (a) In what way?
 - (b) Is it satisfactory?
4. Who plans the activities of the television station?
 - (a) Persons? Per cent _____
 - (b) Committees? Per cent _____
 - (c) Any improvement possible? _____
5. Is there an institutional philosophy on station activities?
 - (a) What is it?
 - (b) Desirable?
6. On the basis of your experience, where should the planning of the programs originate?
 - (a) Station staff Per cent _____
 - (b) Faculty Per cent _____
 - (c) Subject matter area
specialists Per cent _____
7. How are your programs planned?
 - (a) Station staff Per cent _____
 - (b) Faculty Per cent _____
 - (c) Subject matter area
specialists Per cent _____

8. Who prepares the television programs appearing on your station?
 - (a) Any priority?
 - (b) By what method?
 - (c) Pay or time relief?
9. Where is production responsibility placed?
 - (a) TV staff
 - (b) Students
 - (c) Faculty
10. Are the TV staff people on the faculty?
 - (a) Should they be?
 - (b) Which ones?
11. What part do students play in the production of programs?
 - (a) More or less than in the past?
 - (b) Future?
12. How many production people are needed for each television program at your station?
 - (a) Number
 - (b) Source
13. What was the total expenditure to your institution for the establishment of the television station?
 - (a) Prior to broadcast?
 - (b) After beginning of broadcast to date?
 - (c) Operational budget?
14. What equipment does your institution own?
 - (a) Minimum necessary equipment?
 - (b) Desirable equipment?
 - (c) Unused equipment?

APPENDIX C

INSTITUTIONS OF HIGHER EDUCATION
RESPONDING TO SURVEY

ALABAMA

Alabama Polytechnic Institute, Auburn

ARIZONA

Arizona State College, Tempe
University of Arizona, Tucson

ARKANSAS

Arkansas State Teachers College, Conway
Little Rock Junior College, Little Rock
Philander Smith College, Little Rock
University of Arkansas, Fayetteville

CALIFORNIA

Chico State College, Chico
College of the Pacific, Stockton
Fresno State College, Fresno
Mills College, Oakland
Occidental College, Los Angeles
San Francisco State College, San Francisco
University of Southern California, Los Angeles

COLORADO

University of Colorado, Boulder

CONNECTICUT

University of Bridgeport, Bridgeport
University of Connecticut, Storrs

DELAWARE

University of Delaware, Newark

DISTRICT OF COLUMBIA

George Washington University
Howard University
Miner Teachers College

FLORIDA

Florida State University, Tallahassee
Rollins College, Winter Park
University of Florida, Gainesville
University of Miami, Coral Gables

GEORGIA

Georgia State College for Women, Milledgeville
Mercer University, Macon
University of Georgia, Athens

IDAHO

College of Idaho, Caldwell
Idaho State College, Pocatello

ILLINOIS

Chicago Teachers College, Chicago
DePaul University, Chicago
Eureka College, Eureka
Illinois Institute of Technology, Chicago
Illinois Wesleyan University, Bloomington
Lake Forest College, Lake Forest
Loyola University, Chicago
Northern Illinois State Teachers College, DeKalb
Northwestern University, Evanston
Quincy College, Quincy
Rockford College, Rockford
Roosevelt College, Chicago
University of Chicago, Chicago

INDIANA

Butler University, Indianapolis
Evansville College, Evansville
Franklin College, Franklin
Indiana State Teachers College, Terre Haute
Indiana University, Bloomington
Purdue University, Lafayette
St. Francis College, Fort Wayne
St. Joseph's College, Collegeville
Taylor University, Upland
University of Notre Dame, Notre Dame

IOWA

Iowa State Teachers College, Cedar Falls
State University of Iowa, Iowa City

KANSAS

Kansas State College, Manhattan
Kansas State Teachers College, Pittsburg
University of Kansas, Lawrence

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KENTUCKY

Nazareth College, Louisville
University of Louisville, Louisville

LOUISIANA

Southwestern Louisiana Institute, Lafayette
Tulane University, New Orleans
Xavier University, New Orleans

MAINE

University of Maine, Orono

MARYLAND

Johns Hopkins University, Baltimore
Loyola College, Baltimore
Maryland State Teachers College, Towson
Mount St. Agnes College, Baltimore
Peabody Institute of the City of Baltimore

MASSACHUSETTS

American International College, Springfield
Boston College, Chestnut Hill
Boston University, Boston
Harvard University, Cambridge
Northeastern University, Boston
Radcliffe College, Cambridge
Tufts College, Medford
University of Massachusetts, Amherst

MICHIGAN

Aquinas College, Grand Rapids
Calvin College, Grand Rapids
Mercy College, Detroit
University of Detroit, Detroit
University of Michigan, Ann Arbor
Wayne University, Detroit

MINNESOTA

University of Minnesota, Minneapolis
University of Minnesota, Duluth branch

MISSISSIPPI

Meridian Municipal Junior College, Meridian
Mississippi College, Clinton
Mississippi Southern College, Hattiesburg
University of Mississippi, University

MISSOURI

Drury College, Springfield
Northwest Missouri State College, Maryville
St. Louis University, St. Louis
Southwest Missouri State College, Springfield
University of Missouri, Columbia
University of Kansas City, Kansas City
Washington University, St. Louis

MONTANA

Eastern Montana College of Education, Billings
Montana State College, Bozeman
Rocky Mountain College, Billings

NEBRASKA

Creighton University, Omaha
University of Nebraska, Lincoln
University of Omaha, Omaha

NEW HAMPSHIRE

Dartmouth College, Hanover
University of New Hampshire, Durham

NEW JERSEY

Rutgers University, New Brunswick

NEW MEXICO

New Mexico Western College, Silver City
University of New Mexico, Albuquerque

NEW YORK

City College of New York, New York
Fordham University, New York
Hofstra College, Hempstead
New York University, New York
New York State College for Teachers, Buffalo

NEW YORK (continued)

Syracuse University, Syracuse
Union University, Schenectady
University of Rochester, Rochester

NORTH CAROLINA

Agricultural and Technical College, Greensboro
Davidson College, Davidson
Eastern Carolina College, Greenville
Greensboro College, Greensboro
Meredith College, Raleigh
St. Augustine College, Raleigh
Salem College, Winston-Salem
University of North Carolina, Chapel Hill
North Carolina State College, Raleigh
Western Carolina Teachers College, Cullowhee

NORTH DAKOTA

State Teachers College, Dickinson
University of North Dakota, Grand Forks

OHIO

Bowling Green State University, Bowling Green
Marietta College, Marietta
Miami University, Oxford
Ohio University, Athens
University of Cincinnati, Cincinnati
University of Toledo, Toledo
Xavier University, Cincinnati

