



W.A.  
NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

# News Letter

Representing non-commercial, educational AM, FM, and TV broadcasting stations, workshops,  
and production centers, owned and operated by colleges, universities, school systems, and public service agencies.

MAY 1952

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## NAEB AT THE COLUMBUS INSTITUTE

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### ADDRESS OF FCC CHAIRMAN AT NAEB LUNCHEON KEYNOTES THE INSTITUTE

A capacity audience attended the NAEB-sponsored luncheon held on April 18 at the Institute for Education by Radio-Television in Columbus, to hear a stirring address by Paul A. Walker, new chairman of the Federal Communications Commission. The enthusiastic crowd gave the FCC chairman rising ovations before and after his talk, and further applauded the announcement that he had been made an honorary life member of NAEB.

### A "Victory Luncheon" Says Walker

After paying tribute to the late W. W. Charters, IERT founder, Chairman Walker told the group:

"This really should be called a victory luncheon. You educators have every cause to celebrate.

"You educators have come into a fabulous inheritance. You are now the inheritors of a highly valuable portion of that etherial public domain -- the radio spectrum. It seems only yesterday that apportionment of the prized television channels to education was only a dream. Now that dream has come true."

### Optimistic About UHF

In regard to the relative effectiveness of VHF and UHF channels, Walker had this to say:

"It is true that there are some differences in propagation characteristics of the UHF and the VHF band, but these differences are not nearly as great as some have thought...

"In communities where VHF stations are now operating and where all the sets are designed to receive only VHF broadcasts, the set-owners can buy relatively inexpensive adapters if they wish to receive the broadcasts from new UHF stations that may be built in their city.

"There has been enough experimentation in UHF television to give the Commission confidence in its utility. I have seen UHF demonstrated. I am sold on it. UHF is going to grow because it has to grow. It is needed.

"I suggest that those of you who wish to get into television and your only chance to do so is via UHF, ponder very carefully before passing up that chance.

"You may be gnawed by the same remorse that has gnawed at the hearts of those during this long freeze who failed to file applications for the VHF at a time when they were being granted quickly.

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### Educational Broadcasting's History Reviewed

"Now let us examine the valuable estate to which you educators have fallen heir. They are: 242 Television channels. And even more can be granted later.

"And let us remember some significant history: The Congress, in adopting the Radio Act of 1927, did not see fit to reserve any channels for education. The Radio Commission set up in 1927 did not allocate any channels for education. The educators waged several campaigns later to have channels reserved. Their first success came in 1945 when the Federal Communications Commission reserved 20 FM channels. Now in this year of 1952, you educators are allocated twelve per cent of all the available television assignments. I say that this allocation for education is tremendous progress. In order to convince the Commission of the need for this reservation, you educators did a magnificent job.

"By giving your time and effort and by raising the necessary funds to make your presentation, you have rendered a historic service to education. The educators that come after you, and the public, too, will forever have cause to honor you for the fight you made.

"...there are unassigned channels that may be available to communities for non-commercial educational stations. But there is still another path by which you educators can enter television.

"You have the right to compete with any commercial applicant for any of the commercial VHF or UHF channels assigned to your city. And, according to the rules, if you are granted such a channel, you may employ that channel either for commercial purposes or for non-commercial educational purposes.

"Of course, this report does not mean that commercial television stations are expected to let the educational stations carry the whole burden of meeting educational needs in a community. In fact, the report specifically states that the provision for non-commercial education stations: ... does not relieve commercial licensees from their duty to carry programs which fulfill educational needs and serve the educational interests of the community in which they operate. This obligation applies with equal force to all commercial licensees whether or not a non-commercial educational channel has been reserved in their community, and similarly will obtain in communities where non-commercial educational stations will be in operation.

### Congratulates NAEB

"As one with a lifetime interest in educational movements and as a member of a government commission charged with promoting the public interest, I congratulate the National Association of Educational Broadcasters on the splendid role it played in the campaign for exclusive educational assignments.

"On the basis of the entire record, the Commission is convinced of the need for educational television stations. To my mind, you have exciting opportunities. I am especially impressed by this fortuitous and fortunate meeting of the need and the mechanism in the field of adult education."

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### Utilization of Channels Now the Problem

"The outstanding service already being performed by educators through aural radio stations is an indication of the value of educational broadcasting. I hope you will continue and expand your efforts in that field. Some of the finest broadcasting service in America is being rendered by educational radio stations.

"There is a tremendous educational job to be done if our citizens are to be fitted for their responsibilities in these difficult, fast-moving times. You educators are primarily responsible for that impressive task. You have assured the Commission that television can help you. I am sure you are right. Now you have the opportunity to test the full power of this magical medium.

"These educational stations can assure a community's democratic control over its educational process. A community with such a station need not depend for its educational television material upon the desires of a commercial network, nor upon the desires of other independent program sources perhaps far from the scene. The community can make its own survey of its local educational needs and then it can serve those needs through its own television station in the manner it sees most fitting.

### Reservations Certain For Only One Year

"The decision recognizes that 'the great mass of educational institutions must move more slowly and overcome hurdles not present for commercial broadcasters....'

"But the decision also states that 'the setting aside of channels for non-commercial educational use is precisely the same type of reservation of channels as that provided by the assignment table for commercial stations in the various communities, and the two should be governed by the same rules.'

"That means that just as an assignment for a commercial station may be deleted, so may an educational reservation be deleted. I repeat that at the end of one year from the effective date of this report, anyone may request the Commission to change an educational assignment to a commercial assignment. [Emphasis added.]

"In my State of Oklahoma, the Five Civilized Tribes at one time had vast holdings under a treaty with the United States. They understood that they were to have these lands, to use their own picturesque phrase, 'as long as grass grows and water runs.'

"There is nothing in the Commission's Sixth Report and Order that gives you any assurance that your channels will be reserved 'as long as grass grows and water runs.' Or anything like it.

### Reservations Only Round One

"So you see that you have won only the first round in this fight. If you relax now, you may find that you have won the battle and lost the war.

"Already efforts are underway to initiate an organized campaign for the commercialization of these non-commercial educational assignments. And if you wonder why, consider these figures:

"Some commercial television stations these days are being priced at \$6,000,000, \$7,000,000 and up.

### Networks Now Earning More From TV Than From Radio

"Last year, with only 14,000,000 sets in existence and only 108 stations in operation, the television industry had an income -- before Federal taxes -- of more than \$43,000,000. The 93 independent stations retained 30 cents in income (before Federal taxes) on each dollar of revenue. The networks derived a greater proportion of their revenues from the newly-established television than they did from their 30-year-old AM radio.

"You must explain the need for action to your boards of education, to your boards of trustees, and to your state legislatures.

"Do not neglect sources of endowment. In this connection, I was interested in a news report of yesterday. It was announced that an alumnus had willed his alma mater a bequest appraised at \$9,000,000. I will not identify this educational institution beyond noting that it is a leading state university which has expressed more than passing interest in non-commercial educational television -- and that it is located in the capital of an up-and-coming midwestern state.

