

THE DEVELOPMENT OF THE MAJOR STATE
EDUCATIONAL TELEVISION NETWORKS

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ABSTRACT

The purpose of this thesis was to study the history and development of the major state educational television networks. To this end the states of Oklahoma, Alabama, Florida, South Carolina, and Oregon were determined to be the states with major educational television networks, and, therefore, were studied.

Before considering any single state network, a general consideration was given to the development of educational television leading to state networks. The individual networks in the five chosen states were then studied according to their individual history, programming, coverage, staff and administration, finance, and future plans. Also included was a brief insight into the probable future development of state, regional, and national educational television networks.

The study concluded that state ETV networks have developed with a minimum number of development problems. Programming on these networks generally

centers around core subjects with general adult programming. Each network covers at least 60 per cent of the state's population.

Financing has been a slight problem in some states, but has always been rectified. An administrative board hires a general manager who operates the network.

Future plans indicate expansion of the five networks studied and networks in other states. Eventually regional and national networks may develop.

CHAPTER I

INTRODUCTION

Educational Television

In the middle and late 1940's, the Federal Communications Commission (FCC), the United States government organization with control over the use of broadcast media, became concerned with the development of the television medium. Finally in 1948 the Commission decided to enforce a ban or "freeze" on the building and licensing of new television stations. This ban lasted for a period of three and one half years. During this time the Federal Communications Commission was evaluating the status of television and the direction it was taking. The outcome of this "freeze" gave educational television its initial incentive for growth, for the Federal Communications Commission allocated 242 channels to be set aside for educational interests.¹ During 1952, the "freeze" was

¹ "The Shape of Things," Nation, CLXXIV (May 3, 1952), 416.

lifted, and on July 1, the FCC began accepting applications for educational television stations. The time was apparently ripe for the development of educational television (ETV) because one week after the Federal Communications Commission began accepting applications, nine had been received. These nine applications came from the states of California, Florida, Kansas, New York, and Texas.²

The first permit to construct a noncommercial educational television station was given on July 23, 1952, to Kansas State College of Agriculture and Applied Sciences, but the station was not built.³ The first ETV station to receive a construction permit and to go on the air was KUHT-TV, under the sponsorship of the University of Houston and the Houston Board of Education. Their operation began officially on May 12, 1953.⁴ However, KUHT-TV was not the first educational

² Harold A. Anderson, "Educational News and Editorial Comment," The School Review, LX (September, 1952), 322.

³ "Educational Television," Federal Communications Commission, INF Bulletin No. 16-b (Washington, D.C.: December, 1963), p. 2.

⁴ Richard B. Hull, "A Note on the History Behind ETV," Educational Television--The Next Ten Years, Wilber Schramm, ed. (Stanford, California: Stanford University Press, 1962), p. 335.

station to receive a license. The first ETV station to become licensed by the Federal Communications Commission was WCET-TV, Greater Cincinnati Television Foundation, on March 11, 1955.⁵

Educators, realizing the potential of television in education, quickly stepped into the opening created by the allocation of the new educational channels. These educators realized that television could be effectively employed to aid the educational process and to help "provide some of the improved concepts in education demanded by the times."⁶

At first, educational television was slow in developing. Very few people knew exactly what to expect from the medium, and educational broadcasters did not always have the best facilities and most qualified personnel with which to start a station. Educational skeptics hindered the development of educational television, and they had some reason because it initially lacked the smoothness and quality needed to make its use widely recognized and

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"Educational Television," p. 2.

⁶Philip Lewis, Educational Television Guidebook (New York: McGraw-Hill Book Company, Inc., 1962), p. 3.

accepted. But even with these beginning problems, there were those who felt educational television to be exceedingly important. The following is an account given by Robert Shayon in 1952, after he viewed a kinescope of an educational program:

I saw a kinescope recently of a forty-minute TV program presented over WIO-TV, the only television station owned and operated by an educational institution On a 16mm projector the film quality was poor, the audio impossible, and technically the production was a long shot short of the creamy smoothness of indulgently-rehearsed, richly-budgeted sponsored programs. But from the blurred rectangle of the small white screen came an impact--fresh, charged with considerable excitement, and significant.⁷

It was this feeling of significance and excitement that encouraged some educators in their study and application of educational television as a teaching medium. The number of applications for educational stations began to grow, the quality of the programming improved, and many of the skeptics became less skeptical. At the same time, however, other educators began to feel that educational television would eventually replace the teacher in the classroom.

⁷Robert Lewis Shayon, "The World Floods Into Iowa," Saturday Review, LXXV (May, 1960), 151.

However, today most educators feel that television is a means of education and not a way of education.⁸ The classroom teacher will always be needed where educational television is employed; it will probably never become a panacea for education.

During the 1950's, the use of television in the classroom became more and more prominent. In 1961, over 560 school districts and 117 colleges and universities were using educational television for regular instructional purposes.⁹ In the three-year period from 1961 to 1964, the increased use of the new medium was phenomenal. By 1964, more than a million students received part of their classroom instruction via television. These students attended more than 800 school districts and 400 colleges and universities.¹⁰ These 1200 educational institutions offered more than 13,000 television courses.¹¹

⁸Lewis, p. 3.

⁹Ibid., p. 26.

¹⁰"Educational Television 1964: An Overview By The Federal Communications Commission," The American School Board Journal, CXLVIII (February, 1964), 27.

¹¹Richard G. Nibeck, "Statewide ETV Network," School and Community, XLIX (January, 1962), 8.

Thus, television has become an integral tool in education with an increasingly rapid rate of growth. Presently (1965), there are 98 educational television stations on the air across the nation.¹² Each of these educational television stations represents a capital outlay of approximately \$300,000 to \$500,000. This is the amount of money required to construct a station and to provide it with the necessary equipment for operation.¹³

All educational television stations do not exist, of necessity, solely for the purpose of classroom instruction. They exist for both in-school and community use, with some giving more time to in-school audiences than to community audiences. Many of these stations eventually come under the auspices of state television authorities and these authorities developed state networks.

¹² Leon P. Minear, Instructional Television: In Oregon and Across the Nation (Salem, Oregon: Oregon State Department of Education, 1965), p. 3.

¹³ Lewis, p. 32.

Programming on educational television falls into the following areas: "educational cultural, entertainment, or designed to augment school courses or transmit related routine administrative matter."¹⁴ A breakdown of these areas shows educational programming to be of an informational nature for a general viewing audience; cultural programming to be the transmission of symphonies, operas, and the like; entertainment programming to be of an amusing nature; and in-school programming to be concerned with academic subject matter areas or with the transmission of administrative information and materials. The majority of the cultural and entertainment programming is provided by NET (National Educational Television), a "fourth network" which supplies member stations with a certain number of hours of programming per week. The member stations that compose the NET "network" claim a regular viewing audience of 10,000,000 viewers and a potential audience of 26,000,000.¹⁵

¹⁴"Educational Television 1964: An Overview
By The Federal Communications Commission," p. 28.

¹⁵Hull, p. 335.

Summary

Educational television's most significant development came as a result of the Federal Communications Commission's allocation of 242 channels for educational use. Educators and educational institutions applied for these channels because they realized the potential of television in the educational process. Educational television developed rapidly until there were many stations providing both in-school coverage and programs of enrichment for a community audience.

There are currently 98 educational stations, most of which are member stations of the National Educational Television network. Each station costs between \$300,000 and \$500,000 to construct, and, together, serve 10,000,000 viewers with a potential of 26,000,000.

CHAPTER II

STATEMENT OF PURPOSE

Purpose

Early in its development, educational television was considered a potential tool that could be used by a state to afford equal educational opportunities to all students within the state. Some state departments of education felt that an educational television network within the state could be used to benefit all phases of education: elementary, junior high, senior high, junior college, and college. Thus, state officials created state educational television commissions or authorities which, in turn, created the state educational television networks.

The general purpose of this thesis is to study the history and development of the major state educational television networks in the United States by collecting information relative to their development. This collection of material, in addition to showing the development of ETV networks, shows the methods by which the specific networks serve the individual needs of each state. This information may

be of value to those states currently in the process of formulating or building state networks. Therefore, the specific purpose of this study is to provide information that will:

1. Show the historical development of state networks in general as well as the historical development of the five specific state educational television networks being studied.

2. Show the type of programming being disseminated by the five network systems.

3. Show the area and number of students and/or general public served by each of the networks.

4. Show how the five networks are staffed and administered.

5. Show how and where the networks receive financial aid for their operation and maintenance.

6. And finally, reveal any future plans for the development of the five specific networks as well as the future possibilities for other educational television networks.

Scope

This study covers the history and development of educational television networks in five states. The

states involved are: Oklahoma, Alabama, Florida, South Carolina, and Oregon. These five states were chosen because they were the first to successfully establish and operate educational television networks. Further, each state approached the development of their network from a unique direction, differing considerably from each other. Other networks that have developed since have patterned their operations after one or more of these five.

The six areas being covered--history, programming, coverage, staff and administration, finance, and future plans--are necessary for they embody all the important aspects of state network development and give an overview of the operation of such networks. These six areas require the reporting of past facts, present conditions, and specific future plans without becoming involved in areas requiring value judgments, conjecture, or discussion, as discussed in the Limitations of this study. In addition, these areas represent the tradition and backbone of the development of educational television networks and aid in giving a balanced impression of the total developmental process of each of the networks.

Definition of Terms

A clarification of terms as they are to be used in this thesis becomes necessary. The terms to be defined are: educational television, major, and state educational television network.

The term educational television has been tossed about since its inception several years ago. It has meant a multitude of things to cover a variety of situations. A survey of several definitions indicates factors common to each upon which a single definition can be built. Kenneth Yourd proposed the following four point definition. He feels educational television to be: (1) television that is unsponsored, (2) television that serves the public with educational programs, (3) television that provides a systematic program of education, and (4) television that is closed-circuit.¹

Philip Lewis feels that educational television is an "all encompassing term, since any TV program

¹Kenneth Yourd, "Legal (and Liability) Considerations," The Feasibility and Role of State and Regional Networks in Educational Broadcasting, ed. Betty McKenzie (Urbana, Illinois: National Association of Educational Broadcasters, 1960), pp. 80-81.

that informs must be educational by nature."² The National Education Association attempts to be specific in their consideration of educational television. The Association feels that there are two types of educational television: (1) noncommercial general broadcasts, and (2) closed-circuit television as used in the classroom.³ From these three points of view, a single, all encompassing definition has been extrapolated for the purpose of this study. Educational television, then, can be defined as television that is unsponsored and whose goal is to provide regular instructional and enrichment programming, either by the use of broadcast or closed-circuit methods of transmission.

The term major refers to those states with the more significant and unique network systems so far constructed. States are considered to be major if their networks follow a developmental plan different from the plans initiated by any other states. The states which fulfill this requirement are Oklahoma, Alabama, Florida, South Carolina, and Oregon.

²Lewis, p. 11.

³"Potential of ETV," National Education Association Journal, XLVII (May, 1958), 335.

The phrase state educational television network means a chain of stations "activated under a statewide plan in which a state educational agency or a duly constituted TV authority is the licensee."⁴ While this answers the legal aspects of such a network, there must be, in addition, physical composition to such a network. According to Kenneth Yourd, a state network can be: (1) a network employing the open-circuit method of broadcasting, (2) a network using the closed-circuit method of transmission, (3) a network where programs are disseminated on video tape, film, or kinescope, and (4) any combination of these methods.⁵

These terms, then, shall remain as a constant guide to the writer.

Limitations

In this study it is necessary to set forth certain limitations which preclude many areas and conditions that will not be covered. These limitations, then, are as follows: (1) Although legal or legislative action relative to the specific purpose of this study will be reported as it pertains to the state

⁴Lewis, p. 29.

⁵Yourd, pp. 79-80.

network, no attempt is made to delve into the legal or legislative actions taken by individual states in regard to any phase of the formation and completion of the individual networks; (2) the effectiveness and merits of such networks are not a concern of this study; (3) the true feasibility of the existence of such networks is not discussed; and (4) specific technical conditions are not a consideration of this study.

Summary

The purpose of this thesis is study the major state educational television networks in terms of their history and development, and to provide a composite collection of information on the networks. This is accomplished by studying each network in terms of its history, programming, coverage, staff and administration, finance, and future plans. The states of Oklahoma, Alabama, Florida, South Carolina, and Oregon are studied in terms of the above six areas. This, then, will give a total impression of the development of each network.

Several terms are defined for the purpose of the study. They are: educational television which is

television that is unsponsored and whose goal is to provide regular instructional and enrichment programming, either by the use of broadcast or closed-circuit methods of transmission; major, which refers to those states with the more significant and unique networks so far constructed; and state educational television network, which is a chain of stations activated under state authority with either open or closed-circuit, film, kinescope, or video tape programming methods.

The limitations of this study prevent detailed analysis of legal or legislative action, effectiveness, feasibility, and technical aspects of state educational television networks.

CHAPTER III

PROCEDURE

Approach

To gain a proper background and understanding of educational television networks as they existed at the outset of this study, seven networks were surveyed. The seven networks were: Oklahoma, Alabama, Florida, South Carolina, Oregon, Texas, and Maine. An eighth network, Ohio, was also studied at the same time because it was known that it would soon receive legislative approval to connect its educational stations into a network. However, because the date of approval was uncertain, Ohio was not included in this particular study.

All networks were surveyed first by general reading in order to determine the status of these networks, and second, by collecting specific information for the purpose of comparison. From this initial contact and collection of information, five of the seven networks were chosen for this study.

Certain criteria were established for the selection of the networks to be studied. There were two major criteria. First, was the network a state educational television network as defined in this study? This criteria ruled out Texas and Ohio. Second, was the development of each network unique and discernible from the others? This ruled out Maine and Texas, who copied, in part, existing networks.