OKLAHOMA

Oklahoma A & M College, Stillwater
Panhandle A & M College, Goodwell
University of Oklahoma, Norman
University of Tulsa, Tulsa

OREGON

Southern Oregon College of Education, Ashland
University of Oregon, Eugene

PENNSYLVANIA

Carnegie Institute of Technology, Pittsburgh
Temple University, Philadelphia

RHODE ISLAND

Brown University, Providence
Providence College, Providence
Rhode Island College of Education, Providence

SOUTH CAROLINA

The Citadel, Charleston
Wofford College, Spartanburg

SOUTH DAKOTA

University of South Dakota, Vermillion

TENNESSEE

David Lipscomb College, Nashville
George Peabody College for Teachers, Nashville
Maryville College, Maryville

TEXAS

Baylor University, Waco
Paul Quinn College, Waco
Texas Technological College, Lubbock
Texas Western College, El Paso

UTAH

Brigham Young University, Provo
University of Utah, Salt Lake City

VERMONT

University of Vermont, Burlington

VIRGINIA

Virginia State College, Petersburg

WASHINGTON

Seattle-Pacific College, Seattle
Seattle University, Seattle
Whitworth College, Spokane

WEST VIRGINIA

Marshall College, Huntington
Morris Harvey College, Charleston
West Liberty State College, West Liberty

WISCONSIN

Marquette University, Milwaukee
Wisconsin State College, Milwaukee

WYOMING

University of Wyoming, Laramie

APPENDIX D

PROGRAM LOGS OF EDUCATIONAL TELEVISION STATIONS

(See Flap Inside Rear Cover)

APPENDIX E

OPERATIONAL BUDGET

This budget is that of a typical station reporting average expenditures over a three-year period of time.

Salaries Budget: This includes all of the television staff in programming, production, engineering, research, office, filing, and so forth.

1952-53	\$ 30,570.00	5 hours programming per week
1953-54	114,855.00	20 hours programming per week
1954-55	178,740.00	40 hours programming per week

Student Labor Budget: (This station follows the policy of paying most of its students.)

1952-53	\$ 5,130.00	based on 5 hours programming per week
1953-54	10,000.00	based on 20 hours programming per week
1954-55	20,000.00	based on 40 hours programming per week

Supplies Budget: This includes properties, scenery, costumes, lighting and other production materials, as well as office supplies and engineering maintenance (tubes, cable, wire, and so forth).

1952-53	\$31,000.00	5 hours programming per week
1953-54	57,500.00	20 hours programming per week
1954-55	85,000.00	40 hours programming per week