### Do Not Lose These Reservations "By Default"

"Do not, I beg of you, let these reservations of 1952 go by default. Exercise your knowledge, your courage and initiative to persuade your authorities of the seriousness of this situation. They must not be penny-wise and pound-foolish or they, too, will be haunted by their negligence.

"On the other hand, if the utilization of these valuable assignments for education is furthered with the same zeal and foresight demonstrated by you in your efforts to obtain the assignments, I have every confidence that education will both keep its assignments, and contribute immeasurably to the well-being of the American people through television.

"I hope with all my heart that you who have fought so brilliantly for the 242 educational television assignments now reserved will rally your forces this afternoon to fight on to preserve the victory you have so nobly won."

### NAEB BOARD OF DIRECTORS MEETS AT COLUMBUS

The NAEB Executive Committee and Board of Directors held meetings in connection with the Columbus Institute for Education by Radio-Television. Among the principal business transacted was a review of NAEB activities during the period since the Board's last meeting in January and the extension of the appointment of James Miles as Executive Director for a second year.

### Public School Broadcasting Seminar Set Up

The Board approved the holding of a seminar on public school broadcasting problems at the University of Illinois' Allerton House from June 15 through 25, and voted \$5000 of Kellogg project funds to cover its cost. It was agreed that seminar members should be chosen from the following groups in the priority order indicated: NAEB school stations; non-NAEB school stations; school of the air personnel from NAEB college stations not represented at either of the earlier Allerton House meetings; and school of the air personnel from NAEB college stations which were represented at either of these meetings.

Further information about the seminar will be issued from NAEB Headquarters in the near future.



### Miles Appointment Extended

The Board of Directors voted to extend the appointment of James Miles as Executive Director for one year. Since Miles' present appointment expires August 31, 1952, the new action therefore will assure continuity in the position of Executive Director until August 31, 1953.

### Status of Executive Committee Defined

The great increase in NAEB activities resulting from the several grants made to the organization during the past year has required the setting up of an Executive Committee made up of the four elected officers. This group has been meeting monthly since the Biloxi convention. In order to more clearly define the powers and duties of this committee the Board passed the following resolution:

"Since the Board of Directors is empowered by the National Association of Educational Broadcasters' by-laws to direct its officers to do all things necessary to carry out Board policies; therefore,

"Be it resolved by the Board of Directors, that, when the board is not in session, the Executive Committee - consisting of the President (chairman), Vice-President, Secretary and Treasurer - shall have the management and control of the Association, and of its affairs, and for that purpose shall have and exercise all the powers necessary and proper for such object, except insofar as the Board may reserve such powers to itself. The Board may at its pleasure revoke any powers granted at any time to the Executive Committee.

"The Board of Directors sets certain limitations on the powers of the Executive Committee:

"Section 1. Said Executive Committee shall meet whenever the chairman, or three members thereof, shall find it necessary for the transaction of any business which is urgent and cannot be postponed to a regular meeting of the Board.

"Section 2. Said Executive Committee shall possess all the powers of the Board when in session, provided that it shall not overrule, revise, or change the previous acts of the Board, or take from regular or special committees any business referred to them by the Board. The Executive Committee shall not have power to lease, sell or purchase real estate unless previously authorized by the Board in session or a majority of the members individually in writing.

"Section 3. The Executive Committee shall make a record in writing of all its transactions and submit it to the Board at its next regular meeting, signed by all the members agreeing thereto. Such a record shall thereupon be incorporated in the Minutes of the Board as an integral part thereof.

"Within these limitations, the actions of the Executive Committee are final."

### New Members Approved

The following institutions were accepted as active members: The University of Massachusetts, Amherst, Massachusetts; San Diego City Schools, San Diego, California; University of North Carolina, Chapel Hill, North Carolina; And Wayne University, Detroit, Michigan. The following were accepted as Associate Members: Loyola University, Chicago; Akron (Ohio) Schools; Central Michigan College of Education, Mount Pleasant; Marshall College, Huntington, West Virginia; and South Dakota State College of Agriculture and Mechanics Arts, Brookings.

Paul A. Walker Made Honorary Life Member

FCC Chairman Paul A. Walker was made an honorary life member of NAEB. At the NAEB-sponsored luncheon Vice-President Ausmus presented the Commissioner with a suitably inscribed scroll.

Next Board Meeting in Battle Creek

The next meeting of the Board of Directors will be held May 23 and 24 in Battle Creek, Michigan, the headquarters of the Kellogg Foundation, at which a review of the first year of the Kellogg project will be the main order of business.

OTHER IERT SESSIONS REVIEWED

Hunter Says Educators' Job Is Program Improvement

Improvement of television programming "will probably have to be the major responsibility of the educator and the educational broadcaster," Armand L. Hunter of Michigan State College told the opening general session of the Institute. Hunter, who is director of television development at Michigan State, took part in a symposium on the improvement of TV programming.

The job will fall to the educator, he said, "because the industry has certain philosophical and economic obstacles in its path, the Commission has no practical method of enforcing it, and the public has no articulate means of demanding it."

Hunter noted a "fundamental philosophical conflict and opposition" within the industry, which he said makes it "extremely difficult for much progress to be made." This conflict, he believes, involved proponents of low-level programming and "the men of different conviction, who hold to higher standards." "... I would personally encourage every step taken by the industry to improve standards and programming, and urge the active and vocal support of those men 'fighting on the side of the angels,'" he said.

"But I'm still of the opinion that the battle will be long and hard, and that the educators as outside forces are the only ones who can perhaps swing the support and weight needed to help the industry win the fight and eventually achieve the common objective of program improvement."

The job should be the responsibility of the educator, Hunter said, "because he is the instrument through which society preserves and transmits its intellectual and cultural heritage." He listed two contributions which the educator can make toward improvement of programming -- the determination of needs and standards through qualitative research, and the realization of these standards through creative experimentation in program content and form.

Listener-Viewer Group Functions Described

There is "a great need" for activity of listener-viewer associations in promoting higher standards for radio and television programming, Mrs. Clara S. Logan, president of the National Association for Better Radio and Television, stated at another session.

Recent criticisms of television's portrayal of violence and lawlessness "are similar to those we have been hearing for years about children's radio programs," she observed, and added that they "point up the developing pattern of the similarity between television and radio." Mrs. Logan said that a major function of listener-viewer groups should be to inform the public that "every citizen of the United States owns an interest in the broadcast channels, and that the broadcasters are licensed to use these channels through laws which give us the power and right to demand higher standards of radio and television programs."



Commissioner Webster on International Frequencies

The "large and powerful nations" must accept their responsibilities before the "chaotic condition" of international broadcasting can be improved, said FCC Commissioner Edward M. Webster addressing an Institute work-study group session devoted to "Broadcasting to Foreign Countries."