After the application of these criteria, only five state educational television networks were left to consider. They were: Oklahoma, Alabama, Florida, South Carolina, and Oregon. Had it met the criteria from the outset, Ohio would have been considered in this study. But at the time the networks were chosen, it was not known how soon Ohio planned to activate its network.

At this point, letters were sent to each of the five networks requesting specific information regarding their operation. This information, then, would provide an indication of the amount of material available and whether it would be sufficient for this study. When the information was received, it indicated that, in general, there was sufficient material available. At this point, research began with specific

interest on the general development of educational television networking and the five state networks included in this study. The information surveyed was divided into two general categories--primary and secondary sources.

Sources

Much of the most important information needed for this study was not in published form, but instead, mimeographed, dittoed, or printed as public relations releases disseminated by the various state networks authorities and commissions, or by individuals directly involved with the network. To obtain primary information, a letter was sent to these authorities, and, in some instances, to individuals, stating the general purpose of the study and requesting information available concerning the specific areas to be covered. This material was received in the form of letters, newsletters, mimeographed and dittoed reports, pamphlets, brochures, and, in certain instances, periodical literature. The quantity of this material varied according to the number of public relations releases that were available and the time devoted to preparing specific details as requested.

The secondary sources of information were textbooks and periodical literature. In some instances, this information was specific and overlapped the primary sources, but generally contained broad, major concepts of educational television networks. This secondary information was generally best suited for the introduction, definition of terms, and conclusion of the study, but at times, was used in regard to specific networks.

Organization

In order to study the development of the five major state educational television networks, a discussion of the total developmental process of ETV networks was discussed. This overview was designed to give the historical background leading to the first state ETV network and a general consideration of the areas to be studied in each network.

Following the overview, each state was studied in the order of its establishment. The first state surveyed was Oklahoma, followed by Alabama, Florida, South Carolina, and Oregon. Each state was studied first in terms of its history. The history showed the major events that took place in the development of the network, and was studied first because the other

areas--programming, coverage, staff and administration, finance, and future plans--are more easily understood following the history. After the history, the other areas were studied in order to show how each of them developed. In reality, these areas overlap and could not be completely isolated. However, by separating them as much as possible, specific areas could be observed.

Finally, this study examined further plans for the development of state, regional, and national networks as presently envisioned.

CHAPTER IV

STATE EDUCATIONAL TELEVISION

NETWORK DEVELOPMENT

Historical Overview

Television was first envisioned as a medium which could aid education, and next as a medium which could serve the mass audience of the nation. Therefore, this chapter attempts to show the development of the use of television in education from its first days as a teaching aid in the classroom until it spread throughout the individual states in the form of networks.

In 1932, the first educational television programs in history were broadcast by the State University of Iowa. These first programs were broadcast over W9XK, an experimental television station developed and built by the Electrical Engineering Department of Iowa State. This first educational television station broadcast over 400 programs in the seven year period between 1932 and 1939. These first educational programs included "lecture courses in art, shorthand, engineering, and botany, as well as drama and other entertainment."¹

¹Hull, p. 334.

During this period, the State University of Iowa was considered the major experimenter in the development and use of television in education. In the late 1930's and early 1940's, both educational and commercial interests continued experimentation, but at a reduced rate because of World War II. After the War, interest was once again turned to the use of television. By 1946, there were six television stations in the United States. These six stations had been authorized as nonexperimental stations and served a total of 6,500 receivers. These first non-experimental television stations were primarily commercially owned and operated. Commercial broadcasters were quicker than educators to realize the potentials of the television medium and began a rapid program of development. By comparison, in 1948, there were only five educational institutions involved in educational television or its planning. It was not until February, 1950, that the first nonexperimental, educationally owned television station--WIO-TV at Iowa State College--started broadcasting. However, at this time there were 99 television stations holding commercial licenses which indicates how far educational television was behind their commercial counterparts.² It was

²Ibid., pp. 334-335.

during this period that the Federal Communications Commission imposed a ban or "freeze" on the building and licensing of television stations in order to study and evaluate the status of television. The outcome was that 242 channels were reserved for educational use. A primary factor in the allocation of these 242 channels was the use of a persuasive lobby which "convinced the FCC that television can and will be used by educational institutions in the public interest."³ This lobby was in the form of the Joint Committee on Educational Television (JCET), which expressed the views of more than 800 colleges, universities, school systems, state departments of education, and public service agencies. The Joint Committee itself was composed of appointed representatives from the following educational organizations: the American Council on Education, the Association for Education by Radio and Television, 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 Officers, and the National Education Association.⁴

³Anderson, p. 322.

⁴Ibid., pp. 322-324.

One of the forces that caused the Joint Committee to form a lobby was a desire on the part of several states and state institutions to provide simultaneous broadcasts to all the schools within the state. Therefore, these channels had to be obtained before a state could plan and gain state legislative approval for a statewide educational television network. This, then, was the beginning of educational television networks on a statewide basis.⁵

The State of New York was the first state to make provisions for a state educational television network. New York had been allocated ten of the newly reserved educational channels, and the Board of Regents of New York applied for channels in Albany, Buffalo, Syracuse, and New York City. Had these plans been carried out, New York would have had the first statewide educational television network, but the plans failed to gain legislative approval.⁶

A probable reason New York State failed to obtain the approval of the Legislature for the statewide network was the lack of precedent for such networks. In fact, there had been little experimentation in educating

⁵Nibeck, p. 8.

⁶Anderson, pp. 322-323.

a mass audience via television. As with any new concept, it must be tried and proven on a small or limited basis before it will be accepted on a large scale. Thus, trials on smaller bases did follow as the first steps in the development of state networks. The following examples are an indication of the developmental process leading to the formation of the first true state educational television networks.

One of the first major uses of educational television was to interconnect an entire college. This early experiment in educational television took place at Ohio State University. Another important step was taken by the Anaheim, California, School District, which installed a closed-circuit television system that connected all the schools in the city school district. A further example of an early experiment in the use of educational television was in Hagerstown, Maryland. In this instance an entire county was linked by a closed-circuit television system. The next step was an innovation which brought television into the realm of statewide television, but it was not a state educational television network by definition. The experiment was with airborne television and

was called the Midwest Project for Airborne Television Instruction (MPATI).⁷

The Midwest Project for Airborne Television Instruction was a unique concept in supplying educational programming to the State of Indiana. Not only did it serve Indiana, but the signal was strong enough to serve parts of Wisconsin, Michigan, Illinois, Kentucky, and Ohio. This large coverage was accomplished by an aircraft flying high over Purdue University with transmitters and video tape machines aboard. The Midwest Project for Airborne Television Instruction, which was sponsored by a \$7,000,000 grant from the Ford Foundation, began operations in February, 1956. The aircraft, which flew at about 25,000 feet, broadcast with an effective radius of 400 miles. This encompassed over 13,000 schools and colleges that educate more than 5,000,000 students.⁸ This, then, was the first state coverage by educational television. However, this was an experiment and in reality cannot be considered a state educational television network as the term has been defined, but merely a single station with an exceedingly large coverage.

⁷Hull, p. 336.

⁸"Six State Area to Receive Educational TV Broadcasts," The American City, LXXV (May, 1960), 151.

The first states to have true state educational television networks were Oklahoma and Alabama. These states both passed legislation within a week of one another, creating network authorities and appropriating state funds to construct educational television facilities. Oklahoma was actually the first state to enact legislation for a state network, but Alabama was the first state to build and operate their network. In 1954, Alabama became the first state in the nation to use a state educational television network for educational purposes.⁹

By the mid and late 1950's, several other states realized the utility of having their own state ETV networks. Florida, South Carolina, and Oregon each constructed state educational television networks. Presently, there are a total of eight state networks in operation.¹⁰ The other three networks are in Maine,

⁹William Bowden, "Status Overview," The Feasibility and Role of State and Regional Networks in Educational Broadcasting, ed. Betty McKenzie (Urbana, Illinois: National Association of Educational Broadcasters, 1960), p. 141.

¹⁰"Educational Television 1964: An Overview by the Federal Communications Commission," p. 27.

Texas, and Ohio. Other state ETV networks, depending on the network authorities involved, are in various stages of consideration or construction. In some states, the network authorities or commissions are nothing more than loosely knit advisory groups, while in other states, they are active, well organized units.¹¹

In 1962, about one half of the states had completed studies about educational television and had made proposals for a state network. Also in 1962, four states--Kentucky, Ohio, Vermont, and New York--gave legislative approval to statewide network plans.¹² Now, in 1965, there are 35 states with state ETV networks or plans for such networks. Six additional states are now in the process of conducting investigations to determine the possibility and feasibility of networks for their states.¹³

¹¹Letter from Chalmers H. Marquis, Educational Television Stations, NAEB, Washington, D. C., February 15, 1965.

¹²Nibeck, p. 8.

¹³Minear, p. 8.

Structural Overview

Once the state network is established and programming is made available to the public schools and/or colleges in the state, the decision as to the use of such programming remains in the hands of the respective school boards or college administrations who represent the wishes of the classroom teachers.¹⁴ The network programming serves two distinct types of audiences: (1) students from kindergarten through high school, and (2) college students and adults.¹⁵ College and adult audiences can take advantage of experts and specialists who are employed to teach certain courses or to give some special instruction for the entire state. Some states make it possible for adults to enroll in college via televised education and receive credit toward advanced degrees.¹⁶

Often students in small public schools may be denied a full education because of insufficient resources.

¹⁴The South Carolina ETV Story, (Columbia, South Carolina: The South Carolina Educational Television Center, n. d.).

¹⁵Nibeck, p. 9.

¹⁶Oregon College of the Air (Salem, Oregon: General Extension Division, Oregon State System of Higher Education, n. d.).

A state educational television network provides part of these necessary resources to help equalize public instruction within the state.¹⁷ The flexibility of the elementary school day makes it easier to use educational television than in the junior and senior high schools which have more rigid schedules.¹⁸

In-school programming is the area of greatest concern on a state ETV network. According to Richard Nibeck, the first concern in programming for a state-wide audience is courses containing subject matter relative to the state's government, constitution, geography, and history. The second concern, he feels, is the programming of courses having rapid changes in content. These are subjects like elementary science, high school biology, chemistry, and physics.¹⁹ These programmed courses are designed to match the curricula

¹⁷Lewis, p. 7.

¹⁸Washington County Closed-Circuit Television Report (Hagerstown, Maryland: The Board of Education of Washington County, n. d.), p. 16.

¹⁹Nibeck, p. 9.

in the state, and are broadcast to fit, as nearly as possible, into the scheduling of the standard school day.

The cost of television is great; and, therefore, the financing of such networks becomes an important consideration. The initial cost of constructing and equipping ETV facilities must be borne by state appropriations or by a nonprofit organization. In 1963, the federal government passed legislation which allocated a total of \$32,000,000 for the construction of new, or the expansion of old educational television facilities. Of this, not more than \$1,000,000 can go to any state. To qualify for these funds, matching funds must first be made available by the station's owners. These federal funds are administered by the Department of Health, Education, and Welfare, and will make the construction and expansion of state ETV networks much easier.²⁰

Once the television station is constructed and equipped, the network authority operates on a budget

²⁰Interview with Dr. Ben C. Markland, Director Radio-TV Bureau, The University of Arizona, April 7, 1965.

from the state and is partially subsidized by funds from local school boards or other agencies. The budgets of local school boards, it has been discovered, provide a sound financial basis for the operation of educational television. Washington County, Maryland, was able to operate their educational television facilities without increasing local school budgets.²¹ In addition, contributions and grants aid in the operation of the networks in some states.²²

Cost, then, while a major concern, is not a prohibitive factor unless the network itself is not serving its function of improving the general educational level or standards throughout the state.

Summary

The medium of television was used in the educational process long before it appeared commercially.

²¹"Report From Hagerstown," Saturday Review, XLVII (September 13, 1952), 63.

²²Edgar Fuller, "Effects on the Educational Community," The Feasibility and Role of State and Regional Networks in Educational Broadcasting, ed. Betty McKenzie (Urbana, Illinois: National Association of Educational Broadcasters, 1960), pp. 95-96.

Commercial interests finally realized television's potential and began a rapid development, leaving educational interests behind. Finally, the FCC, prompted by a lobby formed by the Joint Committee on Educational Television, allocated 242 channels for educational use. These channels allowed state boards of education and state institutions to begin planning for statewide educational television networks.

The first two states to bring such networks into existence were Oklahoma and Alabama. In 1954, these states passed legislation creating television boards which were in charge of the state networks. Other states which followed were Florida, South Carolina, and Oregon. Many additional states have active authorities working on networks for their states.

In-school programming on such networks is primarily concerned with information directly relating to the state itself, and with subject matter areas that are in a constant state of flux. In addition, there is programming for general viewing by all individuals in the state.

Initial construction costs of the networks must be borne by the state. Recently, the federal government

allocated funds to be used on a matching basis for the construction or expansion of educational television stations. After construction, the network operates on a budget from the state and finances from school boards using in-school programming.

The Oklahoma Educational Television Authority

History

During the "freeze" in the early 1950's, the State of Oklahoma became interested in obtaining certain television channels for educational use. However, special educational channels had not as yet been officially reserved by the Federal Communications Commission. Rather than wait for an official announcement that would not come until April, 1952, the Oklahoma Legislature petitioned the Federal Communications Commission in 1951 for educational television channels, making the Oklahoma Legislature the first state body to initiate such a request.²³ This early interest in obtaining educational channels encouraged an early concern with the possibility of a state educational television network in Oklahoma. At a conference held on July 29, 1952, the State Regents for Higher Education were directed to apply for two of the recently allocated educational television channels. The idea behind this move was to establish an educational

²³John Walker Powell, Channels of Learning: The Story of Educational Television (Washington, D. C.: Public Affairs Press, 1962), p. 132.

television network.²⁴ However, the Oklahoma City Public Schools had applied for one of the same channels as requested by the State Regents, and the nascent conflict that resulted was finally resolved by the formation of a state network authority.²⁵ In May, 1953, the Governor of Oklahoma signed a bill establishing the Oklahoma Educational Television Authority.²⁶ This, then, was the first legislatively planned and approved educational television authority in the nation. John Dunn, a commercial and educational broadcaster, became its first Executive Director.²⁷

According to preconceived plans, the Authority was responsible for the planning, repair, maintenance, and operation of the educational television facilities, using the channels allocated by the Federal Communications Commission. In order to realize these goals,

²⁴"Educational TV in Oklahoma," a report by the Oklahoma ETV Authority, Norman, Oklahoma, n. d., p. 1.