		TUESDAY					WEDNESDAY					THURSDAY					FRIDAY					SATURDAY					SUNDAY					MONDAY							
		F	S	PB	A	T	F	S	PB	A	T	F	S	PB	A	T	F	S	PB	A	T	F	S	PB	A	T	F	S	PB	A	T								
June 15-21																																							
3:00 pm	4-H Way	L	ES	ST	F	I	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----								
3:25	4-H Way	L	ES	ST	F	I	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----								
3:30	4-H Way	L	ES	ST	F	I	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----								
3:45	4-H Way	L	ES	ST	F	I	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----								
4:00	Ladies Time	L	ES	PRO	AE	INF	Today's Home	L	ES	U	AE	INF	Today's Home	L	ES	U	AE	INF	Ladies Time	L	ES	PRO	AE	INF	ST	Today's Home	L	ES	U	AE	INF	ST							
4:30	Toy Shop	L	ES	ST	ESA	ENT	Toy Shop	L	ES	ST	ESA	ENT	Toy Shop	L	ES	ST	ESA	ENT	Toy Shop	L	ES	ST	ESA	ENT	PRO	Toy Shop	L	ES	ST	ESA	ENT	PRO							
5:00	World We Want	K	E	PRO	F	INF	Here is the Past	K	C	U	AE	INF	Time for Beany	L	ES	ST	ESA	ENT	Story Teller	K	C	C	ESA	ENT	GA	Sunday Cinema	F	FD	PRO	F	ENT	----							
5:30	Film	F	FD	PRO	F	ENT	Adventure in Sports	L	ES	PRO	F	SP	Men Toward the Light	K	C	C	AE	INF	Post Mark - East Lansing	L	ES	U	AE	PR	Sunday Cinema	F	FD	PRO	F	ENT	----	----							
5:45	Film	F	FD	PRO	F	ENT	Electricity at Work	L	ES	U	AE	I	Michigan Conservation	L	ES	GA	AE	INF	U.S. Army	F	FD	GA	AE	I	Sunday Cinema	F	FD	PRO	F	ENT	----	----							
6:00	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	U.N. At Work	K	C	GA	AE	I	Sports Whirl	L	ES	ST	F	SP			
6:15	Evening Edition	L	ES	U	AE	INF	Evening Edition	F	FD	PRO	F	INF	Evening Edition	L	ES	U	AE	INF	Evening Edition	L	ES	U	AE	INF	F	PRO	ST	Concert Hall	L	ES	U	F	E	Evening Edition	L	ES	U	AE	INF
6:30	Wanderlust	L	ES	ST	F	I	March of Time Three Years	F	FD	PRO	F	INF	Farm Livestock Exposition	L	ES	PRO	AE	INF	Hans Christian Anderson	F	FD	PRO	F	ENT	Encore	L	ES	U	F	CUL	Electricity at Work	L	ES	U	AE	I			
6:45	Wanderlust	L	ES	ST	F	I	March of Time Three Years	F	FD	PRO	F	INF	Farm Livestock Exposition	L	ES	PRO	AE	INF	Hans Christian Anderson	F	FD	PRO	F	ENT	Encore	L	ES	U	F	CUL	To Be Announced	----	----						
7:00	Adventure is My Job	F	FD	PRO	F	INF	Piano Recital	L	ES	U	F	E	To Be Announced	L	ES	U	F	E	Shakespeare on TV	K	C	U	AE	TC	State Final	L	ES	ST	F	INF	Barrymore Theatre	F	FD	PRO	F	ENT			
7:05	Adventure is My Job	F	FD	PRO	F	INF	Piano Recital	L	ES	U	F	E	To Be Announced	L	ES	U	F	E	Shakespeare on TV	K	C	U	AE	TC	Sign Off	----	----	----	----	----	Barrymore Theatre	F	FD	PRO	F	ENT			
7:15	Magic of the Atom	K	C	GA	AE	INF	Ballet de France	F	FD	PRO	AE	CUL	This Land of Ours	F	FD	PRO	F	INF	Shakespeare on TV	K	C	U	AE	TC	----	----	----	----	----	Barrymore Theatre	F	FD	PRO	F	ENT				
7:30	Geography in the News	L	ES	U	AE	INF	Upgrading Ourselves	L	ES	U	AE	TC	Upgrading Ourselves	L	ES	U	AE	TC	Shakespeare on TV	K	C	U	AE	TC	----	----	----	----	----	Great Ideas	K	C	PRO	AE	INF				
7:45	Under the Same Stars	K	C	U	AE	I	Upgrading Ourselves	L	ES	U	AE	TC	Upgrading Ourselves	L	ES	U	AE	TC	Arm Chair Adventures	F	FD	PRO	F	I	----	----	----	----	----	Great Ideas	K	C	PRO	AE	INF				
8:00	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	State Final	L	ES	ST	F	INF	Better Farming	L-F	ES	U	AE	INF			
8:30	State Final	L	ES	ST	F	INF	State Final	L	ES	ST	F	INF	State Final	L	ES	ST	F	INF	State Final	L	ES	ST	F	INF	----	----	----	----	----	Better Farming	L-F	ES	U	AE	INF				
8:35	Sign Off	----	----	----	----	----	Sign Off	----	----	----	----	Sign Off	----	----	----	----	Sign Off	----	----	Sign Off	----	----	----	----	----	----	----	----	Sign Off	----	----	Sign Off	----	----					
June 22-28																																							
3:00 pm	4-H Way	L	ES	ST	F	I	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----							
3:25	4-H Way	L	ES	ST	F	I	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----							
3:30	4-H Way	L	ES	ST	F	I	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----							
3:45	4-H Way	L	ES	ST	F	I	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----							
4:00	Test Pattern	----	----	----	----	----	Today's Home	L	ES	U	AE	INF	Today's Home	L	ES	U	AE	INF	ST	Today's Home	L	ES	U	AE	INF	ST	Today's Home	L	ES	U	AE	INF	ST						
4:30	Test Pattern	----	----	----	----	----	Animal Time	F	FD	PRO	ESA	E	Junior Cross Roads	F	FD	PRO	ESA	E	Junior Cross Roads	F	FD	PRO	ESA	E	Sunday Cinema	F	FD	PRO	F	ENT	----	----							
4:45	Test Pattern	----	----	----	----	----	Under the Same Stars	K	C	U	AE	I	Under the Same Stars	K	C	U	AE	I	Under the Same Stars	K	C	U	AE	I	----	----	----	----	----	Sunday Cinema	F	FD	PRO	F	ENT				
5:00	World We Want	K	C	PRO	F	INF	Here is the Past	K	C	U	AE	INF	Time for Beany	L	ES	ST	ESA	ENT	Story Teller	K	C	C	ESA	ENT	GA	Sunday Cinema	F	FD	PRO	F	ENT	----	----						
5:30	Film	F	FD	PRO	F	ENT	Adventures in Sports	L	ES	PRO	F	SP	Men Toward the Light	K	C	C	AE	INF	Post Mark - East Lansing	L	ES	U	AE	PR	Sunday Cinema	F	FD	PRO	F	ENT	----	----							
5:45	Film	F	FD	PRO	F	ENT	Industry on Parade	F	FD	PRO	F	INF	Michigan Conservation	L	ES	GA	AE	INF	U.S. Army	F	FD	GA	AE	I	Sunday Cinema	F	FD	PRO	F	ENT	----	----							
6:00	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	U.N. At Work	K	C	GA	AE	I	Sports Whirl	L	ES	ST	F	SP			
6:15	Evening Edition	L	ES	U	AE	INF	Evening Edition	L	ES	U	AE	INF	Evening Edition	L	ES	U	AE	INF	Evening Edition	L	ES	U	AE	INF	F	PRO	ST	Concert Hall	L	ES	U	F	E	Evening Edition	L	ES	U	AE	INF
6:30	Wanderlust	L	ES	ST	F	I	March of Time Three Years	F	FD	PRO	F	INF	Film	F	FD	PRO	F	ENT	Hans Christian Anderson	F	FD	PRO	F	ENT	State Final	L	ES	ST	F	INF	Electricity at Work	L	ES	U	AE	I			
6:35	Wanderlust	L	ES	ST	F	I	March of Time Three Years	F	FD	PRO	F	INF	Film	F	FD	PRO	F	ENT	Hans Christian Anderson	F	FD	PRO	F	ENT	Sign Off	----	----	----	----	Electricity at Work	L	ES	U	AE	I				
6:45	Wanderlust	L	ES	ST	F	I	March of Time Three Years	F	FD	PRO	F	INF	Film	F	FD	PRO	F	ENT	Hans Christian Anderson	F	FD	PRO	F	ENT	----	----	----	----	To Be Announced	----	----	----	----	----					
7:00	Adventure is My Job	F	FD	PRO	F	INF	Piano Recital	L	ES	U	F	E	To Be Announced	L	ES	U	F	E	Shakespeare on TV	K	C	U	AE	TC	----	----	----	----	Barrymore Theatre	F	FD	PRO	F	ENT					
7:15	Magic of the Atom	K	C	PRO	AE	INF	Ballet de France	F	FD	PRO	AE	CUL	This Land of Ours	F	FD	PRO	F	INF	Shakespeare on TV	K	C	U	AE	TC	----	----	----	----	Barrymore Theatre	F	FD	PRO	F	ENT					
7:30	Geography in the News	L	ES	U	AE	INF	Big Picture	F	FD	GA	AE	INF	Geography in the News	L	ES	U	AE	INF	Shakespeare on TV	K	C	U	AE	TC	----	----	----	----	Great Ideas	K	C	PRO	AE	INF					
7:45	Ali Force	F	FD	GA	AE	I	Big Picture	F	FD	GA	AE	INF	Electricity at Work	L	ES	U	AE	I	Arm Chair Adventures	F	FD	PRO	F	I	----	----	----	----	Great Ideas	K	C	PRO	AE	INF					
8:00	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	State Final	L	ES	ST	F	INF	Better Farming	L-F	ES	U	AE	INF			
8:30	State Final	L	ES	ST	F	INF	State Final	L	ES	ST	F	INF	State Final	L	ES	ST	F	INF	State Final	L	ES	ST	F	INF	----	----	----	----	----	Better Farming	L-F	ES	U	AE	INF				
8:35	Sign Off	----	----	----	----	----	Sign Off	----	----	----	----	Sign Off	----	----	----	----	Sign Off	----	----	Sign Off	----	----	----	----	----	----	----	----	Sign Off	----	----	Sign Off	----	----					

