



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.

AUGUST 1952

## EDUCATIONAL TELEVISION BEFORE THE FCC

### FIRST GRANTS FOR NONCOMMERCIAL EDUCATIONAL TV STATIONS

The Federal Communications Commission has granted the first authorizations for non-commercial educational television stations. At press time there were six such grants: one at Manhattan, Kansas, and five in New York state. Action for grants at Manhattan, Albany, Buffalo and Rochester was taken on July 23 and 24, while grants in Binghamton and New York City were finalized on August 14.

#### Kansas State College First in Line

The initial construction permit went to the Kansas State College of Agriculture and Applied Science at Manhattan to operate on Channel 8 with effective radiated power of 17.2 dbk (52 kw) visual and 14.2 dbk (26 kw) aural, antenna height 450 feet above average terrain; engineering conditions (BPET-1).

In granting this application, the Commission adopted a Memorandum Opinion which reads in part:

"It appears . . . that the applicant is a land grant college controlled by the State Board of Regents; that the Board has authorized the filing of the application; but that funds for construction of the station will require legislative action. In granting this application, the Commission has taken cognizance of the fact that state educational institutions and governing bodies in many instances are required to obtain legislative appropriations in order to carry out their educational television programs.

"In view of the considerations set out in our Sixth Report and Order (FCC 52-294), which led to a reservation of certain assignments for noncommercial educational stations, including that just outlined above, we have made a grant in this case despite the fact that additional legislative action appears to be required in order for the applicant to secure the necessary funds. This action in no way affects or changes our established policies with respect to the financial showing required in connection with applications other than those for reserved noncommercial educational channels."

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THE NAEB ANNUAL CONVENTION WILL BE HELD IN MINNEAPOLIS ON NOVEMBER 6-7-8

FIRST ANNOUNCEMENTS OF PROGRAM DETAILS WILL BE MADE NEXT MONTH

RESERVE THOSE DATES ON YOUR CALENDAR FOR OUR ANNUAL MEETING

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Two Commissioners Dissent

Commissioners Hyde and Jones dissented to the Kansas State College grant. In a dissenting opinion Commissioner Hyde said:

"In my opinion, applicants for permits to establish noncommercial educational stations should be given every reasonable consideration possible looking toward constructive action. However, rather than granting the application of Kansas State College of Agriculture and Applied Science, Manhattan, Kansas, for a noncommercial educational TV station on the basis of the present showing, the Commission should notify the applicant of certain basic defects and give opportunity for reply as contemplated by Section 309(b) of the Act as recently amended.

"Examination of the present application indicates that the applicant's own governing board, the State Board of Regents, has not approved construction of the proposed station, although it did authorize the applicant to apply to the Commission for the assignment of Channel 8 to Manhattan, Kansas, to Kansas State College for an educational television broadcasting station and to file an application. In the same meeting, it authorized the appointment of a committee to discuss with the University of Kansas and Kansas State College the proposal to establish a television station or stations. Exhibit II of the application.) No information has been made available to the Commission as to the results of the committee discussions or as to any further action by the board.

"The application gives the estimates cost of construction as \$362,624, and the cost of operation the first year as \$332,800. But it does not appear from the application that any steps whatsoever have been taken toward establishment of a budget for the purpose of construction. On the contrary, it appears that funds for construction will require further board approval even before the request is submitted to the legislature.

"Section 1.382 of the Commission Regulations requires a showing that an applicant is legally, technically, and financially qualified as a condition precedent to a grant without hearing.

"I question whether granting applications under the conditions presented in this case would be consistent with the Commission's own responsibilities. I doubt whether granting applications without a showing of authority; without a firm showing or intention to construct within the foreseeable future; and without at least some showing as to a financial plan, will encourage actual construction."

Commissioner Jones also stated that, in his opinion, the financial qualifications of the Kansas State College of Agriculture and Applied Science, to build and operate this station should be shown before a grant of its application is made.

Other Grants to New York State

The other five grants were to the University of the State of New York for stations at Albany, Buffalo, Binghamton, New York City and Rochester. On July 24 the Commission issued construction permits for stations at Albany, Buffalo, and Rochester. The Albany station will operate on Channel 17 (plus) with antenna height 1,410 feet above average terrain (BPET-3). The Buffalo station will operate on Channel 23 with antenna height 630 feet above average terrain (BPET-4). The Rochester station will operate on Channel 21 with antenna height 700 feet above average terrain (BPET-6). Each station will have effective radiated power of 23.1 dbk (205 kw) visual and 20.3 dbk (110 kw for Albany; 105 kw for Buffalo and Rochester) aural. These grants are likewise subject to engineering conditions. Commissioners Hyde and Jones also dissented to the New York grants.