²⁵Powell, p. 132.

²⁶Walter B. Emery, and Ralph Steele, "State Progress in Educational Television," State Government, XXVIII (March, 1955), 64.

²⁷Powell, p. 132.

the Authority planned a bond issue in March, 1954, for the amount of \$1,450,000. The Authority estimated it would take this amount of money to activate both Channel 13 and Channel 11, and to provide the necessary microwave linkage. The State Supreme Court disapproved the bond issue, and the Legislature failed to appropriate sufficient funds, consequently resulting in a delay in construction.²⁸

The disapproved bond issue was followed by a period of political maneuvering involving many conferences which finally resulted in money being appropriated. It was decided that the money would come from the State Building Fund.²⁹ Material from the Oklahoma ETV Authority indicates they have been, and still are plagued with financial problems, some of which have been limiting.

At the same time the Authority was trying to obtain financial assistance, they were applying for construction permits from the Federal Communications Commission. Channel 13, KETA, received a construction

²⁸"Educational TV in Oklahoma," p. 1.

²⁹Powell, p. 132.

permit on December 2, 1953; and on July 21, 1954, KOED received their construction permit.³⁰ The Oklahoma Educational Television Authority has operated station KETA since the network began operation on April 3, 1956.³¹ This statutory corporation owns and operates the two stations that presently constitute the Oklahoma educational television network. KETA, Channel 13, is located in Oklahoma City, and KOED, Channel 11, is located in Tulsa.³²

Early in its broadcast history, KETA was programming five hours or less a week. Because of financial limitations, these hours remained the same for several years. KWTW, a commercial station in Oklahoma City, offered assistance by allowing KETA to use part of their 1,572-foot tower for the KETA antenna, as well as allowing the KETA transmitter to be housed in the KWTW transmitter building. The same

³⁰"Educational TV in Oklahoma," p. 2.

³¹Jack McBride, "Status Report," The Feasibility and Role of State and Regional Networks in Educational Broadcasting, ed. Betty McKenzie (Urbana, Illinois: National Association of Educational Broadcasters, 1960), p. 159.

³²Lewis, p. 29.

conditions were present in Tulsa where KOTV provided room for the KOED antenna and transmitter. However, today, the Authority has built a transmitter building for KETA and is in the process of completing the KOED transmitter building. Part of the KETA studios at Norman are now in the Oklahoma Center for Continuing Education. The new studio has been equipped with microwave linkage, lighting equipment, and a two-camera chain setup.³³

Programming

Before either station began broadcasting, a survey was conducted which indicated that more than 200 Oklahoma schools were without courses in science or mathematics, and several thousand adults were desirous of telecourses that could be taken for credit. Thus, the Oklahoma Educational Television Authority tried to remedy the situation. Programs were supplied by two institutions and the Oklahoma City Public Schools.³⁴ Unfortunately, in the period from April 3, 1956, when station KETA began broadcasting, until 1963, insufficient finances kept programming to a minimum of less

³³"Educational TV in Oklahoma," p. 2.

³⁴Powell, pp. 132-133.

than five hours a week. Finally, in the 1963-65 biennium, the budget allowed for the addition of several new course series and general programs which also increased the number of broadcast hours.³⁵

The Oklahoma Television Authority works very closely with the Oklahoma City public schools in producing high school credit telecourses as well as enrichment programs for all levels of public school instruction.

Programs on the elementary level are arranged so that children in different grades receive a different program series. Thus, all children receive some of their education via television, but no child receives total instruction by television. Courses offered on the primary level include: primary science, Spanish II, Spanish III, Spanish IV, music, and mathematics. On the secondary level, television courses are offered in core areas. The televised courses are: junior high guidance, senior high guidance, Oklahoma history, U. S. history, French II, French III, Algebra II, Spanish I, science seminar, and physical education. Language teachers may take advantage of in-service

³⁵ Letter from B. L. Simmons, representing the State Department of Education, Salem, Oregon, March 16, 1965.

education. Telecourses are offered to aid teachers in teaching French I-III and Spanish I-IV.³⁶

Programs offered for adult audiences are divided into two categories. First, there is a core of ten hours a week supplied by National Educational Television. The subject matter of these programs is of general interest and educational in nature. Second, programs are offered in specific subject matter areas, many of which can be taken for credit. Programs on the 1965 schedule include: beginning Spanish, speechcraft, Oklahoma business-industry school of the air, practical letter and report writing, computer usage, and electronics usage.³⁷

On the college and university level, programs differ by semesters, but the structure of such courses is as follows: A professor from a participating Oklahoma university who is an expert in a field like biology, history, or mathematics presents a course attended by students in all participating colleges and universities.³⁸ Actually, there are courses of study

³⁶"Class Schedule 1964-65," Oklahoma Educational Television Authority, Norman, Oklahoma, n. d.

³⁷"Program Schedule," Oklahoma Educational Television Authority, Norman, Oklahoma, n. d.

³⁸Letter from B. L. Simmons.

and general educational programming open to most all age levels in the State of Oklahoma. The availability of such courses and general programming depend on the part of the State covered by the network.

Coverage.

Station KETA, Channel 13, broadcasts with an effective 90-mile radius. The transmitter is fed by microwave relay from studios at the University of Oklahoma and the Oklahoma City Public Schools Broadcasting Center.³⁹ KETA is powered by a ten kilowatt transmitter with an effective radiated power of 74 kilowatts visual and 45 kilowatts aural. Station KOED, Channel 11, is powered by a two kilowatt transmitter which has an effective radiated power of 15 kilowatts visual and seven kilowatts aural.⁴⁰

On January 12, 1959, the Oklahoma Educational Television Authority activated a second network station, KOED, in Tulsa. Station KOED is linked to the KETA signal and amplifies it to cover a radius of 50 miles. Thus, under the present power, the two stations cover

³⁹ McBride, p. 159.

⁴⁰ "Educational TV in Oklahoma," p. 2.

about 60 per cent of the State's population, and, by increasing power, could cover 75 per cent of the State's population.⁴¹ The 60 per cent coverage includes approximately 1,500,000 people, of which only one in ten are regular viewers.⁴² These 150,000 do not include those who view programs in schools. The in-school viewers number an additional 600,000.⁴³

Based on the Federal Communications Commission's decision in 1952, Oklahoma could conceivably have a ten-station network. The Oklahoma cities having educational television channels allocated were: Oklahoma City, Tulsa, Muskogee, Tishomingo, Clayton, Woodward, Enid, Lawton, Elk City, and Guymon.⁴⁴ When, and if, these cities construct educational television stations and join the present network, the result will be a complete geographical and population coverage.

⁴¹ McBride, p. 159.

⁴² Letter from John W. Dunn, Director of the Oklahoma Educational Television Authority, March 26, 1965.

⁴³ Minear, p. 10.

⁴⁴ "Statewide Television for Oklahoma," Higher Education, X (February, 1954), 97.

Staff and Administration

The legislation that created the Oklahoma Educational Television Authority provided for a 13-member board. This board includes the President of the State University, the President of the Agricultural and Mechanical College, the State Superintendent of Public Instruction, the Chancellor of the Oklahoma State Regents for Higher Education, and representatives of other public and private institutions in the State.⁴⁵ This administrative body is responsible for hiring the producers, directors and technical assistance necessary to operate the two stations. However, the final decision concerning personnel is left to James Dunn, the Executive Director.

It is the job of the Oklahoma Educational Television Authority to keep administrative ties with the Oklahoma State Department of Education. The two groups work closely in the production of programs for classroom use in the public schools. The Oklahoma State Department of Education, while not actually part of the Authority, gives a great deal of support and aid in program production.⁴⁶

⁴⁵"Statewide Television for Oklahoma," p. 97.

⁴⁶McBride, p. 159.

The Authority staff, in addition to the professional directors and producers, consists of part-time help. This part-time assistance is usually in the form of student help from the University production center and engineers from local commercial stations.⁴⁷ The staff and administration are adequate to answer the present needs of the network. If the network finds additional finances to allow expansion, then the staff, especially the professional staff, will be increased.

Finance

In 1953, the bill signed by the Governor creating the Oklahoma Educational Television Authority provided \$700,000 for the construction of the two television stations. The Authority felt that this amount was insufficient because, in addition to the two stations, they needed production facilities and microwave connections between the studios and the television stations. Therefore, the Authority attempted to obtain authorization for a bond issue for \$1,450,000 which was declared illegal by the State Supreme Court; however, since that time, the Authority has been granted

⁴⁷ Letter from John W. Dunn.

the right to issue bonds. Finally, it was through donations of cash and equipment to both network stations by commercial interests in Oklahoma City and Tulsa that they were able to begin broadcasting.⁴⁸

In addition, the State Treasurer now transfers all revenues accumulated by the State Building Fund to the Authority.⁴⁹

Private sources have contributed over \$1,000,000 to the construction and operation of the Oklahoma network. In addition, the Oklahoma City Public Schools spend a considerable amount of money to produce in-school programming. The Ford Foundation gave the Association a large grant to cover a three-year period for the development of the network. They also gave the Oklahoma Educational Television Authority a video tape recorder valued at \$53,000. The Radio Corporation of America (RCA) gave \$13,907 toward equipment purchased over and above the usual educational discount. A final large donation of \$150,000 came from commercial station WKY-TV.⁵⁰

⁴⁸Emery, p. 64.

⁴⁹"Statewide Television for Oklahoma," p. 97.

⁵⁰"Educational TV in Oklahoma," p. 4.

In addition to all gifts, bond issues, and funds coming from the State Building Fund, the Authority has a current State budget of \$160,000 a year to cover operation, production, and maintenance of the network.⁵¹ As new plans are developed, the Authority will need additional money for its operation. Those in charge of the network have envisioned a dynamic and rapid growth in the near future.

Future Plans

The Oklahoma Educational Television Authority hopes to expand in two directions: first, in technical and production aspects; and second, in programming. Future technical plans include: (1) Raise the power of both stations to 25 kilowatts in order to cover about 90 per cent of the State's population. (2) Gain the support of the Community Antenna Systems of Oklahoma to include ETV in their service to areas outside normal coverage. (3) Build production centers at Stillwater and Tulsa. (4) Employ more full-time trained personnel with a larger operating budget. In the area of programming, the Authority hopes to produce: (1) more enrichment programs for public schools, (2) special telecourses for small high schools, (3) a

⁵¹McBride, p. 160.

full year course to aid in reducing illiteracy, (4) programs to meet the needs of over 600,000 citizens who have never finished eight years of public school, (5) a junior college of the air leading to an Associate in Liberal Arts degree, (6) programs that will be best utilized by the public schools, and (7) programs to meet the needs of the preschool children in Oklahoma.⁵²

Eventually, Oklahoma may be able to expand their ETV network to its fullest. They have the tradition of being the first state to enact legislation creating a state network. However, in the initial stages, the Oklahoma Educational Television Authority was restricted in its development because the Legislature failed to appropriate sufficient funds for the actual construction of the network. When the Authority began broadcasting, it did so with equipment and funds that were donated--their own funds allowing only about four or five hours of actual broadcast time per week. The network, which now covers about 60 per cent of the State's population, broadcasts programs which aid in reducing illiteracy in the State, in helping all persons achieve the equivalent of an eighth grade education, and in providing instruction for in-school use.

⁵²"Educational TV in Oklahoma," p. 4.

The 13-member administrative board is currently operating on a \$160,000 budget, allowing the addition of several new courses and the lengthening of their broadcast hours. In the future, the Oklahoma Educational Television Authority hopes to have a larger budget to increase the programming and the number of people served. The new programming hopes to aid in reducing the illiteracy level, in giving preschool instruction, in providing a junior college of the air, and in increasing present in-school instruction.

The Alabama Educational Television
Network Commission

History

The Federal Communications Commission allocated five of the 242 educational channels to Alabama. Governor Gordon Persons, a former broadcaster himself, became interested in the possibilities educational television held for Alabama and aided the Legislature in creating the Alabama Educational Television Commission. In June, 1953, one week after Oklahoma enacted a law creating the Oklahoma Educational Television Authority, the Alabama legislature passed a law creating the Alabama Educational Television Commission. This made Alabama the second state in the nation to have a state network agency working to develop a state educational television network system. The responsibility of the Commission was one of "making educational television available to, and promoting its fullest use by inhabitants of Alabama." ⁵³

On April 9, 1954, the Alabama ETV Commission applied to the FCC for a construction permit for Channel 7, WCIQ. On January 3, 1955, Channel 7 was licensed and began broadcasting as the nation's ninth

⁵³Ten Years of Service, a brochure prepared by the Alabama Educational Television Commission, n. d.

educational television station. Network station WBIQ, Channel 10, Birmingham, began broadcasting on April 28, 1955, as the 11th educational television station in America.⁵⁴ Also on this date, Alabama took the lead from Oklahoma when it linked the two stations by a series of wave relay towers, becoming the first operational educational television network in the United States.⁵⁵ One year later, 1956, many of Alabama's educators met to evaluate the medium for purposes of televising instruction. Alabama's educational needs were considered acute because almost 12 of every 100 public school teachers had less than two years of college, and over 100,000 students were being taught by 3,600 teachers who held emergency certificates.⁵⁶

⁵⁴Raymond D. Hurlbert, "Educational Television in Alabama," State Government, XXIX (February, 1956), 33.