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SUPPLEMENTARY MATERIAL

		TUESDAY					WEDNESDAY					THURSDAY					FRIDAY					SATURDAY					SUNDAY					MONDAY										
		F	S	PB	A	T	F	S	PB	A	T	F	S	PB	A	T	F	S	PB	A	T	F	S	PB	A	T	F	S	PB	A	T	F	S	PB	A	T						
June 1 - 7	Today's Home	L	ES	U	AE	INF	Today's Home	L	ES	U	AE	INF	Today's Home	L	ES	U	AE	INF	---	---	---	Baseball	L	ES	U	F	SP	---	---	---	---	---	---	---	---	---	---	---				
3:30	Campus Matinee	L	ES	U	AE	E-1	Campus Matinee	L	ES	U	AE	E-1	Campus Matinee	L	ES	U	AE	E-1	Campus Matinee	L	ES	U	AE	E-1	Baseball	L	ES	U	F	SP	---	---	---	---	---	---	---					
4:00	Ladies Time	L	ES	PRO	AE	INF	Ladies Time	L	ES	PRO	AE	INF	Ladies Time	L	ES	PRO	AE	INF	Ladies Time	L	ES	PRO	AE	INF	Baseball	L	ES	U	F	SP	MSC Commencement	L	ES	U	AE	SE	Campus Matinee	L	ES	U	AE	E-1
4:30	Citizens Unlimited	L	ES	U	AE	PR	Toy Shop	L	ES	PRO	ESA	ENT	Toy Shop	L	ES	PRO	ESA	ENT	Toy Shop	L	ES	PRO	ESA	ENT	Baseball	L	ES	U	F	SP	MSC Commencement	L	ES	U	AE	SE	Ladies Time	L	ES	PRO	AE	INF
5:00	World We Want	K	C	PRO	F	INF	Here Is the Past	K	C	U	AE	INF	Time for Beany	L	ES	ST	ESA	ENT	Story Teller	K	C	ESA	ENT	Baseball	L	ES	U	F	SP	MSC Commencement	L	ES	U	AE	SE	Toy Shop	L	ES	ST	ESA	ENT	
5:30	To Be Announced	---	---	---	---	---	Adventures in Sports	L	ES	PRO	F	SP	To Be Announced	---	---	---	---	---	Postmark East Lansing	L	ES	U	AE	PR	Electricity at Work	L	ES	U	AE	I	MSC Commencement	L	ES	U	AE	SE	To Be Announced	---	---	---	---	---
5:45	To Be Announced	---	---	---	---	---	Electricity at Work	L	ES	U	AE	I	Michigan Conservation	L	ES	GA	AE	INF	Men Toward the Light	K	C	C	AE	INF	Adventure Is My Job	F	FD	PRO	F	I	MSC Commencement	L	ES	U	AE	SE	Amerr. Political Parties	K	C	U	AE	TC
6:00	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	Feature Film	F	FD	PRO	F	ENT	Sports Whirl	L	ES	C	AE	AT
6:15	Evening Edition	L	ES	U	AE	INF	Evening Edition	L	ES	U	AE	INF	Evening Edition	L	ES	U	AE	INF	Evening Edition	L	ES	U	AE	INF	Evening Edition	L	ES	U	AE	INF	Feature Film	F	FD	PRO	F	ENT	Evening Edition	L	ES	U	AE	INF
6:30	Wanderlust	L	ES	ST	F	I	Magic of the Atom	K	C	PRO	AE	INF	Farm Livestock Expositions	L	ES	PRO	AE	INF	Hans Christian Anderson	F	FD	PRO	F	ENT	Big Picture	F	FD	GA	AE	INF	Feature Film	F	FD	PRO	F	ENT	Teen Age Panel	L	ES	ESA	INF	
6:45	Wanderlust	L	ES	ST	F	I	Our Hospitals Are Sick	L	ES	C	F	INF	Farm Livestock Expositions	L	ES	PRO	AE	INF	Hans Christian Anderson	F	FD	PRO	F	ENT	Big Picture	F	FD	GA	AE	INF	Feature Film	F	FD	PRO	F	ENT	Teen Age Panel	L	ES	ESA	INF	
7:00	Driver Training	L	ES	U	AE	TC	Lit. and Fine Arts	L	ES	U	AE	TC	Driver Training	L	ES	U	AE	TC	Lit. and Fine Arts	L	ES	U	AE	TC	March of Time	F	FD	PRO	F	INF	Feature Film	F	FD	PRO	F	ENT	Literature & Fine Arts	L	ES	U	AE	TC
7:30	You Wanted to Know	L	ES	U	AE	TC	Upgrading Ourselves	L	ES	U	AE	TC	Zoology	L	ES	U	AE	TC	Shakespeare on TV	K	C	U	AE	TC	Sign Off	---	---	---	---	---	Encore	L	ES	U	F	CUL	Great Ideas	K	C	PRO	AE	INF
8:00	Geography in the News	L	ES	U	AE	INF	Band Concert	L	ES	U	F	CUL	Geography in the News	L	ES	U	AE	INF	Shakespeare on TV	K	C	U	AE	TC	---	---	---	---	---	State Final	L	ES	ST	F	INF	Barymore Theatre	F	FD	PRO	F	ENT	
8:15	To Be Announced	---	---	---	---	---	Band Concert	L	ES	U	F	CUL	This Land of Ours	F	FD	PRO	F	INF	Arm Chair Adventures	F	FD	PRO	F	I	---	---	---	---	---	Sign Off	---	---	---	---	---	Barymore Theatre	F	FD	PRO	F	ENT	
8:30	Better Farming	L-F	ES	U	AE	INF	Band Concert	L	ES	U	F	CUL	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
9:00	State Final	L	ES	ST	F	INF	Band Concert	L	ES	U	F	CUL	State Final	L	ES	ST	F	INF	State Final	L	ES	ST	F	INF	---	---	---	---	---	State Final	L	ES	ST	F	INF	Better Farming	L	ES	U	AE	INF	
9:05	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	---	---	---	---	---	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	
9:15	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	---	---	---	---	---	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	
June 8-14	Today's Home	L	ES	U	AE	INF	Today's Home	L	ES	U	AE	INF	Today's Home	L	ES	U	AE	INF	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
3:25	Today's Home	L	ES	U	AE	INF	Today's Home	L	ES	U	AE	INF	Today's Home	L	ES	U	AE	INF	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