Commissioner Webster said that the "planned use of international broadcasting frequencies to avoid interference with other countries" had become inoperative by 1949 because the number of international stations throughout the world had increased to "fantastic proportions." He outlined the successes and failures of a series of international conferences called since World War II to examine the problem. These conferences met in Atlantic City in 1947; Mexico City in 1948; Paris in 1949; Rapallo, Italy, in 1950; and Geneva in 1951.

International broadcasting was in a "rather restricted and chaotic condition" in 1947, he said, and today "might even be considered worsened." This is no reflection on the conferences in Mr. Webster's opinion, but is "due, among other things, to the fact that ... frequency demands of virtually all nations have far exceeded the spectrum area available ... and the countries thus far appear to have been unable collectively to tailor their demands to the restricted space."

Greatest single achievement of the series of conferences, he said, is the realization by most nations that "chaos cannot and will not give way to order until a single international organization is empowered to plan individual station assignments on an international basis."

Mr. Webster does not expect a satisfactory solution to the problem "in the near future" because the Atlantic City frequency agreement was set up as a peacetime measure not intended to "provide for the international broadcasting requirements of a deeply troubled world using high frequencies as a means of engaging in a heated propaganda battle."

The large and powerful nations have had to assume world leadership in radio, he said, where technical knowledge is of prime importance. "However, they appear reluctant," he added, "to accept the responsibilities that go with leadership. In my opinion, it is the obligation and the duty of the powerful nations to set the pattern in this connection and see to it that the high frequency broadcasting problem is equitably resolved."

Music Still a Radio Staple Says Walberg Brown

Serious music can compete effectively with other programs for radio listeners, Walberg Brown, general manager of WDOX, Cleveland, said in a talk on "Serious Music Programming."

Brown described WDOX's "Afternoon Concert," an hour-long daily recorded program of serious music which, he said, "as our answer to the network soap operas, and the local disc jockeys, ... collects all those listeners who do not care for these standbys of daytime radio."

A pulse survey conducted in Cleveland in October and November 1951 showed "Afternoon Concert" tied with the NBC station for the fourth largest audience of the city's eight radio stations at 1 p.m. daily, he said. Brown said that "we aren't naive enough to think our classics will ever attract more of the public than 'Young Dr. Malone' or 'Ma Perkins.' We are pleased to note, however, that our 'Afternoon Concert' has already topped the disc jockeys competing with it for the audience 1-1:30 each afternoon. In other words, we have proven it to be a strong and effective 'local' daytime device for winning friends and gaining listeners to WDOX."

### International Broadcasting Research

International communications research is a new field requiring a combination of skills rarely found in one individual, Leo Lowenthal, chief of the Radio Program Evaluation Division of the Office of International Broadcasting, Department of State, in New York, told an Institute special interest group on "Communications Research."

Lowenthal described field studies conducted in the Near East where he said the Voice of America commands a faithful regularly listening native audience. The studies, he said, posed a number of difficult questions concerning national attitudes toward such matters as broadcasts of readings from the Koran, overtly political programs and "propaganda."

The mere posing of these questions, he said, suggests the over-all problem. Valid answers to such questions can be provided, according to Lowenthal, only by a combination of a thorough knowledge of cultural psychology, and a body of opinions drawn from a wide and representative national sample. The two requirements are interlocked, he said--the opinions must be obtained by some process which is not culturally offensive, and culture-bound meanings of the opinions must be made manifest to the communicators of Western Culture.

Lowenthal observed that the individual capable of performing the research apparently would have to be a cultural anthropologist who has specialized in Near Eastern societies, who is semantically adept in the local languages, who is furthermore a specialist in public opinion measurement, and who is trained in experimental design and ingenious at adapting scientific techniques to use under new and trying conditions.

### Cech Reports on Teaching by Television

A program series believed to have been the largest single "teaching-by-television" project ever attempted by a single station was described by Richard Cech, of Ames, Iowa. Cech, production director of the U.S. Department of Agriculture's television research project at Iowa State College, who spoke before an Institute work-study group session on "Agriculture Telecasts."

The teaching series was aired in February over WOI-TV at Iowa State, in cooperation with the Agricultural Extension Service there. It included 10 half-hour films, produced specifically for television and showing all details of making a dress, from selection of pattern, measurements, and sewing procedures to modeling.

Cech said some 3,000 Iowa women, urban and rural, enrolled in the course and constructed garments according to the semi-weekly TV lessons. At the end of the series, some 17 women selected from WOI-TV's primary coverage area modeled their dresses in a live program and discussed features of the "Make-A-Dress" TV project. A follow-up survey now is under way, he said, to determine audience reaction. Preliminary reports indicate an audience of 20,000 women, according to Cech.

He said that television authorities at Iowa State, and educational authorities also, believe the success of the project presages ultimate large-scale attempts to direct both general and specific educational lessons and projects to the TV audience, particularly in the field of agriculture and home economics.



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OTHER NEWS OF NAEB

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LYNN POOLE IN LONDON

Lynn Poole, producer of the "Johns Hopkins Science Review," and public relations director of NAEB associate member Johns Hopkins University, has arrived in London where he is the guest of the British Broadcasting Corporation. In England he is producing three television programs--the first produced in Britain for showing in the United States. The general theme is "An American Looks at Science in Britain."

On arrival Poole was taken to the Royal Institute and the Royal Society in London, two of Britain's scientific Institutions to meet the directors and discuss material to be shown on the program. Next day he was taken to Huddersfield, Yorkshire, to see the Holme Moss television transmitter, the top of which is 2450 feet above sea level. Poole was allowed to climb the mast and his ascent was filmed by a BBC Camera Unit. This sequence was to be shown on the first television program, which was to demonstrate the story of British Television before and after World War II.

The second program will be broadcast by remote control for the Royal Society and viewers will be shown treasures of science, and a demonstration by Professor Andrade, Director of the Royal Institution. Viewers will be taken into the laboratories of famous British scientists, and on hand to greet them in person will be scientists such as Sir Alexander Fleming, discoverer of penicillin. This program was to be shown in America on May 19th.

Poole was also scheduled to be taken on a flight of the COMET, the all-jet airplane, a companion craft to the one which was recently flown from London to Johannesburg. He will describe to viewers his reaction to this new mode of passenger flight.

RADIO-TV DEVELOPMENTS IN KENTUCKY

At its last session the Kentucky State Legislature passed a law relieving radio and television stations in that state from being compelled to reveal to any tribunal or governmental legislative committee the source of any information broadcast. This act may have an effect on educational broadcasting in Kentucky since it makes possible the on-the-air use of certain types of recordings made at the scenes of law violation. E. G. Sulzer, Director of NAEB member WBKY, was chairman of the Kentucky Broadcasters Association legislative committee which fathered the law.

U.K. Students to Accept Summer TV Internships

Four University of Kentucky Radio Arts majors will accept ten week internships at WHAS-TV (Louisville) this summer. The students will pursue a carefully outlined course of activity including experience as floor directors, script writers, film editors and producers; and will receive college credit for this work.