⁵⁵Duane Weise, "Are Networks Technically Feasible?", The Feasibility of State and Regional Networks in Educational Television, ed. Betty McKenzie (Urbana, Illinois: National Association of Educational Broadcasters, 1960), p. 63.

⁵⁶Edwin L. Williams, Jr., Educational Television in the Schools of Alabama (Birmingham, Alabama: Executive Committee of the Alabama In-School Television Project, n. d.), p. 3.

The meeting decided that the three production centers--Birmingham, Auburn University, and University of Alabama--would start producing in-school programming. These production centers had joined the network in October, 1955, and had been producing programs on great literature, music, and other educational subject. On August 8, 1956, the third station, Channel 2, WDIQ, Dozier, went on the air. The three stations were tied to the three production centers by a series of 12 microwave relay points.⁵⁷

In September, 1957, the network began broadcasting its first in-school programs to 48 schools. The number of schools using in-school programming increased rapidly. At the end of the school year, about 15,000 Alabama school children were receiving in-school programming. During the intervening summer, the personnel from the schools using television attended a workshop which proved very valuable in that it oriented educators all over the State to the advantages and limitations in the use of television as a teaching medium.⁵⁸

⁵⁷Hurlbert, "Educational Television in Alabama," The Feasibility of State and Regional Networks in Educational Television, p. 35.

⁵⁸Williams, p. 5.

In November, 1959, an estimated 250,000 potential viewers were added to Channel 10's coverage when the Taft Broadcasting Company of Birmingham gave the Commission a new \$35,000 antenna which was mounted on Taft's Channel 6 tower. This increase in height gave the network approximately 78 per cent population coverage and almost 50 per cent geographical coverage.⁵⁹

Channel 26, WAIQ, Montgomery, was dedicated and began broadcasting on December 18, 1962, as the fourth Alabama network station. WAIQ is one of the nation's pioneering UHF educational television stations.⁶⁰

Programming

Programming for in-school use on the Alabama network originates at three points. The Alabama Educational Television Commission has contracts with the University of Alabama, Auburn University, and Birmingham Area Educational Television Association, Inc.⁶¹ In addition, the network is a member of NET

⁵⁹Hurlbert, The Feasibility of State and Regional Networks in Educational Television, p. 181.

⁶⁰Ten Years of Service.

⁶¹"Alabama Educational Television Commission," a fact sheet explaining the structure of the Alabama Educational Television Commission, n. d.

National Educational Television, which provides up to ten hours of programming a week.⁶²

When the network began in-school programming in September, 1957, there were six complete courses taught by television. Each production center presented a different set of courses plus various enrichment programs.⁶³ Each year, new courses were developed until presently the network offers 70 hours of programming per week, 60 hours from the three production centers and ten hours from National Educational Television.⁶⁴

All courses taught via television are based on the Alabama Course of Study, a curriculum guide for the entire State. In this way, those receiving televised

⁶²National Educational Television: 1965 (New York: National Educational Television and Radio Center, 1965).

⁶³Williams, p. 6.

⁶⁴"Nation's First Interconnected Educational Television Network," a report prepared by the Alabama Educational Television Commission, n. p. (June 20, 1964), p. 3.

education can be assured of having uniform instruction on a level at least equal to, and in most instances, greatly exceeding the State's minimum requirements. Presently, the televised courses are arranged to be shown two or three days a week. The courses are: Alabama history, biology, chemistry, advanced chemistry, guidance, physics, Russian, junior high science, science (upper elementary), and Spanish.⁶⁵ It is readily apparent from this list that Alabama's educators feel science needs to have the greatest attention. In addition to these credit courses, the Alabama network carries in-service telecourses for teachers. The purpose of such courses is to strengthen the teacher's ability and content knowledge of certain courses, and to qualify other teachers in new subject matter areas.⁶⁶

The general population of Alabama can also benefit from the educational television network. Programs such as child care, languages, history, home

⁶⁵Hurlbert, The Feasibility of State and Regional Networks in Educational Television, p. 184.

⁶⁶Williams, p. 11.

economics, agricultural news, music, art, social and political discussions, public service, learning how to play the piano, learning how to play Bridge, and do-it-yourself projects for the home are carried by the network.⁶⁷ During the summer, the network carries special programs in remedial work in basic subjects for high school students. Since the Alabama State Board of Education approved the giving of credit to such telecourses, they can now be taken for credit toward a high school certificate.⁶⁸

Programming on the Alabama network is structured in such a manner as to aid most age and educational levels. This is made possible through the versatility of the network's production capabilities.

Coverage

In 1957, when the first programs were broadcast by the Alabama network, there were 48 schools receiving the broadcasts, plus an unknown number of the general

⁶⁷Hurlbert, The Feasibility of State and Regional Networks in Educational Television, pp. 184-185.

⁶⁸"Nation's First Interconnected Educational Television Network," pp. 4-5.

public. By January, 1958, the number of schools using educational television increased to 230, and by May, the total was 335, or 15,000 students. At the end of the 1959-60 school year, there were 535 public schools using in-school programming, with over 200,000 student viewers.⁶⁹ Currently, the Alabama ETV network programs to over 600 public schools which serve 300,000 students.⁷⁰ Audience coverage is accomplished by five outlets. The stations are: WAIQ, Channel 26, Montgomery; WBIQ, Channel 10, Birmingham; WCIQ, Channel 7, Cheta State Park; WDIQ, Dozier; and WEIQ, Channel 42, Mobile.⁷¹ Channels 26 and 42 joined the network in 1962.⁷²

⁶⁹Williams, p. 14.

⁷⁰Letter from Raymond D. Hurlbert, General Manager of the Alabama Educational Television Commission, March 9, 1965.

⁷¹National Educational Television: 1965.

⁷²"Nation's First Interconnected Educational Television Network," p. 2.

On August 15, 1963, the original low powered transmitter of station WBIQ, Birmingham, was replaced with a new one which doubled the previous coverage. This new transmitter, made possible through a financial gift, and the seven Alabama community television systems carrying ETV programming, greatly increased the network's coverage.⁷³

In addition to coverage within Alabama, the signals from several stations spill into the states of Georgia, Florida, Tennessee, and Mississippi. There has been no indication of the number of people served in these states, but it is considerable.⁷⁴

Staff and Administration

The Alabama State network is under the administration of the Alabama Educational Television Commission. This Commission is composed of five Commissioners appointed by the Governor, and approved by the State Senate. These Commissioners, in turn, appoint a

⁷³Ten Years of Service.

⁷⁴Raymond D. Hurlbert, "Costs," The Feasibility and Role of State and Regional Networks in Educational Television, ed. Betty McKenzie (Urbana, Illinois: National Association of Educational Broadcasters, 1960), p. 216.

general manager whose responsibility is to administer the network operation. The current General Manager is Raymond Hurlbert, who has been with the network since its beginning. Part of Mr. Hurlbert's responsibility is to hire the personnel who are directly connected with network operation. Presently, the Alabama ETV Commission has a staff of 21, most of whom are electronic engineers.⁷⁵ Included in this number is an Office Manager and a Director of Public Information.

The Alabama ETV Commission has given the Program Board the responsibility for determining program policy. This Program Board has a Director of Programming at each of the three program production centers whose responsibility it is to keep the program standards above a minimum level.⁷⁶

The University of Alabama Production Center has ten full-time, and two part-time employees, as well as 18 students who aid program production. The Birmingham Area Educational Television Association Production Center employs nine full-time and four part-time personnel in

⁷⁵Ten Years of Service.

⁷⁶"Nation's First Interconnected Educational Television Network," pp. 3-4.

program production. The Auburn University Production Center employs ten full-time and ten part-time personnel to produce programs.⁷⁷ Together, these three centers provide over 60 hours of programming per week, each being responsible for producing approximately one-third of the programs.

Finance

The legislative act which created the Alabama Educational Television Commission also appropriated an initial \$500,000 for the construction and operation of Channel 7. A short time later, the Alabama State Building Commission appropriated \$403,000 for construction of the building and studio facilities at the University of Alabama and at Auburn University. This first network was constructed for less than \$1,000,000, and included Channels 7 and 10, and two production centers.⁷⁸ The construction of Channel 10 was accomplished by many donations of money and equipment. The financial donations totaled \$300,000, and the value of the equipment increased this amount to over \$500,000.⁷⁹

⁷⁷Ten Years of Service.

⁷⁸"Nation's First Interconnected Educational Television Network," pp. 1-2.

⁷⁹Emery, p. 64.

In 1955, Alabama's Legislature appropriated \$195,000 per annum for two years for operation of the network. Since then, the Alabama State Legislature has appropriated approximately \$200,000 annually for network operation. In addition, the Commission received a gift of \$10,000 from the Emerson Radio and Phonograph Company for having one of the first educational television stations. The Fund for Adult Education awarded the University of Alabama \$100,000 for additional studio equipment.

Early in 1956, the Alabama Building Commission appropriated \$9,640 for a transmitter building for Channel 2. With the completion of Channel 2, the third network station, the yearly budget was as follows: \$200,000 operation, \$35,000 power, \$25,000 engineering, staff, \$55,000 tubes, parts and repairs, and \$60,000 programming assistance, making a total cost of \$375,000 per year. In addition, the two Alabama studios receive about \$250,000 a year for program production.⁸⁰ These funds are directly appropriated by the State Legislature. The Birmingham Area Educational Television Association, the third production center, is financially supported by six Jefferson County public school systems.

⁸⁰Hurlbert, The Feasibility of State and Regional Networks in Educational Television, p. 217.

In 1961, the Alabama Legislature appropriated approximately \$50,000 for the construction of two new stations--Channels 26 and 42. These stations were completed through efforts of several public service organizations, along with other donations.⁸¹

Only once within the history of the network has there been any great financial problem. This occurred in 1960 when a \$100,000 a year grant was withdrawn by the Fund for Adult Education. This money had been used to establish in-school programming on a regular basis.⁸² However, the current budget has displaced this deficit, and all operations are satisfactorily financed. The current budget for technical operations is over \$300,000, with all other budgets equally increased.⁸³

Future Plans

Presently, Alabama has five educational television stations comprising the Alabama network, with a

⁸¹Ten Years of Service.

⁸²Williams, p. 15.

⁸³"Nation's First Interconnected Educational Television Network," p. 2.

sixth station expected to be on the air by January, 1966.⁸⁴ With this sixth network station, the network will reach an additional 130,000 public school students. The extension of ETV network facilities into the Tennessee Valley and other population centers not now served will increase the number of people being served.

Alabama is formulating plans for joining a regional network now under consideration for the South. This regional network will include Alabama's State network, plus other state networks in the South.⁸⁵

⁸³"Nation's First Interconnected Educational Television Network," p. 2.

⁸⁴National Educational Television: 1965.

⁸⁵Williams, p. 28.

Florida Education Television
Network Commission

History

Unlike Oklahoma and Alabama, Florida had no legislative body immediately interested in establishing an ETV network. Instead, one man, Vernon Bronson, acting on behalf of the Dade County School Board, attempted to establish ETV in Florida. Bronson, with the aid of the Joint Council on Educational Television, applied for a construction permit in 1950. This made Florida the first state to make application for an ETV station, but the station was not built. Initially, the Dade County School Board had approved \$200,000 to build the station, but this appropriation was vetoed by the State Budget Board. It was not until 1955 that Bronson succeeded in putting WTHS, Channel 2, Miami, on the air by winning a long battle with many opposing pressure groups and anti-spending forces in the State.⁸⁶

WTHS is licensed to the Lindsey Hopkins Vocational School of the Dade County Board of Public Instruction. The station began by using borrowed equipment and some financial aid from the Fund for

⁸⁶Powell, p. 135.

Adult Education.⁸⁷ After a year on the air, WTHS began to attract attention. An antagonistic newspaper that had opposed Bronson now had its own commercial station and decided that an ETV station was better than a competing commercial station. However, a financial problem still existed because Bronson could not obtain any state support. Finally, the Miami School Board assumed financial responsibility, and later, the State, after assuming responsibility for developing an educational television network, contributed \$750,000 to build new studio facilities.

Other individuals in Florida began development of educational television facilities in rapid succession. Stations were planned for Jacksonville, Tampa, and St. Petersburg, but with no plans for the interconnection of these stations.⁸⁸ A network was first envisioned in 1957 for the purpose of in-school instruction. The plan was to connect stations by microwave and also by the exchange of video tapes. In 1957, the State of Florida created the Florida Educational Television

⁸⁷ Ralph Steetle, "The States and Educational Television," State Government, XXVI (February, 1953), 43.

⁸⁸ Powell, p. 136.

Commission which assumed responsibility for all further ETV development. The Commission's function is to develop a network "to extend the powers of teaching in public education and to raise living and educational standards of the citizens and residents of the state."⁸⁹ In addition, the Commission supervises program origination and aids others desirous of establishing ETV stations. In turn, the Commission established the following functions of the network: First, it shall interconnect the State's public tax-supported colleges and universities; and second, it shall utilize as many of the allocated ETV channels as possible.⁹⁰

One of the first acts of the Commission was to interconnect WUFT, operated by the University of Florida,

⁸⁹Stan Witwer, "ETV in Florida--Its History and Development," Florida Education, XLII (October, 1964), 8.

⁹⁰Kenneth Christiansen, "Close-up: Florida," The Feasibility and Role of State and Regional Networks in Educational Television, ed. Betty McKenzie (Urbana, Illinois: National Association of Educational Broadcasters, 1960), p. 173.