3:30	Campus Matinee	L	ES	U	AE	E-1	Campus Matinee	L	ES	U	AE	E-1	Campus Matinee	L	ES	U	AE	E-1	Campus Matinee	L	ES	U	AE	E-1	Campus Matinee	L	ES	U	AE	E-1	Sign On & Headline News	L	ES	ST	F	I	---	---	---	---		
3:45	Campus Matinee	L	ES	U	AE	E-1	Campus Matinee	L	ES	U	AE	E-1	Campus Matinee	L	ES	U	AE	E-1	Campus Matinee	L	ES	U	AE	E-1	Campus Matinee	L	ES	U	AE	E-1	Curtain Going Up	L	ES	U	F	I-E	---	---	---	---		
4:00	Ladies Time	L	ES	PRO	AE	INF	Ladies Time	L	ES	PRO	AE	INF	Ladies Time	L	ES	PRO	AE	INF	Ladies Time	L	ES	PRO	AE	INF	News and Weather	L	ES	ST	F	I	Sunday Cinema	F	FD	PRO	F	ENT	Ladies Time	L	ES	PRO	AE	INF
4:15	Ladies Time	L	ES	PRO	AE	INF	Ladies Time	L	ES	PRO	AE	INF	Ladies Time	L	ES	PRO	AE	INF	Ladies Time	L	ES	PRO	AE	INF	---	---	---	---	---	To Be Announced	Sunday Cinema	F	FD	PRO	F	ENT	Ladies Time	L	ES	PRO	AE	INF
4:30	Citizens Unlimited	L	ES	U	AE	PR	Toy Shop	L	ES	PRO	ESA	ENT	Toy Shop	L	ES	ST	ESA	ENT	Toy Shop	L	ES	ST	ESA	ENT	Photographic Fun	L	ES	PRO	AE	INF	Sunday Cinema	F	FD	PRO	F	ENT	Toy Shop	L	ES	ST	ESA	ENT
5:00	World We Want	K	C	PRO	F	INF	Here is the Past	K	C	U	AE	INF	Time for Beany	L	ES	ST	ESA	ENT	Story Teller	K	C	G-CA	ESA	ENT	To Be Announced	F	FD	PRO	F	INF	Sunday Cinema	F	FD	PRO	F	ENT	Mind of Man	K	C	U	AE	I
5:15	World We Want	K	C	PRO	F	INF	Here is the Past	K	C	U	AE	INF	Time for Beany	L	ES	ST	ESA	ENT	Story Teller	K	C	G-CA	ESA	ENT	Industry on Parade	F	FD	PRO	F	INF	Sunday Cinema	F	FD	PRO	F	ENT	Mind of Man	K	C	U	AE	I
5:30	To Be Announced	---	---	---	---	---	Adventures in Sports	L	ES	PRO	F	SP	To Be Announced	---	---	---	---	---	Postmark - East Lansing	L	ES	U	AE	PR	Electricity at Work	L	ES	U	AE	I	Sunday Cinema	F	FD	PRO	F	ENT	American Political Parties	K	C	U	AE	TC
5:45	To Be Announced	---	---	---	---	---	Electricity at Work	L	ES	U	AE	I	Michigan Conservation	L	ES	GA	AE	INF	Men Toward the Light	K	C	C	AE	INF	Adventure Is My Job	F	FD	PRO	F	I	Sunday Cinema	F	FD	PRO	F	ENT	American Political Parties	K	C	U	AE	TC
6:00	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	Sports Whirl	L	ES	ST	F	SP	Un At Work	K	C	GA	AE	I	Sports Whirl	L	ES	ST	F	SP
6:15	Evening Edition	L	ES	U	AE	INF	Evening Edition	L	ES	U	AE	INF	Evening Edition	L	ES	U	AE	INF	Evening Edition	L	ES	U	AE	INF	Evening Edition	L	ES	U	AE	INF	Concert Hall	L	ES	U	F	E	Evening Edition	L	ES	U	AE	INF
6:30	Wanderlust	L	ES	ST	F	I	Magic of the Atom	K	C	PRO	AE	INF	Farm Livestock Expositions	L	ES	PRO	AE	INF	Hans Christian Anderson	F	FD	PRO	F	ENT	Big Picture	F	FD	GA	AE	INF	Encore	L	ES	U	F	CUL	To Be Announced	---	---	---	---	---
6:45	Wanderlust	L	ES	ST	F	I	Our Hospitals Are Sick	L	ES	C	F	INF	Farm Livestock Expositions	L	ES	PRO	AE	INF	Hans Christian Anderson	F	FD	PRO	F	ENT	Big Picture	F	FD	GA	AE	INF	Encore	L	ES	U	F	CUL	To Be Announced	---	---	---	---	---
7:00	Driver Training	L	ES	U	AE	TC	Lit. and Fine Arts	L	ES	U	AE	TC	Driver Training	L	ES	U	AE	TC	Lit. and Fine Arts	L	ES	U	AE	TC	March of Time	F	FD	PRO	F	INF	State Final	L	ES	ST	F	INF	Barymore Theatre	F	FD	PRO	F	ENT
7:25	Driver Training	L	ES	U	AE	TC	Lit. and Fine Arts	L	ES	U	AE	TC	Driver Training	L	ES	U	AE	TC	Lit. and Fine Arts	L	ES	U	AE	TC	March of Time	F	FD	PRO	F	INF	Sign Off	---	---	---	---	---	Barymore Theatre	F	FD	PRO	F	ENT
7:30	You Wanted to Know	L	ES	U	AE	TC	Upgrading Ourselves	L	ES	U	AE	TC	Zoology	L	ES	U	AE	TC	Shakespeare on TV	K	C	U	AE	TC	Sign Off	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
8:00	Geography in the News	L	ES	U	AE	INF	MSC Recital Hall	L	ES	U	AE	CUL	Geography in the News	L	ES	U	AE	INF	Shakespeare on TV	K	C	U	AE	TC	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
8:15	To Be Announced	---	---	---	---	---	Ballet de France	F	FD	PRO	AE	CUL	This Land of Ours	F	FD	PRO	F	INF	Arm Chair Adventures	F	FD	PRO	F	I	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
8:30	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
8:35	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	Better Farming	L-F	ES	U	AE	INF	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
9:00	State Final	L	ES	ST	F	INF	State Final	L	ES	ST	F	INF	State Final	L	ES	ST	F	INF	State Final	L	ES	ST	F	INF	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
9:05	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
9:15	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	Thoughts for the Day	L	ES	R-U	AE	REL	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			