TV Research To Be Done At The University of Kentucky

A recent grant by the University's Research Fund Committee will permit the department of Radio Arts at the University of Kentucky to conduct an interview-type survey among four hundred carefully stratified television homes in Greater Lexington during the early summer. This survey, supplementing one conducted two years ago, will attempt to probe more deeply into the effects of television ownership upon the respondents' communication and other habits.

### UNIVERSITY OF MINNESOTA INSTALLS CLOSED CIRCUIT TV EQUIPMENT

The University of Minnesota recently purchased closed circuit television equipment. The equipment includes a two-camera chain together with apparatus for picture monitoring and blending, television sound pick-up and reproduction of film. Studio lights, repair parts and test equipment were also purchased.

In developing the television project KUOM will work jointly with the University's Audio Visual Education Service, Institute of Technology, School of Journalism, and Department of Speech and Theatre Arts. The newly purchased equipment will be used by personnel of the five departments to develop TV production and technical skills. It will also be used for rehearsals of University television programs produced from time to time over Twin City TV stations. In addition, the University plans to offer courses in television production and engineering.

The equipment is housed in the audio-visual motion picture studio at the University armory.

### ADULT EDUCATION (LOWELL) PROJECT REPORT

William Harley, coordinator of the Adult Education Project, has prepared the progress report on the project which is quoted below:

Jeffersonian Heritage: Four programs have been produced on tape, starring Claude Raines in the title role. Production will be resumed after Raines returns from London; in the interim, four scripts are being written by Milton Geiger so that they can be produced immediately upon Raines' return.

People Under Communism is the title selected for the five full-hour programs on the U.S.S.R. Four of the five scripts in this series are finished and two of the programs are currently in production. It is hoped that all will be completed by May 15.

Ways of Mankind: Four scripts have been completed in this series written by Lister Sinclair and Len Peterson of the CBC. Production has been held up pending the availability of Andrew Allen, chief of production for CBC, who has just returned from England. Three shows were scheduled for production in Toronto the week of May 5th.

Discussion of Public Affairs: Four pilot series are being developed in this area:

1. International Discussion Series - based upon a plan by Neil Morrison, Director of Talks for the CBC. Morrison, along with Harmon Grieswood, Director of the Third Programme, whom we are bringing over from London, met with us in New York April 28 - 30 to discuss plans. Helen Hyatt Weller, conductor of the Herald Tribune Forum, has been hired by NAEB to administer this series.

2. "Talk Back" - Series of programs utilizing expert opinion integrated with citizens' responses will be under the direction of Ralph Tangney, Lowell Institute Cooperative Broadcasting Council.

3. A series of interviews from Europe will be taped by Milton Mayer, Journalist and writer, currently teaching at the University of Frankfurt.

4. A series of 52 quarter hour talks on communications and public opinion with particular emphasis on the role of radio and television.



#### WOI-TV DISCUSSION SERIES CONCLUDED MAY 1

With the program of May 1, The Whole Town's Talking, the adult education discussion series produced at WOI-TV in Ames in cooperation with the Fund for Adult Education, concluded its current series. A total of fifteen programs have been produced since January 3.

There seems to be no question of the program's effectiveness and adaptability to almost any locality. People who have been asked to appear on the programs have been overwhelmingly cooperative and genuinely grateful for the opportunity to express their opinions.

A recent program was centered around the problems of the Sac and Fox Indians who live in the Indian Settlement near Tama, Iowa. The Indians brought to the studios for the program responded eloquently to the questions posed by one of their tribal council leaders who moderated the program.

Examples of the effectiveness of the programs are appearing throughout the state. In Hardin County, where the county school board had been commissioned in 1946 to draw up a school reorganization map, and had not done so prior to the program, a map now has been drawn up, approved by groups throughout the county, and is now before state authorities for final ratification.

In Toledo, Exira and Eldora, recreation boards have been set up to outline an effective teen-age recreation program. WOI-TV's program on recreation was centered in Toledo, but the other communities were stimulated to action by watching the program. Exira was considered for a similar program, but after a mass meeting set up to arrange the show, the people went ahead to form the recreation council before the program could be scheduled. All the people of Exira needed was the glamour of a television camera at a meeting to stimulate them to act towards the solution of their problem!

#### VIDEO COURSES BROADCAST IN OMAHA AND SALT LAKE CITY

A series of six-week college courses, the first to begin in May, has been announced by the University of Omaha and station KMTV. Wilfred Payne, professor of philosophy and chairman of the university humanities department broadcast the first program on April 28.

The TV classroom occupies a morning quarter-hour time segment, Monday through Friday. The University is preparing an enrollment plan whereby KMTV viewers may receive college credit for taking the courses, which will include special examination. The station is donating production, time promotion, and set-building costs.

#### Credit Courses in Utah

The University Club of Utah, only western college to offer credit classes by television, began its fifth TV course on KSL-TV on March 16.

The new Sunday class, "The History of Utah," is conducted by Leland H. Creer, head of the university's history department. Special handbooks are being sent to students in the 11-week course. Certificated students, who enroll for \$1.00, submit 10 brief assignments based on the TV lectures and handbook.

Those who wish college credit will submit 15 lessons, complete text assignments, and write a final examination. Tuition for credit students is \$12.00.

#### RADIO SCHOLARSHIPS SET UP IN SOUTH DAKOTA

An award of \$100 to be used as a scholarship in the radio department has been made to the University of South Dakota by state health organizations.

The scholarship, which was set up to encourage high school seniors to enter the field of radio and television at the University, will be awarded in late June, according to Keith J. Nighbert, director of the department of radio at the University.

Awarded on the basis of academic standing, speech and writing activities, character, and financial need, the tuition scholarship will be given to a South Dakota high school senior wishing to major in the four year course in radio at the University. A scholarship committee composed of members of the health organizations will make the decision as to the scholarship recipient.

Those making the scholarship include the following South Dakota associations: Tuberculosis; Mental Health; Dental; and Medical. The South Dakota departments contributing include: Public Instruction; Vocational Rehabilitation; and Health.

Others contributing to the fund are: the South Dakota Division of the American Cancer Society; the National Foundation for Infantile Paralysis; the State Mental hospital; the Office of Civilian Defense; the South Dakota Society for Crippled Children; the University School of Medicine; and Robert Dean, manager KOTA, Rapid City.

#### BANK USES TV TO MATCH SIGNATURES AT A DISTANCE

A private television link enabling Glyn Mills & Co., a London bank to compare signatures on checks instantaneously with authenticated specimens in its archives twelve miles out in the countryside had its first public demonstration on April 22. The bank moved its records from London during the war.

The television device gave a clear image of checks, contracts and deeds on a screen about three by five inches. Its receiver took up only a small space on a bank clerk's desk. From time to time the image was enlarged to show details. The archivist was informed by telephone of the documents wanted. The British postal authorities who control wave lengths authorized a narrow beam for the bank. The manufacturer said it would be virtually impossible for anyone else to poach on any secrets during transmission.