Gainesville, and WJCT, operated by Community Television Incorporated, Jacksonville. These two stations began broadcasting in the Fall of 1958. In October, 1958, WEDU, Tampa, went on the air under the sponsorship of Florida West Coast Educational Television, Incorporated, a nonprofit organization. Production studios in St. Petersburg were added early in 1959. In 1960, WFSU, Channel 11, at Florida State University, Tallahassee, began operations, and at this point, the five Florida ETV stations comprised ten per cent of all ETV stations in the United States.⁹¹ A sixth station, WSEC, Channel 17, Miami, was added in 1962; and in January, 1965, a seventh station, WMFE-TV, Channel 24, operated by Central Florida Educational Television Incorporated, Orlando, began broadcasting. These seven network stations are split in their ownership. Two are owned and operated by public school systems, three by nonprofit organizations, and two by State universities. Together, they represent an investment of almost \$5,000,000 in physical plant and electronic equipment. These stations, even if they are not State owned, are under the Florida Educational Television Commission. Privately owned ETV stations join the network because

⁹¹Powell, pp. 134-137.

of the programming made available to them, and because they are then eligible for State funds for construction and equipment. The network programs they receive are for elementary, secondary, and college level students.⁹² Other cultural programs are supplied independently, with a majority coming from National Educational Television.⁹³

The Florida network is both a live network, using microwave relay, and a tape network, using video tape distribution for the broadcast of statewide programming. In addition to the present seven stations comprising the network, five are in the serious planning stage and twelve are planned for the near future.⁹⁴ This ETV development, after its faltering start, shows initiative on the part of the Florida Educational Television Commission. Prior to the establishment of the Ohio ETV network, the Florida ETV Commission operated the largest of the state networks.

⁹²Witwer, pp. 6-7.

⁹³National Educational Television: 1965.

⁹⁴Witwer, p. 6.

Programming

The primary interest of the network is credit instruction. Therefore, each network station has production facilities and is responsible for producing several program series. In addition, each station provides cultural, adult interest programs, and courses such as Russian, Spanish, French, American economy, speech, personal survival, sewing, homemaking, stenograph, clerical record keeping, biology, and typing. Several times each year, course needs are discussed and new courses are recommended for taping. When the course is approved, an instructor is chosen; the Commission provides the tape; and one of the network stations produces it. The Florida Institute for Continuing University Studies (FICUS), which acts as an academic advisor to the Commission, pays for the tapes which will be dubbed. The course is then stored at the Commission's headquarters at Florida State University. Periodically, these tapes are checked and up-dated where necessary.⁹⁵

The in-school programming on the Florida network is divided into four categories. First, programs for

⁹⁵Ibid., pp. 7-8.

the colleges and universities for which the network was initially founded offer telecourses which include: humanities, French, communication, journalism, American history, chemistry, Spanish, teaching arithmetic, teaching science, mathematics, English, geology, music, biological sciences, religions of man, speech, economics, library operations, and biology. The second level of program consideration is senior high school. Television courses for these grades are: Americanism vs. Communism, English, American history, world history, biology, chemistry, and driver education.⁹⁶ The third division of programming encompasses junior high school, where the following television courses are taught: science, American history, mathematics, civics, and geography. Finally, the fourth division is elementary school programs. On this level are Spanish, social studies, science, physical education, reading, literature, art, writing, speech, mathematics, and American history. Total programming on all network stations exceeds 145 hours per week.⁹⁷

⁹⁶James Etheridge, Jr., "Florida E-TV Network Newsletter," issued by the Florida Educational Television Commission, February 5, 1965.

⁹⁷Witwer, p. 7.

Through the efforts of FICUS, the Florida Educational Television Commission can be assured that the resources of the five Florida State universities, 29 community colleges, public school systems, the six educational television stations, and the educational services of several commercial TV stations are being thoroughly used. Each television course is subjected to 70 educational criteria and 70 television production criteria by FICUS before a program series is allowed to be televised.⁹⁸

In addition to in-school programming, each network station is responsible for providing general programs of a cultural nature. This type of programming is supplied to each station by National Educational Television, which provides over ten hours per week of cultural, informative programs.⁹⁹

The range of subject matter and the variety of general programming offered by various Florida ETV network stations is designed to benefit most any audience.

⁹⁸ Myron R. Blee, and Harvey K. Myer, "Televising Continuing Education," Florida Education, XLIII (October, 1964), 30.

⁹⁹ National Educational Television: 1965.

Coverage

The Florida Educational Television Commission has created a network comprising seven stations. They are: WTHS, Channel 2, Miami; WUFT, Channel 5, Gainesville; WJCT, Channel 7, Jacksonville; WEDU, Channel 3, Tampa; WSEC, Channel 17, Miami; WMFE, Channel 24, Orlando; and WFSU, Channel 11, Tallahassee. These seven stations provide in-school programming for over 700,000 students attending a combined total of 1,233 grade schools, high schools, junior colleges, and universities. The schools have about 8,500 TV-equipped classrooms which are located in 40 of the State's 67 counties.

Some of the programs on the Florida network are live and the others are taped. These programs are transmitted by both broadcast and closed-circuit methods.¹⁰⁰ Within the network, there are three microwave links interconnecting either station to station or station to schools and production centers. The first of these microwave links was between WUFT at Gainesville and WJCT at Jacksonville. The Commission owns the link and is responsible for its operation and maintenance. This link also serves Central Florida Junior College, Hampton Junior College, and St. John's Junior College.

¹⁰⁰Witwer, p. 6.

The second microwave link interconnects station WEDU at Tampa with the St. Petersburg Junior College, which is a production center. The Florida ETV Commission also owns this microwave link and is responsible for its operation and maintenance. This link also provides interconnections with Gibbs Junior College and Manatee Junior College. The Dade-Boward-Palm Beach interconnection joins WTHS, Miami, with Palm Beach Junior College and the Roosevelt Junior College in West Palm Beach. All taped courses used by any station for any educational level are provided by WFSU at Florida State University, which is the initial distribution point for the network.¹⁰¹

The newest station to go on the air is WMFE, Channel 24, in Orlando. This station began broadcasting in January, 1965, and serves an additional 200,000 students in eight counties, giving a total of over 900,000 students served by the network. The Commission also hopes to have an eighth station on the air late in 1965 to be located at the University of Southern Florida. This station will have the largest coverage of any UHF station in Florida.¹⁰²

¹⁰¹Lewis, pp. 30-31.

¹⁰²Witwer, p. 8.

Staff and Administration

The legislation which created the Florida Educational Television Commission provided for a seven-member governing board that is appointed by the governor. This board includes one person from the office of the State Superintendent of Public Instruction, who will represent the junior colleges; one member of the Board of Control; one member of the county Superintendent of Public Instruction; and four members from the general public. These commissioners are appointed for a four-year term. The governor, however, has the power to replace any member at any time. These commissioners receive no salary for their services, but are reimbursed for any money spent while performing their jobs.

It is the responsibility of the Commission to employ an executive secretary who administers the policies of the Commission. The executive secretary, who is James Ethridge, Jr., has the responsibility of employing clerks and other personnel necessary for the operation of the network.¹⁰³

The network Commission employs engineering consultants who are retained in Washington, D. C., where

¹⁰³Chapter 246, Florida Statutes," reprinted report distributed by the Florida Educational Television Commission, n. p., n. d.

they have access to information at the FCC and Department of Health, Education, and Welfare. This information is necessary in the preparation of forms for FCC construction permits, licenses, and federal grants. In addition, a lawyer is also retained in Washington to handle all legal matters which may arise between the Florida Educational Television Commission and the FCC.

In Florida, the Commission employs a consulting electronics engineer who is responsible for planning all the technical aspects of the Florida network. He is also responsible for setting minimum standards of operation and seeing that these are met. Other engineers carry out the maintenance of State owned stations and microwave links.¹⁰⁴

Finally, the Commission receives assistance from FICUS on all educational matters. FICUS makes several reports to the Commission each year concerning the need for new program series, updating older series, and for removing outdated programs from circulation. The Commission then makes the appropriate finances available to FICUS, which pays the ETV station producing the program series.¹⁰⁵

¹⁰⁴"1965 Legislative Budget Request," distributed by the Florida Educational Television Commission, Tallahassee, Florida, October 31, 1964, p. 7.

¹⁰⁵Witwer, p. 8.

Finances

Channel 2 in Miami, the first ETV station in Florida, was financed by gifts of money and equipment and by the Miami School Board. Later, the network Commission approved \$75,000 for the construction of new facilities for Channel 2. The Fund for Advancement of Education financed both stations WJCT, Jacksonville, and WUFT, Gainesville, with a grant of \$140,000, which allowed these stations to begin broadcasting in 1958.

One of the first acts performed by the Commission was to build and operate a microwave link between Jacksonville and Gainesville. This, in turn, freed money from the Fund for Advancement of Education for studio equipment. This money, in addition to appropriations of approximately \$300,000 a year, allowed the Commission to extend its influence and add to the facilities of the network stations.¹⁰⁶ Since 1957, the Commission has spent approximately \$1,100,000 to aid in equipping network stations as they developed.¹⁰⁷

Currently, the Commission requires local matching contributions--in land, buildings, equipment, and finances--equal to the amount desired from the State. In return, for

¹⁰⁶ Powell, pp. 136-137.

¹⁰⁷ Witwer, p. 8.

the financial assistance, the Commission requires that the station broadcast college courses so that the Commission has available "one-third of the station's daily broadcast time between the hours of 6 a.m. and 12 noon; one-third between the hours of 12 noon and 6 p.m.; and one-third between the hours of 6 p.m. and 10 p.m."¹⁰⁸

The Florida Commission requires about \$75,000 per year for what they call "Operating Capital Outlay Funds," which are funds for the maintenance and replacement of electronic equipment.¹⁰⁹ The network is operated on a low budget by comparison to other ETV networks.¹¹⁰ Any donations received by the network Commission are given to the State Treasury and then reappropriated to aid all network stations. The State Treasurer acts as paymaster for the Commission, and the Commission, in turn, makes an annual report to the Governor.¹¹¹

¹⁰⁸"1965 Legislative Budget Request," p. 4.

¹⁰⁹Ibid., p. 1.

¹¹⁰Etheridge

¹¹¹"Chapter 246, Florida Statutes."

The General Manager, James Etheridge, Jr., feels that the Florida network has saved the State more than \$10,000,000 in new classrooms by providing courses via television. By the use of ETV, it is possible to house up to one-third more students than normal.¹¹²

Future Plans

Six new stations are planned for the Florida network in the next two years. The University of Southern Florida will be one of the first of these six to begin broadcasting. Tentative plans will put it on the air late in 1965. When this occurs, it will have the greatest coverage of any of the UHF stations in Florida.¹¹³ Also, in the near future, Florida Atlantic University, Boca Raton, hopes to begin broadcasting. They now have plans for transmitting cultural and educational programs to a radius of 150 miles. The nature of their in-school programming will be more enriching than straight subject matter.¹¹⁴

¹¹²James Etheridge Jr., "Florida E-TV Network Newsletter," October 14, 1963.

¹¹³Witwer

¹¹⁴Florida Atlantic University, a brochure distributed by Florida Atlantic University, Boca Raton, Florida, 1964.

The other channels that are considered for network development in the current phase of planning are: Channel 21, Pensacola; Channel 16, Tampa; Channel 14, Cocoa-Cape Kennedy; Channel 18, Daytona-New Smyrna Beach; Channel 15, West Palm Beach; and Channel 39, Fort Lauderdale.

The following channels which have been reserved by the FCC for educational use compose the second phase of future development: Channel 30, Panama City; Channel 15, Ocala; Channel 25, Ft. Myers; Channel 17, Marianna; Channel 36, Palatka; Channel 21, Madison, Channel 26, Leesburg; Channel 28, Bradenton; Channel 31, Fort Pierce; and Channel 33, Lake City.

Finally, the following channels compose the last stage of ETV network development presently being considered for the future. They are: Channel 71, Gainesville; Channel 83, Lake Worth; Channel 70, Miami; Channel 72, Orlando; Channel 18, Tallahassee; Channel 81, Tampa-St. Petersburg; Channel 74, Daytona Beach; Channel 39, Fort Lauderdale; Channel 52, Jacksonville; Channel 20, Key West; Channel 43, Melbourne; Channel 61, Miami; Channel 46, Pensacola; Channel 41, St. Petersburg; and Channel 51, West Palm Beach.¹¹⁵

¹¹⁵"Current Status and Long Range Plans For Educational Television in Florida," report prepared by Florida Educational Television Commission, April, 1964.

If these allocated ETV stations are activated by the network Commission, Florida will possess an ETV network of 40 stations.

The Commission is currently in the process of carrying out a plan for future programming. It is a course of study providing post-graduate engineering instruction, leading to master's and doctor's degrees. Each classroom will have talk-back circuits with the studio, allowing constant communication.¹¹⁶

The Florida network Commission seems to be a dynamic group that is building the Florida ETV network into a very valuable educational tool. This tool is working on every educational level, as well as serving the general populace of Florida with a variety of enrichment programming.

¹¹⁶Witwer, p. 8.

The South Carolina Educational
Television Network Commission

History

South Carolina, unlike Alabama, Oklahoma, Florida, and Oregon, established its ETV network on a closed-circuit basis, making it the first closed-circuit state network in the United States. The first attempts to initiate ETV in South Carolina were made by organized groups in 1952 and in 1956. These unsuccessful attempts later resulted in the establishment of a committee to study the possibilities of using television in the educational process in South Carolina. The 1957 session of the General Assembly of South Carolina passed a resolution creating a pilot school which operated for one year.¹¹⁷

On March 11, 1958, it was reported that the number of students to be educated was growing and that the expansion of the educational process should meet this need as efficiently and economically as possible. A committee proposed the use of television to fill this educational need. Educational television, in addition to supplementing school teaching, would raise the level of teaching.

¹¹⁷The South Carolina ETV Story.

The pilot school was set up following these recommendations of the committee. First, the pilot school will be located in the Columbia City School System. Second, the Legislative Committee and the State Department of Education will be in charge of network programming. Third, the experiment will be for a two-year period or less. Fourth, June, 1958, will start the training period of personnel working with the experiment. Fifth, September, 1958, will start the actual teaching phase of the operation. And sixth, \$120,000 will be appropriated to finance the experiment.¹¹⁸

During the summer training period, a production studio was built in Dreher High School. After the equipment was installed, the workshop began, during which classroom teachers, two television teachers, and student technicians were prepared for the operation of the ETV system. When school began in September, a total of 300 students received geometry and French by television lessons offered five days a week.