Reports

July 1, 1954

ON EDUCATIONAL TELEVISION PROGRAMMING

JOINT COMMITTEE ON EDUCATIONAL TELEVISION

1785 Massachusetts Avenue, N.W., Washington 6, D. C.

WKAR-TV - CHANNEL 60 - EAST LANSING, MICHIGAN

PROGRAM LOG

June 1 - 28, 1954

Broadcasting Hours

June 1-3, 8-10:	3:00-9:15 pm
June 4, 7, 11:	3:30-9:15 pm
June 5:	3:00-7:30 pm
June 6:	4:00-8:15 pm
June 12:	4:00-7:30 pm
June 13:	3:25-7:05 pm
June 14, 16-18, 23, 24:	4:00-8:35 pm
June 15, 22:	3:00-8:35 pm
June 20:	3:25-7:05 pm
June 21, 25, 28:	5:00-8:35 pm
June 27:	3:25-6:35 pm
June 19, 26: (Saturdays)	Off the air

LEGEND FOR LOG

F - Form

L - Live
F - Film
K - Kinescope
R - Remote

S - Source

C - Center
(Ann Arbor)
ES - Educational
Station
CS - Commercial
Station
FD - Film Distributor

PB - Presented by:

PS - Public School
PRS - Private School
U - University or College
C - Civic group
RG - Religious group
GA - Government Agency
PRO - Professional
ST - Station Staff
I - Industrial

A - Audience

AE - Adult Education
ESA - Education for
School Age
(5 - 17)
F - Family Viewing

T - Type

I - Information
E - Entertainment
TC - Telecourse
PR - Public Relations
R - Religious
SP - Sports
SE - Special Event
CUL - Cultural
DT - Direct Teaching



Reports

July 1, 1954

ON EDUCATIONAL TELEVISION PROGRAMMING

JOINT COMMITTEE ON EDUCATIONAL TELEVISION • 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

KUHT - CHANNEL 8 - HOUSTON, TEXAS

PROGRAM LOG

May 31 - June 25, 1954

Broadcasting Hours:

May 31, June 4: 5:30 - 8:35 pm
June 1, 2: 5:30 - 8:05 pm
June 3: 5:30 - 9:05 pm
June 7, 9, 10: 5:45 - 9:05 pm
June 8, 11: 5:45 - 8:35 pm
June 14-18, 21-24: 5:15 - 9:05 pm
June 25: 5:15 - 9:30 pm

LEGEND FOR LOG

F - Form

L - Live
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R - Remote

S - Source

C - Center
(Ann Arbor)
ES - Educational
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CS - Commercial
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FD - Film Distributor

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PRS - Private School
U - University or College
C - Civic group
RG - Religious group
GA - Government Agency
PRO - Professional
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School Age
(5 - 17)
F - Family Viewing

T - Type

I - Information
E - Entertainment
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SE - Special Event
CUL - Cultural
DT - Direct Teaching