Commissioner Webster Dissents to Other Grants

On August 14 the FCC authorized noncommercial stations for Binghamton and New York City, which will operate on ultra-high channels 46 and 25 respectively. Binghamton's antenna height will be 540 feet with ERP of 200 kilowatts visual and 105 kilowatts aural, while New York City's station will have a 680 foot tower with ERP of 205 kilowatts visual and 110 kilowatts aural.

The University of the State of New York has pending applications for stations at Syracuse, Ithaca and Utica, which await solution of engineering problems.

Commissioner Edward M. Webster, in a dissenting opinion, asserted that permits for state-supported educational television stations should not be issued until state legislatures had appropriated funds for construction and operation of the stations. Channels set aside for education, Webster said, should be kept open for other applicants until the appropriation of funds assured that they would be used.

Florida Grant Held Up

The Commission addressed the following letter to the Lindsey Hopkins Vocational School of the Dade County Board of Public Instruction, Miami, Florida:

"This is with reference to your application as last amended on July 1, 1952, for a permit to construct a noncommercial educational television station on Channel 2 in Miami, Florida.

"Your application indicates that your organization has entered into a leasing agreement with Southern Radio & Television Equipment Company, licensee of television station WTVJ now operating on Channel 4 in Miami. Under the terms of this lease, the television transmitter facilities of station WTVJ will be made available to your organization at a rental of \$1 per year. You indicate, however, that the above lease will not become effective until the application of Southern Radio and Television Equipment Company (PBCT-868) requesting modification of its facilities to specify a new site, higher power and higher antenna height is granted and that, accordingly, your application for a noncommercial educational television station in Miami is contingent on the grant of the modification application for station WTVJ.

"In view of the foregoing, consideration of your application for a noncommercial educational television station to operate on Channel 2 in Miami, Florida (BPET-2) will be withheld pending a determination by the Commission of the WTVJ application."

The Commission vote in regard to the construction permits for Kansas State College was as follows: Paul A. Walker, Chairman, Yes; Rosel H. Hyde, No; Edward M. Webster, Absent; Robert F. Jones, No; George E. Sterling, Absent; Frieda B. Henneck, Yes; Robert T. Bartley, Yes.

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THE PRINCIPAL SESSIONS OF THE ANNUAL CONVENTION WILL BE HELD IN THE CENTER FOR CONTINUATION STUDY ON THE MINNEAPOLIS CAMPUS OF THE UNIVERSITY OF MINNESOTA. IN THIS ONE BUILDING THERE ARE SLEEPING FACILITIES FOR 60 PEOPLE, AND EATING AND MEETING SPACE FOR ALL. OVERFLOW HOTEL ACCOMMODATIONS ARE BEING ARRANGED AT MAJOR MINNEAPOLIS DOWNTOWN HOTELS.

U. OF SOUTHERN CALIFORNIA AND NEW JERSEY STATE FILE FOR CHANNELS

The Allan Hancock Foundation of the University of Southern California, on July 31, 1952, filed an application for Channel 28, reserved for education in Los Angeles. USC expects to make the facilities of the station available to all accredited educational interests of the area. Both public and private schools will have the opportunity to participate in the planning and operation of the station's programs.

"If this educational channel is to serve the best interest of education and the community, we believe that its operation should be free from domination or control of any single group. More particularly, we feel that its value should be shared by all the educational groups in this area who desire to participate."

The application states that the Allan Hancock Foundation has completely equipped television studios now in operation for instructional purposes. These, together with new production centers in Los Angeles and neighboring communities, will provide facilities for all types of educational programs.

The estimated cost of construction for the Los Angeles educational station is \$150,000; operating expenses for the first year are estimated at \$195,000.

In New Jersey

The State of New Jersey on July 30, 1952, filed application for UHF Channel 19, reserved for educational use in New Brunswick, New Jersey. The application, signed by Chester Robbins, Acting Commissioner of Education, states that studios will be located at College Heights on the campus of Rutgers University in New Brunswick, and that the effective radiated power will be 105.2 kilowatts.

State appropriations for preliminary studies in connection with educational television total \$80,000. As early as September, 1950, the Montclair Teachers College began intensive studies, in cooperation with DuMont, of the Educational uses of television in teacher training. The results of that study are incorporated in the New Jersey application.

In a letter to FCC Chairman Walker, which accompanied the application, Governor Driscoll said: "Studies of the feasibility of non-commercial television are now being made in this state. As you know, six channels have been allocated to New Jersey. Getting the first station in operation as soon as possible will be exceedingly helpful to us in making a determination with respect to the other five channels."