Installation is still experimental.

#### PHILADELPHIA SCHOOLS IN-TRAINING RADIO-TV COURSE

The Philadelphia public schools have scheduled radio and television workshops for their teachers during June and July. With the objective of demonstrating the planning, production and use of radio and television for educational purposes, the radio workshop is scheduled from June 27 through July 15, and the television session from July 16 through 31. The staff will consist of the following Philadelphia schools' faculty: Bess Barg; Kathryn Bovaird; Josephine D'Onofrio; Abner Miller; Gertrude Novokovsky; Virginia Sheller, and Martha Gable.



#### AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS DISCUSSES TV AT LOS ANGELES MEETING

School administrators from all sections of the United States attended the discussion session on television's role in education during the 78th annual convention of the American Association of School Administrators held in Los Angeles March 8-12. Speakers included Roy E. Simpson, California State Superintendent of Public Instruction, who told the educators they must prepare for the service of the forthcoming non-commercial educational TV stations, pointing out that California schools have ample authority under the Education Code to take part in the educational use of television. He reviewed the principles, purposes, and plans for television that have been outlined by the California State Department of Education.

#### Nine-Point Project

This outline consists of nine points covering: (1) the need for coordinating the efforts of all school districts; (2) the advisability of a central coordinating council; (3) recommendation of maintaining a full-time coordinating staff; (4) the various potential uses of TV by educators; (5) the necessity of educators owning non-commercial channels; (6) costs of TV station operation; (7) increased effectiveness of teaching through video; (8) relationship between use of TV and audio-visual materials; (9) the effects of educational TV on teacher employment.

Simpson's address was enthusiastically in favor of full development of non-commercial television by educators throughout the United States.

#### Los Angeles School TV

Mrs. Margaret Divizia, supervisor of audio-visual aids for the Los Angeles City Schools, presented a plan for the experimental use of television in the Los Angeles City elementary schools. She is chairman of a television committee which has worked out details of an extensive experiment in classroom education by television, through which one of the Los Angeles stations will televise to 25 schools a specially created series of programs designed for elementary grade students by school supervisors, administrators, and teachers.

The program presented by Mrs. Divizia is expected to provide research material to aid in establishing a national pattern for the use of TV in classrooms. The telecasts will consist of a daily half-hour program which includes a five-minute opening and a five-minute closing for the special interest of viewers outside of school.

Arrangements for these school telecasts have been under discussion with one of the Los Angeles stations which is expected to support the project. The plan calls for installation of two 20-inch sets in each classroom used for the experiments.

#### NEW RADIO FREE EUROPE TRANSMITTER STARTS DAILY BROADCASTS TO POLAND

A 50 kilowatt short wave transmitter near Frankfurt, Germany, began on May 3 to broadcast Radio Free Europe programs exclusively to Poland, it was announced by Rear Admiral Harold B. Miller, USN (Ret.), president of the Crusade for Freedom. The powerful new transmitter will be on the air twelve hours a day, seven days a week.

Seven Radio Free Europe transmitters now broadcast daily programs to Czechoslovakia, Hungary and Poland. Two other transmitters beam programs to Albania, Bulgaria, and Rumania.

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THE EDUCATIONAL TELEVISION PROGRAMS INSTITUTE

A Report by  
Tracy F. Tyler

University of Minnesota--Minneapolis

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THE PENN STATE MEETING

College and university presidents, superintendents of schools, and state department of education administrators (or their representatives) numbering nearly 100 individuals spent four work-packed days at State College, Pennsylvania, April 20-24, 1952, planning a television policy for education.

A report of this significant institute, the basic elements of which were agreed upon prior to adjournment, will be issued soon by the American Council on Education, the sponsoring agency. Briefly, this forthcoming report will commend the Federal Communications Commission for its April 14, 1952, allocation of 242 TV channels for non-commercial educational use, point out the major uses of TV and its educationally significant by-products, and stress the essential next steps in the development of educational TV. These steps consist of uniting the educational and cultural resources of each area to which has been assigned an educational TV channel; creating a responsible legal entity to serve as the licensee; developing plans for construction, operation, and programming; applying for a construction permit; and, finally, constructing and operating the station.

The educational leaders also urged the establishment of one or more well-equipped production centers planned to provide a minimum of two hours per day of high quality programs for distribution to all educational TV stations. These programs, intended for use during the choice evening hours, would be supplemented by presently available packaged programs, by informational and "great events" programs secured from the commercial TV networks, and by programs utilizing the educational and cultural resources of the local community.

The institute program provided even the novice with sufficient background to convince him that TV's potential value to education made the FCC educational allocation one of the most significant acts since the invention of printing. Participants saw kinescopes and sound motion pictures of marked educational significance, witnessed the production of actual TV shows, listened to well-informed speakers discuss "The Challenge of Educational Television" - Penn State President M. S. Eisenhower, ACE President A. S. Adams, DuMont Laboratories President Allen B. DuMont, and JCET's Executive Director Ralph Steetle. They met in groups of 20 to 25, reshuffled and provided with different leaders and consultants for each discussion, to give careful consideration to each of these three topics: The Significance of Television for the Education; Basic Planning for Educational Television; and Next Steps in Order to Further the Development of Educational Television.

The final session was devoted to a consideration of the basic ideas and recommendations, resulting from the group discussions, to which members of the institute could agree.

The potential educational importance of television places the entire profession under obligation to The Fund for Adult Education, The Payne Fund, and the Alfred P. Sloan Foundation for the grants of funds which financed the institute; to the Radio Corporation of America for the provision of equipment which made possible the television demonstrations; and to all of the experts, commercial and educational, who contributed so much to the institute members in furthering their knowledge of this new educational tool.



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## TELEVISION IN GREAT BRITAIN

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### BRITISH TV PROGRESS REVIEWED

At 3:30 p.m. on Monday, November 2, 1936, the world's first regular TV service went on the air. It was a lively show and included an American comedy team called "Buck and Bubbles." There were only a few thousand TV set owners in Britain then, but high definition video had arrived and the experimental state -- after nearly 70 years of scientific endeavor -- had ended.

Programs from Alexandra Palace, London, continued without interruption - morning, afternoon and evening - for almost three years. Then on September 1, 1939, a few days before the outbreak of World War II, the service was suddenly cut off half-way through a Disney cartoon ('Mickey's Gala Premiere'). TV screens in 23,000 homes went blank for the duration of the war. When the BBC re-opened its video transmissions in June, 1946, the program was resumed at the point where it had been interrupted - in the middle of the Disney movie!

Today, one and a half million Britons own TV receivers and it is estimated that on week-ends, 61 per cent of the 5 1/2 million viewers watch the BBC programs (only 31 per cent of people with radios use their receivers).