SUPPLEMENTARY
MATERIAL

KUHT - HOUSTON, TEXAS - CHANNEL 8 - MAY 31 - JUNE 25, 1954

		MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY									
		F	S	PB	A	T	F	S	PB	A	T	F	S	PB	A	T	F	S	PB	A	T	F	S	PB	A	T					
May 31 - June 4																															
5:30 pm	KUHT News in Focus	L	ES	ST	F	I	KUHT News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	
5:45	Open House	L	ES	ST	F	SE	Open House	L	ES	ST	F	SE	Under the Same Stars	K	C	U	F	I	Western Wonderland	F	FD	PRO	F	I	KUHT Open House	L	ES	ST	F	SE	
6:00	World Political Hist.	K	C	U	AE	I	TV Schooltime	K	C	U	ESA	DT	Batter Up	L	ES	ST	F	E	Music Department	L	ES	U	F	CUL	Magic Window	K	C	U	ESA	E	
6:15	World Political Hist.	K	C	U	AE	I	TV Schooltime	K	C	U	ESA	DT	Batter Up	L	ES	ST	F	E	Music Department	L	ES	U	F	CUL	Window Watchers	K	C	U	ESA	E	
6:30	Democracy in Action	K	C	U	AE	I	The World We Want	K	C	PRO	F	I	Assignment in India	F	FD	PRO	F	I	Lighthouse Program	L	ES	C	F	I	Marriage Problems	L	ES	U	AE	TC	
6:45	Democracy in Action	K	C	U	AE	I	The World We Want	K	C	PRO	F	I	Assignment in India	F	FD	PRO	F	I	Men Toward the Light	K	C	C	F	I	Marriage Problems	L	ES	U	AE	TC	
7:00	University at Work	L	ES	U	F	PR	University at Work	L	ES	U	F	PR	University at Work	L	ES	ST	F	PR	University at Work	L	ES	U	F	PR	University at Work	L	ES	U	F	PR	
7:30	Great Ideas	K	C	U	AE	I	From the Mind of Man	K	C	U	AE	I	Name My Aim	L	ES	ST	F	E	Shakespeare on TV	K	C	U	AE	CUL	University Forum	L	ES	ST	F	I	
8:00	Marriage Problems	L	ES	U	AE	TC	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	Shakespeare on TV	K	C	U	AE	CUL	Big Picture	F	FD	GA	F	PR	
8:05	Marriage Problems	L	ES	U	AE	TC	Sign Off					Sign Off						Shakespeare on TV	K	C	U	AE	CUL	Big Picture	F	FD	GA	F	PR		
8:15	Marriage Problems	L	ES	U	AE	TC	---					---						The Christophers	F	FD	RG	F	R	Big Picture	F	FD	GA	F	PR		
8:30	News in Focus	L	ES	ST	F	I	---					---						Who Am I?	L	ES	PRO	F	E	News in Focus	L	ES	ST	F	I		
8:35	Sign Off	---					---					---						Who Am I?	L	ES	PRO	F	E	Sign Off	---						
9:00	---	---					---					---						News in Focus	L	ES	ST	F	I	---							
9:05	---	---					---					---						Sign Off	---					---							
June 7-11																															
5:45 pm	KUHT News in Focus	L	ES	ST	F	I	KUHT News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	
6:00	KUHT Open House	L	ES	ST	F	SE	KUHT Open House	L	ES	ST	F	SE	Batter Up	L	ES	ST	F	E	Music Department	L	ES	U	F	CUL	KUHT Open House	L	ES	ST	F	SE	
6:15	UN At Work	F	C	GA	F	I	The Christophers	F	FD	RG	F	R	Batter Up	L	ES	ST	F	E	Music Department	L	ES	U	F	CUL	Helping Koreans	L	FD	PRO	F	I	
6:30	Democracy in Action	K	C	U	AE	I	Fishing Is Fun	F	FD	PRO	F	E	The World We Want	K	C	PRO	F	I	Industry on Parade	F	FD	PRO	F	I	Magic Window	K	C	U	ESA	E	
6:45	Democracy in Action	K	C	U	AE	I	Fishing Is Fun	F	FD	PRO	F	E	The World We Want	K	C	PRO	F	I	Men Toward the Light	K	C	C	F	I	Window Watchers	K	C	U	ESA	E	
7:00	Name My Aim	L	ES	ST	F	E	University at Work	L	ES	U	F	PR	Talk O' the Teens	L	ES	ST	F	I	University at Work	L	ES	U	F	PR	Civil Defense	L	ES	C	F	I	
7:15	Name My Aim	L	ES	ST	F	E	University at Work	L	ES	U	F	PR	Talk O' the Teens	L	ES	ST	F	I	University at Work	L	ES	U	F	PR	Magic of the Atom	K	C	PRO	AE	I	
7:30	Great Ideas	K	C	U	AE	I	World Politics	K	C	U	AE	I	Here Is the Past	K	C	U	F	I	Shakespeare on TV	K	C	U	AE	CUL	University Forum	L	ES	ST	F	I	
8:00	Marriage Problems	L	ES	U	AE	TC	From the Mind of Man	K	C	U	AE	I	Marriage Problems	L	ES	U	AE	TC	Shakespeare on TV	K	C	U	AE	CUL	Big Picture	F	FD	GA	F	PR	
8:15	Marriage Problems	L	ES	U	AE	TC	From the Mind of Man	K	C	U	AE	I	Marriage Problems	L	ES	U	AE	TC	America's Unruffled Asset	F	FD	PRO	F	I	Big Picture	F	FD	GA	F	PR	
8:30	Marriage Problems	L	ES	U	AE	TC	News in Focus	L	ES	ST	F	I	Marriage Problems	L	ES	U	AE	TC	Behind the Showcase	L	ES	PRO	F	E	News in Focus	L	ES	ST	F	I	
8:35	Marriage Problems	L	ES	U	AE	TC	Sign Off					Marriage Problems	L	ES	U	AE	TC	Behind the Showcase	L	ES	PRO	F	E	Sign Off	---						
9:00	News in Focus	L	ES	ST	F	I	---					News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	---							
9:05	Sign Off	---					---					Sign Off	---					Sign Off	---					---							
June 14-18																															
5:15 pm	TV Schooltime	K	C	U	ESA	DT	TV Schooltime	K	C	U	ESA	DT	TV Schooltime	K	C	U	ESA	DT	TV Schooltime	K	C	U	ESA	DT	TV Schooltime	K	C	U	ESA	DT	
5:45	KUHT News in Focus	L	ES	ST	F	I	KUHT News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	
6:00	KUHT Open House	L	ES	ST	F	SE	KUHT Open House	L	ES	ST	F	SE	Batter Up	L	ES	ST	F	E	Music Department	L	ES	U	F	CUL	Open House	L	ES	ST	F	SE	
6:15	UN at Work	F	C	GA	F	I	The Christophers	F	FD	RG	F	R	Batter Up	L	ES	ST	F	E	Music Department	L	ES	U	F	CUL	Open House	L	ES	ST	F	SE	
6:30	Democracy in Action	K	C	U	AE	I	Art Show	L	ES	U	F	E	The World We Want	K	C	PRO	F	I	Lighthouse	L	ES	C	F	I	Storyteller	K	C	C	ESA	E	
6:45	Democracy in Action	K	C	U	AE	I	Art Show	L	ES	U	F	E	The World We Want	K	C	PRO	F	I	Men Toward the Light	K	C	C	F	I	Storyteller	K	C	C	ESA	E	
7:00	Name My Aim	L	ES	ST	F	E	University at Work	L	ES	U	F	PR	Talk O' the Teens	L	ES	ST	F	I	Chalk-Talk	L	ES	ST	F	E	Puppet Show	L	ES	PRO	F	E	
7:15	Name My Aim	L	ES	ST	F	E	University at Work	L	ES	U	F	PR	Talk O' the Teens	L	ES	ST	F	I	Chalk-Talk	L	ES	ST	F	E	Magic of the Atom	K	C	PRO	AE	I	
7:30	Great Ideas	K	C	U	AE	I	Understanding the Child	K	C	U	AE	I	Here Is the Past	K	C	U	F	I	Shakespeare on TV	K	C	U	AE	CUL	University Forum	L	ES	ST	F	I	
8:00	Marriage Problems	L	ES	U	AE	TC	Viz Quiz	L	ES	ST	F	E	Marriage Problems	L	ES	U	AE	TC	Shakespeare on TV	K	C	U	AE	CUL	The Big Picture	F	FD	GA	F	PR	
8:15	Marriage Problems	L	ES	U	AE	TC	Viz Quiz	L	ES	ST	F	E	Marriage Problems	L	ES	U	AE	TC	Civil Defense	F	ES	ST	F	I	The Big Picture	F	FD	GA	F	PR	
8:30	Marriage Problems	L	ES	U	AE	TC	From the Mind of Man	K	C	U	AE	I	Marriage Problems	L	ES	U	AE	TC	Behind the Showcase	L	ES	PRO	F	E	Mind of Man	K	C	U	AE	I	
9:00	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	
9:05	Sign Off	---					Sign Off	---				Sign Off	---					Sign Off	---					Sign Off	---						
June 21-25																															
5:15 pm	TV Schooltime	K	C	U	ESA	DT	TV Schooltime	K	C	U	ESA	DT	TV Schooltime	K	C	U	ESA	DT	TV Schooltime	K	C	U	ESA	DT	TV Schooltime	K	C	U	ESA	DT	
5:45	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	
6:00	Open House	L	ES	ST	F	SE	Open House	L	ES	ST	F	SE	Batter Up	L	ES	ST	F	E	Music Department	L	ES	U	F	CUL	KUHT Open House	L	ES	ST	F	SE	
6:15	UN At Work	F	C	GA	F	I	The Christophers	F	FD	RG	F	R	Batter Up	L	ES	ST	F	E	Music Department	L	ES	U	F	CUL	To Be Announced	K	C	C	U	ESA	E
6:30	Democracy in Action	K	C	U	AE	I	Art Show	L	ES	U	F	E	The World We Want	K	C	PRO	F	I	Men Toward the Light	K	C	C	F	I	Window Watchers	K	C	C	U	ESA	E
6:45	Democracy in Action	K	C	U	AE	I	Art Show	L	ES	U	F	E	The World We Want	K	C	PRO	F	I	Men Toward the Light	K	C	C	F	I	Window Watchers	K	C	C	U	ESA	E
7:00	Name My Aim	L	ES	ST	F	E	University at Work	L	ES	U	F	PR	Talk O' the Teens	L	ES	ST	F	I	University at Work	L	ES	U	F	PR	Puppet Show	L	ES	PRO	F	E	
7:15	Name My Aim	L	ES	ST	F	E	University at Work	L	ES	U	F	PR	Talk O' the Teens	L	ES	ST	F	I	University at Work	L	ES	U	F	PR	Magic of the Atom	K	C	PRO	AE	I	
7:30	Great Ideas	K	C	U	AE	I	Understanding the Child	K	C	U	AE	I	Here Is the Past	K	C	U	F	I	Shakespeare on TV	K	C	U	AE	CUL	University Forum	L	ES	ST	F	I	
8:00	Marriage Problems	L	ES	U	AE	TC	Viz Quiz	L	ES	ST	F	E	Marriage Problems	L	ES	U	AE	TC	Shakespeare on TV	K	C	U	AE	CUL	The Big Picture	F	FD	GA	F	PR	
8:15	Marriage Problems	L	ES	U	AE	TC	Viz Quiz	L	ES	ST	F	E	Marriage Problems	L	ES	U	AE	TC	Civil Defense	F	ES	ST	F	I	The Big Picture	F	FD	GA	F	PR	
8:30	Marriage Problems	L	ES	U	AE	TC	From the Mind of Man	K	C	U	AE	I	Marriage Problems	L	ES	U	AE	TC	Behind the Showcase	L	ES	PRO	F	E	Mind of Man	K	C	U	AE	I	
9:00	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	News in Focus	L	ES	ST	F	I	
9:05	Sign Off	---					Sign Off	---				Sign Off	---					Sign Off	---					Sign Off	---						
9:10	---	---					---					---						---					---								
9:30	---	---					---					---						---					---								