¹¹⁸ Status Report on Educational Television in South Carolina (Columbia, South Carolina: South Carolina Educational Television Center, n. d.), pp. 1-2.

In 1959, at the end of the first year, a recommendation was made for the extension of television service to five schools in the Columbia area. In addition, algebra was added to the list of programmed courses. At the end of the second year (1960), the committee made the following recommendations: First, the programming should be extended beyond Columbia, and last for at least another five years. Second, video tape equipment should be purchased to facilitate programming. Third, several new subjects should be added to those already being programmed. Fourth, a structural network authority should be established on the state level. Fifth, necessary personnel should be provided to carry out proper evaluation. Sixth, broadcast quality equipment should be purchased and the staff expanded. Seventh, the use of competent educators should be included in developing the televised courses. Eighth, proper instruction and orientation should be provided for those working with ETV. And ninth, the necessary funds should be appropriated to enable higher salaries to be paid to teachers and technicians working with educational television.¹¹⁹

¹¹⁹The South Carolina ETV Story.

In 1960, the South Carolina ETV Commission was created and proposed the following eight-point plan: Its first step will be to obtain the best qualified teachers for basic subjects; thus, the best qualified teachers could project their knowledge and techniques to the furthest and most remote areas of the State. The second point will be to encourage TV teachers to keep abreast of the change in content and, thus, extend their instructional knowledge. Third, there should be the best and closest possible relationship between the television teacher and the classroom teacher. Each classroom teacher should have a copy of each day's TV lesson, giving the classroom teacher the opportunity of coordinating and elaborating on the televised lesson. The classroom teacher would be able to anticipate problems and questions that might occur as a result of the TV lesson. Fourth, there should be an effective committee coordinating TV subjects required for college entrance. This would make it possible for more high school graduates to qualify for college admission. Fifth, the leadership of the State Department of Education should provide time and facilities for teacher training programs. Sixth, research would be conducted, through TV, in the areas of vocational education, junior colleges, colleges, driver education, and adult

education. Seventh, video tape recording should be employed because of its instantaneous and over-all versatility. In this manner, the best lessons could be preserved for future use. And finally, there should be a system which will enable evaluations to be made quickly and easily.¹²⁰

The 1960-61 State budget allotted \$634,000 to the South Carolina Educational Television Commission for the establishment of new production studios in Columbia. In addition, the funds allowed for the video taping of Algebra I, college algebra, geometry, and South Carolina history, and the extension of ETV coverage to 31 schools in 11 counties.¹²¹

The Legislature, in 1962, appropriated \$1,290,000 for the extension of the closed-circuit network to every county in the State. By the end of the year, ETV instruction was part of 155 public high schools, 36 elementary schools, all State colleges except The Citadel, all university extension centers, five private colleges, two private high schools, and

¹²⁰The South Carolina ETV Story.

¹²¹Status Report on Educational Television in South Carolina, p. 5.

ten hospitals. In addition, courses in trigonometry, French II, English grammar, and college English were added to the television curriculum. These funds also provided for an expansion of the facilities at the Columbia production center.¹²²

By 1961, over 300 closed-circuit television stations were in operation, of which the South Carolina network was the largest.¹²³ However, with the large number of school systems and colleges covered by the network, there existed a lack of channel facilities to allow for more specialized scheduling needs of various educational institutions. Commercial television has aided this situation by providing time to the South Carolina ETV Commission for the broadcast of special programs. In addition, commercial television has provided the network with equipment and technical knowledge to aid its growth.¹²⁴

¹²²The South Carolina ETV Story.

¹²³Hull, p. 336.

¹²⁴Status Report on Educational Television in South Carolina, p. 9.

Presently, the South Carolina Educational Television Commission operates a network that consists of five channels. Three of these channels are closed-circuit and are used primarily for instructional purposes; the other two are broadcast television channels and are used for both in-school and general audience broadcasts.¹²⁵

The operation of the South Carolina network has been put in the hands of a professional staff to insure the highest program and technical quality possible. This has removed the need for training student technicians and insures the best quality in programming.¹²⁶

Programming

Program planning with local school boards is the initial step leading to the actual presentation of a program series. The Educational Advisory Committee and various subject matter committees meet with members of local school boards to determine program and content needs. After a program series is produced, it is aired

¹²⁵National Educational Television: 1965.

¹²⁶"New Focus on ETV," a progress report on classroom television prepared by the Bell Telephone Systems, n. p., November, 1962.

and then placed in a video tape curriculum library which South Carolina is developing. These programs are produced under the guidance of curriculum consultants, and advisors from subject matter committees composed of classroom teachers.¹²⁷

The South Carolina Educational Television Center allows educational institutions to use their production facilities to produce programs for network distribution. Some of these programs are shown on commercial television in the area. Also, Anderson College has used some network programs to teach remedial mathematics. Clemson Colleges use programs for remedial work in mathematics and economics, and Lander College uses the network to help train nurses. Both Columbia College and Benedict College cooperated with the network Commission in providing facilities for the 1962 summer workshop which trained television teachers.¹²⁸

During the first year of the network's operation, the only programs transmitted were geometry and French;

¹²⁷The South Carolina ETV Story.

¹²⁸Status Report on Educational Television In South Carolina, p. 10.

in the second year, algebra was added. In 1961-62, the third year of the network's operation, Algebra II, French II, and ninth grade physical science were video taped and added to the curriculum. In addition, several video taped teacher training courses were rented from Wisconsin and Texas to be used throughout the year.¹²⁹

Presently, the South Carolina Educational Television Commission has the following courses on video tape which are used by the network each year. They are: Algebra I, Algebra II, geometry, college algebra, trigonometry, South Carolina history, physical science, French I, French II, grammar (Grammar and You), and Art and Imagination. Most of these courses contain 160 individual lessons per series; others are still in the process of being completed. The South Carolina Commission now has its own in-service training programs for teachers in the areas of mathematics, biology, science, and mental health. These programs are usually shown during after-school hours. Video taped courses are now in preparation for junior high school mathematics, college English composition, French III, basic

¹²⁹ The South Carolina ETV Story.

electronics, and supplementary lessons in driver education.¹³⁰

An inherent problem in the use of a state educational television network is scheduling. This is true in South Carolina, as well as Oklahoma, Alabama, Florida, and Oregon; for there is no statewide uniformity in the opening and closing of the school day and the time sequence of class periods. This means that course material should be repeated during the day to allow the greatest number of students to utilize television programs. The more advanced the educational level, the easier it becomes to schedule network programs until at the post-graduate level, there are education courses for doctors scheduled at a time most convenient for their viewing. Each month doctors view these network programs which attempt to keep them abreast of new developments in the field of medicine.¹³¹

The South Carolina network also carries programs to ten hospitals for nursing education. This series will

¹³⁰Status Report on Educational Television in South Carolina, p. 7.

¹³¹"Educational Television," a fact sheet prepared by the Southern Regional Educational Board, Atlanta, Georgia, April, 1963, pp. 8-9.

eventually be developed for the entire nursing curriculum. In addition, there are programs of interest to dentists, lawyers, and other professional people.

Programs are now being disseminated via broadcast television. The South Carolina network now consists of two open-circuit channels--Channels 29 and Channel 7. They broadcast programs for in-school use as well as special reports, and enrichment programs during the evening hours. A majority of the enrichment programming comes from National Educational Television (NET). The use of broadcast television has made possible the addition of courses in junior high mathematics, French III, driver training, and chemistry.¹³²

The network programs prepared by the South Carolina Educational Television Commission are high in quality and educational content, causing educational stations and networks in other states to rent various program series from South Carolina.¹³³

¹³²National Educational Television: 1965.

¹³³Status Report on Educational Television in South Carolina, p. 11.

Coverage

The South Carolina educational television network was initiated in 1959 as a one-channel, closed-circuit operation covering 300 students, and by the second year, had spread to five schools in the Columbia area. The following year, the network was extended throughout 11 counties to 31 schools. This was accomplished by the use of coaxial cable and microwave relay station. When microwave connections were employed, the FCC became involved because of the requirement for a FCC license for microwave stations.¹³⁴ At the beginning of the third year, 1961-62, the network had spread to 50 schools in 26 counties; and by the end of the year, it was reaching over 140 schools, covering every county in the State.

At this point, the network was only a one-channel system. However, to insure greater versatility, it was necessary for the South Carolina ETV Commission to expand the network to two, and then to three channels. The second channel became operational in 1963-64; and the third channel, which at present covers only part of

¹³⁴ Current Developments in Educational Television (Washington, D. C.: National Educational Television and Radio Center, January, 1963), p. 8.

the State, became operational in 1964.¹³⁵ In that year, two educational stations began broadcasting: WITV, Channel 7 in Charleston; and WNTV, Channel 29 in Greenville.¹³⁶ Together, these two channels serve a potential audience in excess of 1,000,000 people. These two stations expanded the use of in-school programming, reaching schools not reached by closed-circuit broadcasts, and providing enrichment programs during the evening hours.¹³⁷

Eventually, the South Carolina Educational Television Commission hopes to have a six-channel closed-circuit network and several broadcast channels. Presently, they have three closed-circuit channels, two of which cover the entire State, and two broadcast channels.

Staff and Administration

The South Carolina Educational Commission was established in 1960 as a result of recommendations based

¹³⁵Status Report on Educational Television in South Carolina, p. 5.

¹³⁶National Educational Television: 1965.

¹³⁷Status Report on Educational Television in South Carolina, p. 13.

on the initial closed-circuit operation. Legislation, which created the Commission, gave the Governor the responsibility of appointing the seven-man committee. This committee was made responsible for the operation of the South Carolina educational television network. The first act of the Commission was to adopt an operations policy which would be used by the staff in making administrative decisions. This broad policy has three points: First, the courses taught by television shall be basic courses such as mathematics, science, and history. Second, the lesson shall be of high quality and set the educational standards of the State. And third, as much of the course content shall be presented via television as is feasible.¹³⁸

The network Commission employed R. Lynn Kalmbach as its General Manager, who coordinates the operation of the network. His staff consists of professional directors, producers, engineers, artists, photographers, and other necessary to produce educational programs of the highest quality. All of these people have several years of commercial broadcast experience on their records.¹³⁹ In addition, the Center has the best

¹³⁸Ibid., p. 3.

¹³⁹"New Focus on ETV."

technical equipment available to insure quality production. To supplement these professionals, the Commission has curriculum specialists and educators at its disposal to guarantee balanced lessons based on the State syllabus.¹⁴⁰

The educators and professional technicians working with the South Carolina ETV Commission compose a professional staff with unequalled experience and training in the preparation and production of educational television network programs. This has made the South Carolina network the smoothest operating educational television network in the nation.

Finance

The experimental phase of ETV in South Carolina was financed by an initial appropriation of \$120,000. The following year the appropriation was increased to \$643,000, and in the third year to \$1,200,000. A special appropriation of \$800,000 during the third year (1961-62) allowed 50 additional schools to be connected to the network.¹⁴¹ Currently the annual budget is

¹⁴⁰The South Carolina ETV Story.

¹⁴¹Status Report on Educational Television in South Carolina, p. 5.

about \$1,500,000, which provides 36 daily half hours of programming to over 400 high schools and many colleges, hospitals, and elementary schools. The approximate pupil cost is \$12.67 per year, which has been paid without an increase in State taxes.¹⁴²

As the network expands to its capacity of six closed-circuit and four broadcast channels, the State appropriations will have to be increased.¹⁴³ To date, South Carolina has spent over \$8,000,000 to construct and operate the network. This amount will be more than doubled by the time the network is operating at capacity.¹⁴⁴

The South Carolina ETV Commission has not encountered any financial barriers as have other networks but has had all the financial assistance it needed. The cooperation between the network Commission and South Carolina has been nearly ideal.

¹⁴²"Is South Carolina's ETV a Worthy Model?", Phi Delta Kappan, XLV (October, 1963), 6.

¹⁴³Washington County Closed-Circuit Television Report, p. 3.

¹⁴⁴"Is South Carolina's ETV a Worthy Model?", p. 2.

Future Plans

The ultimate goal of the South Carolina Educational Television Commission aims for a statewide network covering every school in the State by both closed-circuit and broadcast television. The administration has suggested the following three phase development: Phase one will first provide a complete three-channel closed-circuit network serving all schools now being served; second, examine the possibilities of the 2,500 megacycle broadcast band; third, extend the tower height of the Channel 7 antenna and increase the power to 50 kilowatts; and fourth, establish a full junior college curriculum. Phase two will first provide service to all high schools that want network programs; second, determine the possibilities for utilization of the other ETV broadcast stations in the State; and third, add any necessary courses as needed. Phase three will first place closed-circuit television in the elementary schools not covered by broadcast television, and second, add an additional three closed-circuit channels bringing the total to six, with addition of any courses that are needed. These three phases should develop the network to its potential. However, before

these plans can be a reality, there will need to be additional production facilities to handle the programming. To accomplish this, several of the largest school districts will establish their own production facilities to provide part of their local programs.¹⁴⁵

South Carolina has developed a well structured operation providing more in-school programs per day than any of the other state networks. This can be attributed to the decision to develop first a network on a closed-circuit basis, and later, to develop their allocated broadcast channels.

¹⁴⁵ Status Report on Educational Television in South Carolina, pp. 14-15.

The Oregon Educational Television Network

History

Educational television has been in existence in Oregon since 1957 when the first ETV station began broadcasting. Unlike South Carolina, Oklahoma, and Alabama, Oregon first used their station to teach college courses without any consideration of programming for other educational levels. This early use of ETV was on an experimental basis in a limited area, and by definition cannot be considered a network. However, the Oregon ETV network did emerge as a result of the experiment.