According to the New Jersey application, operating expenses for the first year are estimated at \$146,000. In the light of a proposal by the Allen B. DuMont Laboratories, Inc., pursuant to which DuMont is to furnish the transmitter and associated equipment at cost, the New Jersey application does not specify total construction costs; the transmitter building is estimated at \$42,500; studio buildings at \$75,000.

In his letter transmitting the application to the FCC, Acting Commissioner Robbins said: "As the Commission may already be aware, appropriations by our State Legislature to cover the station contemplated by this application may be dependent upon definite assurance from your body that the construction permit will be forthcoming. -- or that it will be in hand."

Other Applicants Pending

Other applications for noncommercial educational stations pending before the FCC include: The Bay Area Educational Television Association, San Francisco-Oakland, California (Channel 9); and The University of Houston and the Houston Independent School District, Houston, Texas (Channel 8).



### WALKER URGES PROMPT FILING ACTION IN OKLAHOMA SPEECH

FCC Chairman Paul A. Walker recently spoke before the Education Committee of the Oklahoma State Legislative Council pointing out the need for legislative support of university and college applications for educational television construction permits. Only ten months remain of the original one year educational channel reservations.

### Reviews Oklahoma Statements

After a summary of the history of the FCC and JCET activity in setting up 242 educational television reservations, Commissioner Walker went on to say:

"Now, as to the situation in Oklahoma. As you know, the House of Representatives and the Senate of the State Legislature of Oklahoma adopted a concurrent resolution pointing out that radio and television are instruments of communication and means of expression like writing, printing and speaking; that television as a means of broadcasting pictures has already proved to be an effective tool for the use of education. The concurrent resolution then urged the Federal Communications Commission to reserve such channels as would adequately serve the interests, uses and needs of education now and whenever they may be desired in the unforeseeable future.

### Quotes State Superintendent

"The State Superintendent of Public Instruction declared that his department would be interested in seeing channel assignments made for the principal cities of the state. The University of Oklahoma at Norman submitted a sworn statement which said in part:

'The University of Oklahoma has been a pioneer in the field of educational radio broadcasting in the southwest -- with AM broadcasting since 1922 and with FM broadcasting since 1949...We are convinced that non-commercial educational television stations have much to offer in the field of education.'

"The Oklahoma Baptist University supported the application of the University of Oklahoma. The Oklahoma Agricultural and Mechanical College at Stillwater stated that it firmly believed that certain frequencies should be reserved for educational purposes. The Northeastern State College at Tahlequah supported the proposal for a reservation at Muskogee.

### Oklahoma City Also Supported Reservations

"The Oklahoma City Board of Education in its statement submitted to the FCC, had this to say:

'We are very anxious that a TV channel be reserved for this purpose in our locality. We feel it will be a very grave loss to the proper education of our children if commercial use of the TV spectrum eliminates completely educational television broadcasting. We are thus requesting you to reserve such a TV channel for Oklahoma City educational broadcasting.'

"In consideration of these claims and the general claims made for non-commercial educational television broadcasting, the FCC reserved seven channel assignments for educational institutions in Oklahoma. The channel assignments are located at Enid, Lawton, Muskogee, Norman, Oklahoma City, Stillwater and Tulsa. Stations built in those communities could serve the majority of the children and adults in the whole state of Oklahoma. And assignments in other areas may be applied for if needed.

WIVES ARE WELCOME TOO AT THIS YEAR'S CONVENTION--MINNEAPOLIS--NOVEMBER

Only One Year In Which to Act

"The Sixth Report issued by the Commission on April 14 last stipulated that the Table of Assignments shall not, with certain exceptions, be subject to amendment on petition for a period of one year from the effective date of the Order -- which was June 2, 1952....In other words, at the end of one year anyone may petition the Commission to change any of these seven noncommercial educational assignments in Oklahoma to commercial assignments.

"The same holds true for any of the 242 educational assignments over the nation.

"Let me assure you that the land-hungry boomer of the old days had nothing on the channel-hungry television boomer of today. The need for prompt action on your part is obvious. Now you can understand why I keep saying that this is education's year of decision. Need I remind you that almost two months of the year have already passed? Just what action the Commission will take on any petitions that may be presented at that time and in that particular case. Your best insurance, of course, is to have a construction permit....

"Your next best insurance is to have an application on file or to have a definite program of action looking toward the filing of such application."