### TV in Scotland

By next fall some 40,000,000 people or 78.5 per cent of the entire population will be within range of the service. Already, in March of this year, the Scottish service was opened when the Kirk o' Shotts station was brought into operation, enabling 3,000,000 more potential viewers (half the population of Scotland) to receive programs emanating from London, more than 400 miles away, via the longest TV relay link in Europe. The BBC's network at present consists of a 1-inch underground coaxial cable from London to Birmingham, a further coaxial cable from Birmingham to Manchester and a 250-mile micro-wave radio relay, from Manchester to Kirk o' Shotts. The latest relay link is unique in that it can transmit pictures simultaneously either way, thus enabling Scottish TV shows to be seen in all parts of Britain.

### TV For In-School Use

An important new development launched in May of this year is the BBC's 'Educational TV' program. Special telecasts for high school students will be sent over a closed circuit to six schools in London. Every day, children from 11 - 16 will watch video shows ranging from science to history, from geography to current affairs. Techniques used in the presentation of the programs will include laboratory demonstrations from the studios, the use of animated diagrams and micro-photography. Extensive use of movies will be made and in some cases travel films will be introduced by the people who made them.

### Britain A Pioneer In Television

Historically, Britain has long been a pioneer in TV. As early as 1926, John Logie Baird gave a demonstration to scientists in London, showing moving images with gradations of light and shade and recognizable human faces. It was Baird, too, who in February, 1928, first spanned the Atlantic with television.

### Closed Circuit Television Also Developed

In the use of video for industrial purposes, Britain has made striking advances. Surgical operations in British hospitals have for several years been telecast to groups of student internes and many other ways of exploiting the medium have been developed. Atomic scientists will observe the tests of British nuclear weapons in Australia this year by remote control TV while the use of a special underwater television camera to locate the sunken Royal Navy submarine Affray (at a depth of 280 feet) led to a completely new field for the TV camera. The technique is now being used to study wrecked shipping, investigate the behavior of fish in their natural environment, observe fishing trawls and nets under operational conditions, identify oyster and scallop beds, inspect dock gates and underwater cables, and carry out deep-sea research to depths exceeding a thousand feet.

Perhaps the most promising achievement of British TV to date was last year's first "country-to-country" telecast, a program relayed across the English Channel from Calais and seen by viewers in all parts of Britain. This year, the BBC hopes to take the idea a stage further. On July 14, Bastille Day, they will begin a week of telecasts from Paris.

The long-term possibilities of inter-continental video, in spanning frontiers and bringing the peoples of the world into closer contact are exciting to contemplate and Britain's pioneering efforts in this direction may well further the cause of world peace.

### OTHER RECENT TELEVISION DEVELOPMENTS IN BRITAIN

Following the recent extension of Britain's television service to the North of England, an important Radio and Television Exhibition was held at the City Hall, Manchester, from April 23 to May 3. It included displays of equipment - both sound and vision - with a large range of ancillary components and accessories; exhibits of transmission and communication equipment; radar and the application of electronics to civilian, commercial and industrial uses; as well as phonographs, records, accessories and test gear. There was a television studio where visitors could see the actual production and transmission of television programs.

### BBC Films For Television

The BBC Television Service started a year ago to make a series of films about famous people. The first one which showed the aims and methods of the sculptor, Henry Moore, was awarded a first prize at the 1951 International Documentary Film Festival at Venice.

The second film, designed to present eminent British personalities, is now in active preparation. This film will bring to the screen the distinguished scientist Sir Edward Appleton, whose study of the ionosphere confirmed the existence of the Heaviside Layer and led to the discovery of the Appleton Layer. It was this work which made possible round-the-world broadcasting.

The film will deal with the nature, methods and importance of scientific research, particularly in radio physics, and Sir Edward's own contribution to this subject will be explained. Later developments which have evolved in the same field will be shown, and it is hoped to illustrate the latest contribution of radio to astronomy, which has resulted in the discovery of invisible stars.



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## CLOSED CIRCUIT COLOR TELEVISION IN SURGERY

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A Report Prepared by

Burton Paulu

University of Minnesota--Minneapolis

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The News-Letter editor recently spent two very interesting days at the University of Kansas as guest of Ed Browne, director of Radio and Television at that NAEB member institution. High point of the visit was the half day spent in the University of Kansas medical center in Kansas City where, with Dr. Paul Shafer, Dean of the University of Kansas medical school as guide, he inspected the closed circuit color television installation in their hospital. What follows is strictly a layman's account of what he saw.

### Facilities Described

The heart of the installation is the one camera mounted directly above the operating table in one of the medical center's operating rooms and the small adjacent control room. For viewing there is one receiver in a classroom seating twenty students, together with three other receivers which can be placed in either of two small auditoriums for larger groups. The accompanying sound system makes it possible for the operating surgeon, the control operator and the viewing groups to communicate with each other while operations are in progress. Before long another television set and two-way sound system will be set up in the office section of the surgery department permitting easy and quick conferences between the operating surgeon and other members of the hospital staff.

The television engineer can adjust the camera's position and focus from the control room, and can also select which of the two lenses is to be used. (The camera, however, is sufficiently above the table so as to be out of the surgeon's way at all times.) The lighting used for the operation is sufficient for good television reproduction.

### CBS Color Used

The viewing screen very satisfactorily reproduces the operation in progress. In fact, a comparison of the view of the operating table through the control room window with the picture on the screen leaves no doubt of the great superiority of the television picture over such direct viewing as can be done from the cat walk originally provided for medical students when the hospital was first built. The CBS color used is very satisfactory, Dr. Shafer reports, although the monochrome system originally tried gave inadequate definition.

To this editor's unpracticed eye the two operations observed were reproduced with excellent fidelity. On the only previous occasion he had been in a hospital operating room when an operation was in progress, the editor himself was the patient--and very much asleep; so all this proved a new and fascinating experience. The teaching possibilities of such an arrangement are clear: in addition to seeing so clearly, one can hear the surgeon comment on the operation as it proceeds; the doctor can talk to the listening students as he works, pointing out the problem of the moment and explaining how to deal with it; and the students can view the operation along with a staff member who can make additional comments. The operating surgeon can also solicit advice from other members of the staff if he so desires.

### Expansion of Facilities Planned

Dr. Shafer, the enthusiastic young (under 40) Dean of medical sciences at KU--himself a noted heart surgeon--handles television's technical terms better than do most broadcasters as he describes the installation and outlines plans for its future. He would like additional cameras in operating rooms plus portable cameras for use in diagnosis and other non-surgical situations. He also wants micro-wave relay links between this and other hospitals in Kansas City as well as with the University's main campus in Lawrence some forty miles away.

Other points at random: the operating surgeons have taken to television in a big way and find it to their liking; the students prefer screened operations to watching in old-style amphitheatres; the simultaneous viewing of operations interests the students much more than do films even though the films may be more perfect technically --and for the same reason the at-home audience prefers like television to kine: there's always the chance for a fluff (or should we say, a slip?) on a live show; the patients--who sign a release before going on TV--seem to like it too, and are sometimes disappointed when their surgery is done without benefit of camera.