In the fall of 1957, KOAC, Channel 7, in Corvallis, began broadcasting under the direction of the Oregon State System of Higher Education as part of a five-year experiment in educational television.¹⁴⁶ Part of the uniqueness of the experiment, that was later continued by the network authority, was the cooperative use of programming by both state supported

¹⁴⁶ Glenn Starlin, "Case Study--ETV in the College and Junior College," North Central Association Quarterly, XXXV (April, 1961), 309-310.

and private institutions. This led to a controversy concerning the use of State funds to help support a private institution. The controversy later died out when the private institution paid its equal share.¹⁴⁷ The controversy had little effect on the project; the administrators were satisfied with the structure of the experiment to such a degree that in the spring of 1961 suggestions were made to expand the operation and to use part of the daytime broadcast hours to program courses for the public schools. This interest in expansion led to the passage of a bill by the Oregon Legislature creating the network under the authority of the Department of Education. The first year the network existed in name only, for there was no budget with which to operate.

In 1961, KOAP, Channel, 10, Portland, became the second educational television station in Oregon to begin broadcasting. Late in 1961, KOAC and KOAP were interconnected by microwave relay, forming Oregon's ETV network.¹⁴⁸ However, 1962 was the first

¹⁴⁷David H. Grover, "Television Networks for American Higher Education," Association of American Colleges Bulletin, XLIV (October, 1958), 479.

¹⁴⁸Letter from B. L. Simmons.

year of the network's operation as a working unit. It then had a budget with which to work and two educational television stations with which to broadcast.

Oregon's ETV network was an outgrowth of the following reasoning on the part of the State Department of Education. They felt that, first, it will be less expensive to construct a network of a few stations serving many institutions than to construct a station at every institution; and, second, a network will make outstanding teachers available to all students using ETV. Oregon has a shortage of competent, qualified teachers in many courses, a problem that is being eliminated by the use of educational television.¹⁴⁹

The network provides the following services to justify its existence: First, the network programs college courses for the State System of Higher Education. Second, it serves the needs of elementary and secondary schools by providing in-school and teacher in-service programming. Third, it broadcasts cultural and educational programs for the general public. These services extend the use of the network to all

¹⁴⁹Grover, pp. 480-482.

educational levels.¹⁵⁰ However, the network was initially envisioned for use on the college level only, and served the following institutions: University of Oregon, a liberal arts school; Oregon State College, a scientific and technical school; Oregon College of Education, a teacher training school; and Williamette University, a private liberal arts school. These schools were the first to use ETV in 1957 and the first to be part of the network in 1961. Other schools may join the network if the schools' administrators accept such a proposal.¹⁵¹

The initial experiment was undertaken through a grant by the Ford Foundation, which provided for the construction and equipping of Channel 7 in Corvallis.¹⁵² It also provided for production studios at the

¹⁵⁰"Policies Pertaining to the Joint Use by the State System of Higher Education and the State Department of Education of the State Educational Radio and Television Network Facilities," a report prepared by the State Department of Education, Salem, Oregon, January 7, 1964, p. 1.

¹⁵¹Grover, p. 481.

¹⁵²Letter from B. L. Simmons.

University of Oregon and at Oregon State College. The first programs broadcast by Channel 7 were courses in history, chemistry, and education.¹⁵³ Presently, the network broadcasts a variety of course work and cultural programs over two stations.

Programming

By the time Oregon had an operational educational network late in 1961, it already had several programs and courses which it was broadcasting on an average of only four and one-half hours a week. By 1962, there were courses in chemistry, appreciation of literature, English composition, introductory geography, descriptive astronomy, general hygiene, nineteenth century poetry, meteorology, and fundamentals of accounting, totaling about 12-1/2 hours a week.¹⁵⁴ In addition to these programmed courses, the network currently broadcasts general biology, elementary ethics, general psychology, world literature, history of the United States, Far Eastern governments, and politics, family finance, principles of economics, and efficient reading.¹⁵⁵

¹⁵³Grover, p. 479.

¹⁵⁴Starlin, p. 311.

¹⁵⁵Oregon College of the Air.

In addition, the Oregon network authority has initiated a Junior College of the Air in which people may enroll through the General Extension Division of the State System of Higher Education. The courses offered by the Junior College of the Air include mathematics, English composition, principles of economics, Shakespeare, American literature, history of western civilization, problems in philosophy, and French I.¹⁵⁶ These courses that overlap the regular televised courses are the same, and are used on the college and junior college levels.

In grades one through nine, there are six subject areas taught via television. There are courses in mathematics, science, foreign languages, health, social studies, and language arts.¹⁵⁷ Oregon uses educational television almost totally in the area of foreign languages due to a shortage of foreign language teachers in the State.

The network also provides a series of in-service training courses for teachers. In 1963, the following in-service courses were broadcast: modern

¹⁵⁶Starlin, p. 311.

¹⁵⁷Minear, p. 21.

mathematics, Parlons Francais in-service, Espanol Para Maestros, new techniques in teaching foreign language, and Toward Better Teaching.¹⁵⁸ These programs were presented immediately following the end of the school day and lasted until five o'clock. All network programming for in-school use was broadcast between the hours of eight in the morning and five in the afternoon. These hours were considered priority hours for in-school programming. The general educational programming occupied the early and mid-evening hours.¹⁵⁹

Due to the fact that Oregon's colleges operate on the quarter system and the network was developed around college courses, course programming on all educational levels is presented by quarters. This eliminates difficulties in attempting to schedule different programs for different educational levels.¹⁶⁰

¹⁵⁸"Survey of Utilization of Educational Television by Oregon Public Schools: Fall 1964," a report prepared by the State Department of Education, Salem, Oregon, 1964, p. 2.

¹⁵⁹"Policies Pertaining to the Joint Use by the State System of Higher Education and the State Department of Education of the State Educational Radio and Television Network Facilities," p. 2.

¹⁶⁰"Survey of Utilization of Educational Television by Oregon Public Schools: Fall 1964,)", p. 1.

Over-all, the network programs operate on an average of 55 hours per week during the school year, and approximately 17-1/2 hours per week during the summer.¹⁶¹

Much of the summer programming and evening programming during the school year is supplied by NET. Thus, the network provides programs of educational importance and general interest to the television audiences in Oregon.

Coverage

Oregon's first educational television station, KOAC-TV, Channel 7, Corvallis, began broadcast operations in October, 1957. Later, in February, 1961, KOAP-TV, Channel 10, Portland, became the second; and when these two stations were joined by microwave relay, the Oregon educational television network was formed.¹⁶² Both channels are State owned and come under the authority of the Oregon Department of Higher Education. Together, both stations reach 75 per cent of the State's inhabitants, and cover about 10 per cent of the State's geographic area.¹⁶³

¹⁶¹I Own a TV Network, a brochure prepared by the Division of Continuing Education, Salem, Oregon, n.d.

¹⁶²Minear, p. 2.

¹⁶³"Educational Television 1964: An Overview by the Federal Communications Commission," p. 28.

In 1961, the network served over 15,500 Oregon students. Most of these students were in college; however, by contrast, in 1964-65, the network served over 93,000 students on all educational levels. This is an increase of more than 600 per cent in a period of three years.¹⁶⁴

The area covered by the network is populated by over 1,250,000 people. Of this number, it has been estimated that, in addition to in-school audiences, the network has a potential audience of almost 500,000 people. When the in-school audiences are included, this number jumps to almost 600,000 potential viewers.¹⁶⁵ The network broadcasts to four State universities and colleges, eight private institutions, and a large number of public and parochial elementary and secondary schools.¹⁶⁶ Eventually, Oregon hopes to be able to extend its coverage over 100 per cent of its geographic area.

¹⁶⁴Minear, pp. 5-6.

¹⁶⁵I Own a TV Network.

¹⁶⁶Starlin, p. 311.

Staff and Administration

Oregon, unlike any of the states previously discussed, has no distinct or separate commission or authority controlling its operation. In 1957, the State Department of Higher Education formed an inter-institutional committee that planned a statewide network. When the network became a reality in 1961, the State Department of Higher Education became the administrator of the network. Certain people from the State Department of Higher Education were appointed to be in charge of the ETV network. There is a Supervisor of Educational TV and Radio Operations whose responsibilities are to act in respect to educational programming on all educational levels and to hire those personnel necessary for the network's operations. His position is approximately equivalent to the general manager possessed by other networks.

The Consultant for TV and Radio meets with curriculum committees and is instrumental in determining which program series will be carried by the network. He also consults with the producers, directors, and technical people concerning the actual production of television courses. The producer or producer-director is the only professional person involved; cameramen

and other necessary individuals are students from the colleges or universities.¹⁶⁷

When Oregon can allocate increased funds for ETV, more professional people will be added to their staff. Presently, the network's student employees are doing an adequate job, and are, themselves, receiving valuable training.

Finance

Since 1957, the State has invested over \$408,000 to construct the network. In addition, \$230,000 has been received in gifts and donations from private groups such as the Fund for Advancement of Education, which aided ETV in Oregon for a two-year period.¹⁶⁸ The construction and equipment needs of both television stations cost the State an additional \$650,000.¹⁶⁹

The cost per pupil in 1964 was 24 cents for the school year, for a total programming cost of about \$12,000. These figures, however, pertain only to the 50,000 students on the elementary and secondary levels.

¹⁶⁷Letter from B. L. Simmons.

¹⁶⁸I Own a TV Network.

¹⁶⁹Minear, p. 3.

Programming costs for the college level were merely included in the State Department of Higher Education's ETV operating budget. Each elementary and secondary school teacher who receives in-service training via ETV pays about \$3.80 per year for the in-training courses they view.¹⁷⁰ These charges, in addition to the \$160 per hour for air time charged to agencies other than the State Department of Higher Education, are used to pay production costs.

A budget of \$40,000 has been granted by the Legislature to the Department of Higher Education for the 1963-65 operation of the network. From this, the network has hired a professional producer-director for program production. In addition, the Legislature has appropriated the sum of \$120,000 for additional air time to be used for instruction on the public school level.¹⁷¹

The Oregon ETV network has not incurred any financial problems except the lack of operating funds for 1961, the first year of operation. Its general

¹⁷⁰"Survey of Utilization of Educational Television by Oregon Public Schools: Fall 1964," p. 2.

¹⁷¹Letter from B. L. Simmons.

finances are appropriated by the State Legislature and are subsequently controlled by the State Department of Higher Education.

Future Plans

Currently, Oregon is in the process of obtaining \$105,000 in State funds which will be matched with over \$300,000 in federal matching funds to increase transmission power.¹⁷² When this is accomplished, the network will have a total population and geographic coverage. The second phase consists of the appropriation of sufficient funds to increase the in-school programming to 20 hours per week. Again, increased funds will be necessary for the third phase for administrators hope to begin closed-circuit broadcasting to elementary and secondary schools. At the same time, they hope to have sufficient funds to be able to hire several professional producers, directors, and technicians.¹⁷³

Oregon is actively developing its State network, which started as an inter-college network, to the point where it will reach every person in the State and bring a variety of programming to these people.

¹⁷²I Own a TV Network.

¹⁷³Minear, p.

The Future Status of State
ETV Networks

State educational television networks have, at best, existed since 1956. They have developed and increased in number until now there are eight networks actually in operation, with several others in various stages of preparation. Kentucky, Michigan, North Carolina, Pennsylvania, and Tennessee have linkages in preparation and will be the next states to have state networks.¹⁷⁴ In addition, Kansas and Nebraska have plans for networks in the near future.¹⁷⁵

Within the next three years, South Dakota and New York hope to have statewide networks. South Dakota is spending \$2,000,000 over the next three years to construct an operational ETV network. This network will be a five-station system providing in-school and adult programming.¹⁷⁶ New York, on the other hand, has been attempting since 1952 to institute a ten-station network that will cover nine-tenths of the state. This plan met

174

"Educational Television 1964: An Overview by the Federal Communications Commission," p. 27.

175 Hull, p. 335.

176 I Own a TV Network.

legislative disapproval for many years, but finally has been accepted and, according to plan, will cost about \$3,500,000 to construct.¹⁷⁷

On April 9, 1965, the Ohio Educational Television Network began its first programming. Its interconnected stations number eight, with two more planned for the near future. This exceeded Florida, which up to this time had the largest network with seven stations.¹⁷⁸

One of the reasons for larger state networks is the increase in channel allocations by the Federal Communications Commission. The 242 educational channels allocated in 1952 have been increased to 350, and may be expected to reach 700 in the near future. This increase will almost triple the possibilities for educational television stations and networks in every state.¹⁷⁹

The next phase of development envisioned for educational television is the institution of regional

¹⁷⁷"Educational Television is Coming--and Soon," Business Week (May 17, 1952), p. 188.

¹⁷⁸"Ohio ETV Network News," issued by the Ohio Educational Television Network Commission, March 31, 1965.

¹⁷⁹Educational Television, INF Bulletin No. 16-b,
p. 2.

networks. These regional networks will be a combination of state networks linked together by microwave relays for the common use of all the states involved. The area most nearly ready for such a network is the South. The Southern Regional Education Board has completed a thorough study of the possibility of such an interstate network. Their initial plans call for the direct linkage of all the ETV stations and all of the four-year colleges within the 16 southern states. This regional network will provide a suitable basis for broadcasting to all educational levels in the states. Presently, there is the possibility of interconnecting the states of Oklahoma, Alabama, Florida, and very soon, Kentucky and Georgia. These plans indicate that such a regional network is technically feasible; however, there is no indication given concerning the educators' opinions on the educational possibility of the network. Because plans are progressing, there must be some agreement involved.¹⁸⁰

The northeast area of the United States will study the feasibility of a regional network. This area plans to connect several ETV stations in different

¹⁸⁰Weise, p. 63.

states along the northeastern seacoast. Later, this network hopes to extend inland to several different states and eventually connect with the Canadian Broadcasting System in Montreal. This network would also be international, using American, English, and French program sources. The key station of this network will be WGBH in Boston.¹⁸¹

A third regional network under consideration has been labeled NAEB Region Three, and will consist of an interstate network composed of Ohio, Illinois, Michigan, and Wisconsin. The plan for this network was formulated by the Ohio State Telecommunications Center and then presented to the National Association of Educational Broadcasters.¹⁸² A fourth regional network, proposed by KTCA-TV in Minneapolis, will cover an eight-state area in the central Middle West. The states involved will be Wisconsin, Iowa, Minnesota, North and South Dakota, Nebraska, Wyoming, and Montana.¹⁸³

¹⁸¹Hull, p. 335.