STEETLE SPEAKS IN MADISON

Educators have shown a tremendous energy in the past two years in finding a substantial place for educational television in a new medium, Ralph Steetle, executive director of the Joint Committee on Educational Television, told a Madison audience recently. Steetle spoke on "The Status of Television in American Education" before conferees at the Audio-Visual Education Institute meeting on the University of Wisconsin campus. He cited as the result of that energy the 242 channel assignments for educational television thus far granted by the Federal Communications Commission. He listed the University of Wisconsin along with Ohio State, Wayne, the University of Illinois, Consolidated University, New York, Kansas State, the University of Kansas, and the University of Houston among the institutions of higher learning which have already begun experiments in educational television or which are making vigorous plans for entering the field.

The phrase, "Television offers the greatest potentials since the introduction of printing", has become a cliché among people interested in communications media, Steetle pointed out in emphasizing the great possibilities which television has.

"The teacher's best role at this stage of television is an investigating what is television's best use and what the medium cannot be used for," Steetle declared.

"People in the audio-visual fields," he continued, "should feel a real stake in television and should take an active part in assisting in its development. So much of the potentiality and possibilities for educational television lies with you," he emphasized to the teachers, administrators, supervisors, and directors in the field of audio-visual education who were the bulk of his audience.

The question of how television can best be used in the classroom and in teaching situations is still a big one, Steetle concluded, but pointed to the situation in Cleveland where 57,000 housewives tune in at an unpopular hour to a televised elementary course in psychology as an indication of audience possibilities to be found in TV as the new educational medium is explored.



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NEWS OF NAEB

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FIRST RECIPIENTS OF NON-COMMERCIAL TELEVISION GRANTS TO ATTEND ISC TV WORKSHOP

Carroll V. Newsom, Associate Commissioner, New York State Education Department, and Robert Hilgendorf, Kansas State College, representing the first institutions to receive FCC approval to construct non-commercial educational television stations, are participating in the Iowa State College Television Workshop held at Ames, Iowa, August 17-23, according to Richard B. Hull, Workshop Chairman.

"These men, and those representing over 40 other institutions and school systems have practical problems of television station management for which the Workshop hopes to provide some of the answers," said Hull. "The Iowa State College Staff, including WOI-TV, is prepared to pass along our experience in programming, engineering, finance, and management to do what we can to get educational television rolling in the least possible time."

Special Consultants Invited

In addition, consultants have been invited from outside the ISC campus to supplement the local staff presentations. Rudy Brätz, former CBS TV Director, will supervise a television program to be presented by the participants. Others to appear include Gertrude Broderick, Radio-Television Specialist, U. S. Office of Education; James Butts, Chief Engineer, KWWL-TV; Seymour Krieger, Counsel, JCET; William B. Levenson, Assistant Superintendent, Cleveland Public Schools; James Miles, Executive Director, NAEB; Paul C. Reed and Walter Emery, Field Representatives, JCET.

Those institutions which had indicated the greatest readiness to move into TV, as revealed in a search of the files of the JCET, were invited to send representatives to participate.

The Workshop is sponsored by Iowa State College, the only educational institution now operating a television station, in cooperation with the National Association of Educational Broadcasters and the Joint Committee on Educational Television.

The idea for the Workshop developed from the speech of Chairman Paul A. Walker of the Federal Communications Commission urging educators to take immediate advantage of those channels reserved for non-commercial educational television. Assisting Hull on the Workshop Committee are Joseph North, Coordinator of Radio and Television Education at Iowa State College, and Irving R. Merrill, formerly of the NAEB Board of Directors, Urbana, Illinois.

List of Participants

Participants in the workshop include:

ALABAMA: Bill Kennedy, Office of Director of Publicity, Alabama Polytechnic Institute.

Graydon Ausmus, Director, Broadcasting Service, University of Alabama.

CALIFORNIA: L. DeGraff Stanley, Jr., Producer, Experimental TV Programs, San Diego City Schools.

ILLINOIS: George Jennings, Director, Division Radio and Television.  
M. L. Miller, Director of Audio-Visual Education, Ill. State Normal Univ.  
William P. Froom, Director, Radio & TV, Northern Ill. State Teachers College.  
Buren C. Robbins, Director of Radio, Southern Illinois University.