### Other TV Developments in Kansas

The editor also spent a day and a half as Browne's guest on the main campus of the University in Lawrence. Shortly KU's FM station will take to the air from attractive new studios. Television planning at KU is in a very active stage, and the institution's Chancellor and many staff members are earnestly exploring the potentialities of on-the-air television.

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### THE NAEB TAPE NETWORK

Prepared by Richard Rider

NAEB Tape Network Manager

University of Illinois, Urbana

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### GENERAL STATEMENT

The tape network has made much progress during the past year. However its full potential will not be realized for at least another year. The addition of adequate equipment, the inception of planned program production, the refinement of program policies, the planning of the school programs committee, and the experience of a year's operation with some financial support will yield a vastly improved service.

The network has safely survived the first shocks in the road to self-support. There has been no significant loss in participation because of the levying of annual assessment fees. Recently, in fact, we have experienced considerable interest from prospective members. We have continued to grow.

In short we have just broken the ground. Perhaps we have even harrowed a bit. The real harvest, however, still lies ahead.



## PROBLEMS

There remain two policy problems to be decided in regard to the network operation.

1. A policy for keeping on file master copies of programs distributed. We now have approximately 1,000 reels of tape devoted to file copies. In view of the present plans these will accumulate at the rate of roughly 1,000 per year. This means an annual investment of \$3,000 for file masters. Do we need all of these? Should we keep only selected ones? Should we keep none after a given time interval?

2. A number of associate members and several independent commercial stations have inquired as to the possibility of making available some of the network offerings for use on a sustaining basis over commercial stations. It is probable that some of the programs could be cleared for such use; others, of course, could not be so cleared. Is it desirable to make those programs which can be cleared available for such use on a cost basis?

## EQUIPMENT

Network headquarters is now operating with the addition of two new Ampex 300 rack-mounted tape recorders. These are primarily for use in making the playback copy for the duplicating process.

The University of Illinois business office has completed all contractual arrangements with Rawdon Smith Associates for the multi-channel tape duplicator. It is expected that it will be installed and ready for use not later than July, 1952. This will allow some experimentation and trial runs prior to the enlarged operation.

## PLANS FOR FALL

Effective with the series scheduled to begin in early September of 1952 copies of all programs will be supplied to each station. We will be happy to cast into limbo the infamous terms, "bicycle," and "leg."

It is anticipated that at least four series of programs produced under the grant from the Fund for Adult Education will be available for distribution next fall and winter.

## MEMBERSHIP

There are currently sixty-five stations actively participating in the network. Three more are expected to begin within the next month or two.

## UTILIZATION OF PACKAGES #5, #6, AND #S-1

Stations using #5 and #6	37
Stations using #5 and #S-1	9
Stations using #S-1 only	1
Stations using #5, #6, and #S-1	<u>14</u>
	61

## STATION USE OF PACKAGES #3 AND #4

Broadcast use by stations of series in Packages #3 and #4 ran from a low of 73% to a high of 95%. These percentages represent stations which having been offered a series actually broadcast it. The average use for the two packages was 79.82%.

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RESEARCH REPORT  
by Dallas Smythe  
NAEB Director of Studies  
University of Illinois, Urbana

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WHAT TV PROGRAMMING IS LIKE\*

I should like to approach this problem as a social scientist. My first obligation therefore is to state my basic assumptions.

Two Basic Assumptions

The first of these is that the broadcasting industry as a whole--including its sponsors, is responsible for the indirect social consequences of its over-all program policy. This is a responsibility over and above its more readily reassured responsibility to its owners to operate profitably. This principle has these three sub-principles: (1) The broadcasting industry is fairly to be held accountable for recognizing, and serving the unique needs of the many minority audiences which go to make up the total audience for TV, and especially the needs of large minority audiences such as those of children and housewives. (2) It may be held accountable for using local program talent and resources, including the abilities of the station management as innovators of programs. (3) The industry is responsible for limiting the extent of advertising.

The second assumption relates to society as a whole: our society has a responsibility, acting through Congress and its administrative agencies, to provide an education of its young which passes on to them the enduring cultural values of the past and which equips them to cope, with the best chance of wise decision making, with the problems their generations must face. The possible sub-principles under this head are legion, but here are several of the more obvious. First, there is the responsibility of all our means of communications -- including within this term the mass media as well as the educational institutions of the country -- to maintain and to serve the Miltonian concept of the free market place of ideas. Second, there is the responsibility which we have traditionally placed on our educational institutions to transmit from one generation to the next and to nourish those valuable portions of our culture which lack aggressive commercial exponents. And third, there is what we might call the "nothing is too good for the American child" tradition. By this I mean the tradition of pride in our educational system. We want the best there is, -- of health, food, clothes, recreation and education -- for our children. If television is so superb an instrument for communicating with children and their parents in the home (and I am sure it is), then how do we proceed to guarantee the use of TV facilities by our educational system?

Four Monitoring Studies Described

The first NAEB monitoring study was supported by the Joint Committee for Educational Television. Later studies were financed by the Fund for Adult Education of the Ford Foundation. The NAEB has brought to these studies the best professional skills available. We obtained the advice of experts in content analysis from such universities as Columbia, Chicago, Illinois, Michigan, Ohio State, UCLA and USC, to single out the principal institutions involved.

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\*This month's Research Report is an adaptation made by the News-Letter editor of the talk given by Dallas Smythe before the Institute for Education by Radio-Television on April 17, 1952. Space limitations have required the editor to abbreviate and rewrite much of the original text.



Thus far, two studies have been conducted in New York, and one each in Los Angeles and Chicago. The first to be published in form useful to the general reader is the report on Los Angeles TV, published last December and available from the NAEB Headquarters office in Urbana. The Chicago and the second New York studies are in the process of publication at this time.

These studies have rested basically on the timing and classification of program and advertising material. Classifications developed by the industry were modified to develop a scheme of classification which would best fit the TV program structure on the working principle of putting like things together. The information about the programs which was used in their classification was obtained--not from newspaper logs of TV guides--but from the factual reports of trained monitors who observed and noted down data relevant to the classification problems. The purpose here was to stick close to manifest content, and to minimize in every way possible subjective perception by the monitors, whose judgments were not desired on the "good" or "bad" things on the air.

### Program Classes Described

We came up with 17 broad classes of programs, most of which had sub-classes. And we attempted to define the broad classes of program in such a way that they in turn might be combined into three groups: the classes of programs primarily devoted to factual information; those most devoted to orientation; and those devoted to entertainment. "Information" programs include General and Sports News, Weather, Information, and Domestic programs. "Orientation" programs include Public Issues, Public Events, Public Institutional, Personal Relations, and Religion. The "Entertainment" group includes Drama, Music, Variety, Quiz, Stunts and Contests, Personalities, Sports, Fine Arts and Dance. (This summary is based on the two New York studies and the Los Angeles study. The Chicago study was conducted on a different basis of counting program time.)