Reports

December 1, 1954

ON EDUCATIONAL TELEVISION PROGRAMMING

JOINT COMMITTEE ON EDUCATIONAL TELEVISION

1785 Massachusetts Avenue, N.W., Washington 6, D. C.

KUON-TV - CHANNEL 12 - LINCOLN, NEBRASKA

PROGRAM LOG

November 1954

Broadcasting Hours:

Mondays through Saturdays

9:00 am - 12 noon

LEGEND FOR LOG

F - Form

L - Live

F - Film

K - Kinescope

R - Remote

S - Source

C - Center

(Ann Arbor)

ES - Educational
Station

CS - Commercial
Station

FD - Film Distributor

PB - Presented by:

PS - Public School

PRS - Private School

U - University or College

C - Civic group

RG - Religious group

GA - Government Agency

PRO - Professional

ST - Station Staff

I - Industrial

A - Audience

AE - Adult Education

ESA - Education for

School Age

(5 - 17)

F - Family Viewing

T - Type

I - Information

E - Entertainment

TC - Telecourse

PR - Public Relations

R - Religious

SP - Sports

SE - Special Event

CUL - Cultural

DT - Direct Teaching

IST - In-service Teacher Training



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KUON-TV - CHANNEL 12 - LINCOLN, NEBRASKA - NOVEMBER 1954 WEEKLY PROGRAM

	MONDAYS						TUESDAYS						WEDNESDAYS					
		F	S	PB	A	T		F	S	PB	A	T		F	S	PB	A	T
9:00 am	Documentary	F	FD	PRO	F	I	Documentary	F	FD	PRO	F	I	Documentary	F	FD	PRO	F	I
9:30	From the Mind of Man	K	C	U	AE	I	Of Men and Ideas	K	C	U	AE	I	This Is the Life	F	FD	RG	AE	I
9:45	From the Mind of Man						Of Men and Ideas						This Is the Life					
10:00	The Flower Box	L	ES	U	AE	I	Bugs 'N Things	L	ES	U	AE	I	Home Economics	L	ES	U	AE	I
10:15	The Flower Box						Bugs 'N Things						Home Economics					
10:30	American Political Parties	K	C	U	AE	I	ETV Center Film	K	C	U	AE	I	Understanding the Child	K	C	U	AE	I
11:00	Geography of Europe	L	ES	U	AE	TC	Survey in Health	L	ES	U	AE	TC	Geography of Europe	L	ES	U	AE	TC
11:15	Geography of Europe						Survey in Health						Geography of Europe					
11:30	Geography of Europe						Survey in Health						Geography of Europe					
11:45	Geography of Europe						Survey in Health						Geography of Europe					
12:00	Today on Campus & Sign Off						Today on Campus & Sign Off						Today on Campus & Sign Off					
	THURSDAYS						FRIDAYS						SATURDAYS					
		F	S	PB	A	T		F	S	PB	A	T		F	S	PB	A	T
9:00 am	Documentary	F	FD	PRO	F	I	Documentary	F	FD	PRO	F	I	Documentary	F	FD	PRO	F	I
9:30	Alumni Coffee Break	L	ES	U	AE	I	UN At Work	K	C	GA	F	I	The 4-H Show	L	ES	U	ESA	I
9:45	Alumni Coffee Break						Men Toward the Light	K	C	C	AE	I	The 4-H Show					
10:00	On the Rural Route	L	ES	GA	AE	I	House and Home	L	ES	U	AE	I	Storyteller	K	C	PRO	ESA	E
10:15	Frontiers of the Sea	K	C	U	AE	I	House and Home						Storyteller					
10:30	Great Ideas	K	C	PRO	AE	I	Yesterday in Nebraska	L	ES	U	F	I	Outdoor Nebraska	L	ES	GA	ESA	I
11:00	Survey in Health	L	ES	U	AE	TC	Magic of the Atom	K	C	GA	AE	I	The World We Want	K	C	PRO	F	I
11:15	Survey in Health						Ag Report	L	ES	U	AE	I	The World We Want					
11:30	Survey in Health						Ag Report						Cornhusker Camera	L	ES	ST	F	PR
11:45	Survey in Health						County Agents Comment	L	ES	GA	AE	I	Cornhusker Camera					
12:00	Today on Campus & Sign Off						Today on Campus & Sign Off						Today on Campus & Sign Off					



Reports

April 1, 1955

ON EDUCATIONAL TELEVISION PROGRAMMING

JOINT COMMITTEE ON EDUCATIONAL TELEVISION

1785 Massachusetts Avenue, N.W., Washington 6, D. C.

KCTS-TV - CHANNEL 9 - SEATTLE, WASHINGTON

PROGRAM LOG

February 21 - 25, 1955

Broadcasting Hours:

Mondays through Fridays

1:15-2:15 pm; 5-6 pm; 7-9 pm

LEGEND FOR LOG

F - Form

L - Live
F - Film
K - Kinescope
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DT - Direct Teaching
IST - In-service Teacher Training

Not on the Air	Sign On	Sign Off
	Sign On & Headline News	L ES ST F I
	Cornia Going Up	L ES U F I-E
	Young Michigan Auditions	L ES U F E
	Sunday Cinema	F FD PRO F ENT
	Sunday Cinema	F FD PRO F ENT
	Sunday Cinema	F FD PRO F ENT

MICHIGAN STATE
3 1293

Not on the Air		Sign Off	
-----	Sign On & Headline News	L ES ST F I	-----
-----	Certain Going Up	L ES U P E	-----
-----	Young Michigan Merchants	L ES U P E	-----
-----	Sunday Cinema	F FD PRO F ENT	-----
-----	Sunday Cinema	F FD PRO F ENT	-----
-----	Sunday Cinema	F FD PRO F ENT	-----

~~NO. 211 001~~

Jul 23 '56

Aug 3 '56

Sep 10 '56

~~Oct 1 '56~~

Feb 22 '57

~~Mar 1 '57~~

May 3 '57

Aug 19 '57

Mar 4 '58

Jun 9 '58

Jul 7 '58

~~Aug 1 '58~~

~~Oct 1 '58~~

~~Nov 1 '58~~

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