¹⁸²Weise, P. 64.

¹⁸³Hull, p. 335.

These regional network systems will represent an early step toward the possibility of a national, coast-to-coast ETV network. Such a national network was proposed in 1958 by station managers affiliated with National Educational Television. Their initial plans called for a national live ETV network by 1968.¹⁸⁴ However, this target date has been moved to 1973, at which time there will be hundreds of educational stations on the air. These stations will vary in type, purpose, budget, and coverage area. Many will be devoted entirely to instructional television; others will broadcast to both a classroom and general viewing audience. Educational stations in many of the larger cities will be on the air 12 to 16 hours a day, seven days a week. Program quality will be near perfect, and national programs will be of a cultural and informational nature while local programs will be concerned with instruction and topics of local interest.¹⁸⁵

When these plans are achieved, the national educational network will be very similar to present day commercial networks. The differences will be in its programming, its noncompetitive nature, its purpose, and its means of support.

¹⁸⁴Fuller, p. 97.

¹⁸⁵John W. White, "ETV's First Ten Years Were the Easiest--A Commentary," Educational Record, XLIV (October, 1963), 395.

Summary

Educational television received its initial start at the State University of Iowa during the 1930's when over 400 educational programs were broadcast. However, World War II intervened and television's development was curtailed for the duration of the War. After the War, commercial interests obtained the lead, and it was not until after the Federal Communications Commission's channel allocations that educational television gained a significant foothold. These channel allocations led several states to formulate plans for statewide ETV networks. However, prior to the formation of any network, several experimental projects were undertaken by several states, and ranged from the interconnection of an entire school system by ETV to airborne television instruction.

These initial experiments led to the development of the first ETV networks in the states of Oklahoma and Alabama. Presently, there are eight state ETV networks in operation, several in preparation, and others in the planning stages. Financing these networks has proved feasible, and has been accomplished with little or no

increase of state taxes. In addition, the federal government has money available on a matching basis for the construction of educational television stations.

The programming on state networks is centered on two audiences: student audiences receiving instruction during the school day, and adult audiences for education and information during the evening. Programs for all levels are either in the categories of instruction, information, or entertainment.

Oklahoma, in 1953, was the first state to pass legislation creating a state educational television authority. The Authority proceeded to develop a network, the first station of which began operations in July, 1954. A second channel was added in April, 1956, forming Oklahoma ETV network.

Course programming is well balanced in Oklahoma, and provides a variety of programs for all age and educational levels. The availability of such programming depends on the areas served by each channel. Together, both channels serve about 75 per cent of the State's population. Within the area covered there are about 150,000 regular viewers plus daily in-school audiences.

The network is governed by a 13-member board, including people from various educational branches of the state government, and private institutions. They appoint a director, who hires the necessary personnel. To finance its operation, the network receives a yearly budget of \$160,000, plus additional funds from outside sources. This yearly appropriation will need to be increased to allow proposed development to be carried out.

Alabama was the second state to enact legislation creating the Alabama Educational Television Commission; however, they were the first to operate a network. Their first station, WCIQ, began operation in January, 1955, and in April, 1955, their second station, WBIQ, began broadcasting. These two stations were interconnected, thus creating the first state ETV network. Currently, the network is composed of five stations and three production centers serving about 80 per cent of the population and 50 per cent of the geographical area.

The programs taught over the Alabama ETV network are based on the Alabama Course of Study, thus providing uniform educational instruction. The in-school programs total 60 hours a week; other entertainment and

informational programs provide an additional ten hours a week. These programs serve over 300,000 students in over 600 schools, and a potential general audience of 3,500,000 viewers.

The network has five commissioners composing its commission. These commissioners appoint a general manager whose responsibility it is to employ necessary personnel. The three production centers each have their own director who is responsible for a production staff. In addition, there is a program board which determines program policy.

The finances for the network are appropriated by the Legislature, and amount to about \$200,000 a year for operation. In addition, there are program costs of \$250,000, partially appropriated by the Legislature and partly by boards of education within the State. Other funds have been provided by the Fund for Adult Education, Alabama Building Commission, and private donations.

The Alabama ETV network plans to add a sixth station and eventually become part of the Southern Regional Educational Television Network.

Florida's network was envisioned in the early 1950's, but did not become operational until 1957. Early attempts to establish educational television were met by solid opposition, which later waned. In 1957, Florida's Educational Television Network Commission consolidated independently owned and state owned ETV networks into one operational unit, and thus created the Florida network. This network is presently composed of seven ETV stations--three owned and operated by educational organizations, four owned and operated by private organizations. This network relies on microwave relay and video tape distribution to disseminate programming.

The programming was initially established on the college level, and has since been expanded to cover all educational levels. Programs are video taped and stored at Florida State University, network headquarters, for later use. These programs are broadcast to 1,233 schools and reach 700,000 students within the State. Program production is very rigid, each course being subjected to over 70 educational and 70 production criteria by the Florida Institute for Continuing University Studies. In addition to these instructional programs, general programs are provided, in part, by NET.

A seven-member board including persons from various educational offices governs the Florida network. There is also an executive secretary, who employs general network personnel. In addition, lawyers and engineers are retained to work directly with the FCC in Washington.

To finance its operation, the network receives a yearly budget of \$300,000, some of which is used to aid in the development of new stations. These developmental funds must be matched with local funds. The budget, however, will have to undergo a large increase based on plans for network expansion. This expansion will include the development of a 40-station network.

In South Carolina, educational television was established on a closed-circuit basis under the South Carolina Educational Television Network Commission, and began operation in the fall of 1958. The initial one-channel operation has since expanded to a network of three closed-circuit channels and two broadcast channels. The closed-circuit network reaches every county in the State and serves all educational levels. The network followed a strict developmental plan which included the training of special television teachers and the orientation of classroom teachers in the use of

educational television. In addition, South Carolina employs a professional staff for program production to insure the highest quality production.

The programs disseminated via the network are produced at the South Carolina Educational Television Center and stored on video tape for use every year. These programs include a variety of courses for all students and special programs for professional men and businessmen. In addition, the broadcast channels program for both in-school and general viewing audiences, with a potential audience in excess of 1,000,000 viewers.

The network's organizational structure consists of a seven-man committee, the South Carolina Educational Television Commission. This Commission appoints a general manager who hires the staff of professional producers, directors, and technicians to operate the network. Educators and curriculum specialists work closely with the professional staff to guarantee quality programming. To achieve a high level of performance, South Carolina has invested over \$8,000,000 in network construction. Presently, the Commission operates on an annual budget of \$1,500,000, which covers all operating expenses.

As the network expands to its proposed six-channel closed-circuit system and four-channel

broadcast systems, a larger budget and more personnel will be necessary. Other future plans consist of curriculum expansion, examination of the 2,500 megacycle band for transmission, and the increase of the tower height of broadcast station antennas.

Last, Oregon began its ETV development in 1957, but did not have a legal authority or a network until 1961. The original educational television project consisted of programming between four colleges and universities. The success of this project led to the creation of the Oregon network under the Department of Higher Education. In 1961, a second station was built and interconnected by microwave relay with the first station, creating the network.

The programming on the Oregon network is primarily oriented toward college courses with an increasing emphasis on other educational levels. On the lower educational levels there are several courses taught, but the television curriculum has tended to develop around courses in foreign languages. There are also adult-level programs.

With its two stations, the Oregon network covers 75 per cent of its population with a potential

audience of 500,000 people, plus a daily student audience of over 93,000. Eventually, the network hopes to achieve 100 per cent coverage of population and area.

The State Department of Higher Education administers the network. A Supervisor of Educational TV and Radio coordinates the network operation, and employs necessary personnel, many of whom are college students. A Consultant for TV and Radio meets with curriculum advisors to plan program series and supervise program production.

The Oregon network is financed by State appropriations and by the sale of air time to individual schools or school districts. The State budget of about \$20,000 a year is currently allotted for network operation and administration. Other State funds finance additional broadcast expenses for public school programming.

In the future, the Oregon network plans to increase broadcast power, lengthen its broadcast day, and begin a closed-circuit system for the State.

Generally, state networks are quickly developing, and several states--Kentucky, Michigan, Pennsylvania, North Carolina, and Tennessee--will soon have networks. There are plans in many areas to consolidate several

state networks to form regional educational television networks, and eventually these regional networks may be joined to form a national ETV network. In addition, educational stations will vary in purpose and programming. They will operate up to 16 hours a day on a seven-day schedule.

Thus, educational television has become an important instructional tool. Its importance is presently manifested by the wide use of ETV by several states and the interest shown by other states.

CHAPTER V

CONCLUSIONS

Television, as used by the state and the schools within the state, "has become an integral tool of education. It is an electronic age confirmation of the old Chinese adage that 'one picture is worth a thousand words'--particularly when displayed in the classroom."¹ Many educators realized the potential value of a uniform means of educating all students within the jurisdiction of each state, and, thus, began programs to create statewide educational television networks. The philosophy behind the creation of such networks lies in the ability of an educational network to use skillfully the total resources of a state, and to provide for the cultural, educational, and informational betterment of the state's residents.² To this end, a total of eight states have thus far

¹Educational Television, INF Bulletin No. 16-b,
p. 1.

²Status Report on Educational Television in
South Carolina, p. iv.

constructed operational state educational television networks, five of which have been studied in this thesis. Each of these five--Oklahoma, Alabama, Florida, South Carolina, and Oregon--have developed independently of each other's influence, and are unique in many ways. Oklahoma became the first state to enact legislation creating an educational television authority, but to Alabama came the distinction of being the first state to have an operational network. Florida approached the formation of its network by the consolidation of private and state owned ETV stations into a working unit. South Carolina's ETV network is unique in that it had the first operational closed-circuit state network. The ETV network in Oregon grew from an inter-college educational television system. This was the first state network to develop for the purpose of serving state owned colleges and universities and private institutions. This inter-institutional cooperation has proven successful in Oregon; now the network serves all educational levels.

The use of television in the classroom is most valuable when high quality is a part of all phases of production.³ The fewer the number of technical

³The South Carolina ETV Story, p. 3.

errors, the better the quality of the production. This is the primary reason all state ETV networks try to employ some professional staff members. The only state to rely totally on professionals is South Carolina. Other states hire as many professionals as their budgets allow, and rely largely on student or part-time employees. Each state network has suitable facilities for program production, and no state network has indicated any physical production limitations that have hindered program production. At different times, Oklahoma and Florida have had financial difficulties which interfered with the production of programmed courses.

Programming ranges over a myriad of subjects, but the majority of the programs are centered around core subject areas. These courses are for all educational levels, and, in the case of elementary and secondary schools, usually follow a state syllabus. Other programs are designed for informational or cultural purposes and serve all audiences. These programs are subjected to various evaluative standards by each state to assure quality production. Of the five states studied, Florida has the most outstanding evaluative

process. Each program is subjected to 70 educational and 70 production criteria before being broadcast.

The number of people reached and the area covered by each network vary according to the state. All five state networks serve over 60 per cent of each state's population, and each network plans to increase its coverage. This increased coverage will be achieved by increasing broadcast power, constructing new stations, and developing closed-circuit systems. The five states plan to be able to reach 90 to 100 per cent of the states' populations in the near future.

The formation of state ETV networks grew from the legislative creation of network authorities or commissions. These commissions are basically similar in structure. They are composed of governor-appointed boards which hire general managers or their equivalent. Each general manager is responsible for the network's operation, and for hiring the personnel necessary to maintain operation. In Florida, the general manager is responsible only for the coordination of the network's operation and those stations belonging to the State. The privately owned educational stations have their own station managers who communicate with the network.

The one exception to the administrative structure of networks is in the State of Oregon. Here the network is administered by the State Department of Higher Education. The other administrative posts, such as the general manager, are approximately the same as in the other state networks.

Financially, all networks receive an operational budget which is appropriated by the states' legislatures. These budgets vary in size, but all provide adequate funds for operational expenses. Several state networks have encountered financial problems at different times, but these have always been solved. Oregon defrays expenses by charging the elementary and secondary schools for the air time they use. Other states receive a portion of the network's operational budget from local school boards. In addition, aid is also provided by donations and grants from organizations and private sources. The federal government has funds available on a matching basis for station construction. The only state to make matching funds available to private individuals wishing to construct ETV stations is Florida.

Although funds have not been of overwhelming amounts, the financing of network construction and

operation has proceeded. There has been little financial hindrance to the development of ETV in the five states studied.

Future plans are significantly impressive for all five ETV networks; however, only three of the states are actively attempting to put their plans into immediate operation. Oklahoma and Oregon appear to be slower than Alabama, Florida, and South Carolina in expanding their influence and support. The South will probably be the first area to have an operational regional network. Other areas--the East and Mid-West--hope to activate regional networks in the near future. In addition, there are plans to develop a national network.

Since the first state educational television authority was created 12 years ago, significant networks have developed in the states of Oklahoma, Alabama, Florida, South Carolina, and Oregon. These networks have proved to be useful tools in the growth of school curricula and in the programming of enrichment courses for adults. The successful consolidation of funds and personnel under state authorities indicates the possible future growth of other state ETV networks, and the

eventual establishment of a national educational television network. Perhaps there is to come a day when educational television will offer a real challenge to programming standards of present-day commercial stations.

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