### The Findings: Drama Leads

What can be said about the broad pattern of TV programming? To say "it's all in fun" would be only a slight overstatement. Entertainment programs dominate TV. Entertainment occupies about three-fourths of the program time in both New York and Los Angeles. Information-type programs amount to 19 percent of total time in both New York studies, and to 24 percent in Los Angeles. Orientation programs supplied only a very minor part of total programming -- from 4 percent in the case of Los Angeles to 7 percent in the second New York study.

Now let's take a closer look at the entertainment. Drama programs amounted to 33 percent of both of the 1951 studies in New York and Los Angeles. By this year, however, New York's Drama programs amounted to 42 percent, a quite sharp increase. The largest single type of Drama program in New York was Crime drama: where in 1951 it amounted to 10 percent of all time on the air, in 1952 it had risen by half to 15 percent. In Los Angeles it amounted to 9 percent of all time on the air. There (as might be expected perhaps) Western Drama topped Crime drama slightly, with 11 percent of all time on the air. In New York Western Drama stood second with 8 percent in both years. These two types of drama are a sizable part of all TV: in Los Angeles they amounted to 20 percent; in New York 18 percent in 1951 and 23 percent in 1952. Other classes of Drama were of minor proportions, with Comedy, Romance and Domestic drama standing at about 4 percent in New York. One might say that while the typical theme of Hollywood pictures has been "Boy Meets Girl," the typical theme of TV is "Boy Meets Body"--a violently dead body usually.

### Variety Second Most Abundant

Next to Drama comes Variety programs. They provided almost one-fifth of total program time in both of the 1951 studies. This year, however, New Yorkers receive only about half as much Variety as they did a year ago; it is down to 11 percent. Most of the decline is in Variety for the General audience; Domestic and Children's Variety programs still are about 5 percent of the total time.

The third most abundant form of entertainment is Sports in New York, and Music (mostly Popular Music) in Los Angeles, with between 7 and 9 percent of total time.

These three types of entertainment programs -- Drama, Variety, and Sports in New York, and Drama, Variety and Music in Los Angeles together account for almost two-thirds (60 percent) of all program time.

### Information and News

Now we come to Information-type programs, which range from 19 to 24 percent. We found more information programs in Los Angeles than in New York. This is because in Los Angeles, Special News Features amounted to 9 percent (extensive remote pickups of the search for a kidnapped child, the discovery of her body, and the arraignment of the suspected murderer); such special features were negligible in New York. General News broadcasts were 6 percent in both New York studies, and 3 percent in Los Angeles. More extensive presentations of Information (as in the case of Travelogue and similar programs) amounted to 3 percent in all three studies. Domestic information being mostly cooking, shopping and merchandising programs, aimed at housewives, was about 8 percent in all three studies. Information programs for children, and Sports News were about 1 percent, while Weather programs were less than 1 percent in each study.

Lastly we come to the Orientation-type programs. These totalled 4 to 7 percent, and included Public Events, Public Issues, Public Institutional, and Religious programs. Orientation programs were more numerous in New York than in Los Angeles and increased in New York within the past year, although the proportions were very small. The largest single class of these in the most recent New York study was 2 percent for Public Issues Programs. Religion got only 1 percent. Since educational institutions are more likely to be identified with Orientation-type programs than the other two groups, this is an appropriate place to note that in 1951 there was only one program identified with an educational institution in New York, and there was none in Los Angeles. In 1952, however, we found 13 such programs in New York, of which 9 were on non-network stations and 6 were on WATV alone.

### Advertising Statistics

So much for the highlights of the program portions of our studies. Now, what of the advertising? In all three studies we tried, but were unable to determine from the position of a television viewer just which programs were sponsored, and which were sustaining programs. The FCC has rules requiring the identification of sponsored programs. Of course, some programs are identified. But for many programs, the viewer simply could not know this fact.

We found that primary advertisements (analogous to the "commercial announcements" on aural radio) occupied more time in Los Angeles (13 percent) than in New York (with 10 percent in 1951), and that this year in New York the figure had dropped to 8 percent. New York's primary advertisements this year were shorter than last year. This way the New York stations used less total air time on them while increasing the average number per station for the week from 389 to 443. Los Angeles TV stations in 1951 averaged 519 per week.



Our definition of "secondary" advertising runs something like this: primary advertisements interrupt the program material. But secondary advertisements either accompany the program material, or as in the case of shopping and merchandising programs, they are the program material. For example, when the children in the studio audience all wear hats which are replicas of dog food cans -- we find secondary advertisements which accompany program material. When the Charles Antell man goes into his spiel, we find secondary advertisements which are the program material. Even so, in identifying a program as having secondary advertising in it, we have ignored those cases where the secondary advertising in it is less than 50% of the time. Defined in this way, secondary advertising amounted to 4 percent of all air time in the first New York study, and to 6 percent in the Los Angeles study. In the second New York study, I am now able to state for the first time, it rose to 10 percent.

If we add together the time devoted to primary and secondary advertising, we find that in 1951, New York devoted 14 percent of its TV air time to advertising of both kinds and Los Angeles used 19 percent in this way. In 1952, New York TV advertising amounted to 19 percent of all air time. Advertising time is going up!

### Conclusions

Where they are not commercially valuable entertainment, information and orientation are ignored even though their cultural value is high. This means you will find little of the Fine Arts, the Dance, Religion, and Literature developed in this and other countries. These deficiencies are particularly apparent in the field of Children's programs where the sponsors' interest in the fast buck results in casting most programs into juvenile versions of programs designed for the general audience. The children's programs even sometimes go the adult programs one better. For instance in Howdy-Doody we find the child studio audience singing or shouting the commercial.

As to crime and violence on TV, we are still doing an extensive analysis of the amount, kind, and psychological context of violence found in the second New York TV study. Now all I can say is that there is reason to suspect that the relation of fictional crime to the real thing is not as simple as many of TV's critics make it seem.

But there is another issue that has even wider implications. While there are many fine programs, the bulk of TV fare as far as we could tell is stereotyped. Some of you may think this is important. Others may think it is not. But the existence of the stereotypy can hardly be disputed. Our social scientists are telling us that thinking in stereotypes is associated with emotional coldness, cynicism and a generally destructive and manipulative attitude toward people. And they tell us that these qualities are destructive of the individual's capacity to be and to know himself. We haven't demonstrated in a laboratory that the mass media "cause" these personality traits. But it seems reasonable to assume that with children looking at TV for 24 hours a week or more, they will absorb the stereotyped thinking that is imposed on them by program after program. There are lots of angles to this matter of stereotypes. Let's take just one. Interplanetary fiction for kids. I don't think it makes any difference that these programs use space ships and ray guns. What does matter is that in these programs the individual is usually a mere shadow who is manipulated by technology and events. He never has to make a human choice. His conscience never has a chance to operate. The primary force in democracy is the making of decisions by individuals who have to live with their consciences. The mass media rightly claim a profound influence on children. Can we hope to develop democratic citizens when their main source of entertainment and ideas neglects to show them in that entertainment how the democratic person operates?

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✓ Wilbur Schram



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