- INDIANA: Edwin Carmony, Supervisor Audio-Visual Education, Board of Education, Gary.  
Ned L. Reglein, Associate Professor and Associate in Research and Utilization, Indiana University, Bloomington.
- IOWA: W. Gjerde, Audio-Visual Specialist, Iowa State Teachers College.  
Carl H. Menzer, Director Stations WSUI-KSUI, State University of Iowa.  
John R. Winnie, Director of Film Television, State University of Iowa.  
Clifton F. Schropp, Director, Curriculum Development and Audio-Visual Education, Des Moines Public Schools.
- KANSAS: R. Edwin Browne, Director, Radio and Television, University of Kansas.  
Robert Hilgendorf, Director, Station KSAC, Manhattan.
- LOUISIANA: Lucille Ruby, Louisiana State University.
- MASSACHUSETTS: Lawrence Creshkoff, Assistant Manager, WGBH, Lowell Institute,  
Cooperative Broadcasting Council, Boston.
- MICHIGAN: Paul B. Rickard, Director, Radio and Television, Wayne University, Detroit.
- MINNESOTA: Madeline S. Long, Consultant in Radio Education, Minneapolis Public School.  
Burton Paulu, Manager, KUOM, University of Minnesota.
- MISSOURI: Elizabeth Golterman, Director, Division of Audio-Visual Education, Board of Education, St. Louis
- NEBRASKA: Ken R. Keller, Assistant Director, Public Relations, University of Nebraska.
- NEW JERSEY: John F. McDonald, Department Public Relations, Rutgers University.
- NEW YORK: Bernard R. Buck, Program Director, WNYC, Municipal Broadcasting Station, New York.  
Carroll V. Newsom, Associate Commissioner for Higher Education, The University of the State of New York.  
Lois B. Hunter, Westminster Choir College, New York.
- OHIO: William B. Levenson, Assistant Superintendent, Board of Education, Cleveland, Ohio.  
R. C. Higgy, Radio Station WOSU, Ohio State University.
- OKLAHOMA: John Woodworth, Director, Radio and Television Services, Oklahoma A & M,  
John W. Dunn, Director, Educational Broadcasting Services, University of Oklahoma.
- OREGON: A. K. Trenholme, Sub-Director, Instructional Materials, Portland.
- PENNSYLVANIA: Martha A. Gable, Assistant Director, School-Community Relations, Board of Education, Philadelphia.  
Viers Adams, Pittsburgh Public Schools, University of Pittsburgh.
- SOUTH DAKOTA: Keith J. Nighbert, Radio Station KUSD, University of South Dakota.
- TENNESSEE: Helen Lochrie, Board of Education, Memphis.  
Dr. Robert T. Lagemann, Head, Physics Department, Vanderbilt University.
- TEXAS: Wilton W. Cook, Division of Fine Arts, University of Texas.
- WASHINGTON: Allen Miller, Director, KWSC, State College of Washington.



WISCONSIN: William F. Rasche, Director, Milwaukee Vocational and Adult Schools.  
Harold Engel, Director, WHA, University of Wisconsin.

PUERTO RICO: Jose A. Guitrigo, Director, Radio Station WIPR, Department of Education, San Juan.

#### WISCONSIN REGENTS APPROPRIATE \$105,750 FOR TV LABORATORY

University of Wisconsin regents recently set up a "closed circuit" television laboratory for teaching and research in the new medium. They appropriated \$105,750 for equipment and for remodeling space in the Old Chemical Engineering Building which they assigned for the project.

Last May the regents indicated their approval of this project and at the same time authorized the University Radio Committee to work with the State Radio Council on a legislative request for funds to construct "a TV station or stations."

The regents' action provides practically all equipment necessary for telecasting except a transmitter. Experimental productions in the "closed circuit" laboratory will be seen in University viewing rooms and will not go out over the air. In June, regents approved an operating budget of \$22,820 for the "closed circuit" laboratory during the 1952-53 year.

Prof. H. L. Ewbank, chairman of the University of Wisconsin Radio Committee, explained that the laboratory would provide the training necessary to prepare a staff for ultimate operation of a state TV station or network, if such plans receive legislative approval.

Prof. Robert Pooley, who headed a special subcommittee which drew up the "closed circuit" proposal, predicted that "television may well prove to be our most economical form of education." He indicated that the research expected to be carried on in the laboratory may be its most important function. "There is much that is unknown about this medium that only scientific investigation can determine," he said.

The regents' action provided funds for three complete camera "chains," cables to link studio and viewing rooms, lighting and scenery, monitor receivers, a mobile unit, photographic equipment, and a kinescope recorder and processor. A \$6,000 item is included for remodeling the north half of the basement and first floor of Old Chemical Engineering Building for studios.

#### POSITION WANTED

Experience in radio and TV. B.S. degree from U. of Texas '44. Radio copywriter for commercial agency; work with NBC-TV; TV director for Texas ad agency; free lance writing; teaching experience in TV and radio courses at Texas Christian U. Seeks teaching position in a University interested in developing a program of study in television. Please write to Miss Pat Crauston, 4417 East Lancaster, Ft. Worth, Texas, for full details and references.

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ATTENDANCE AT THE ANNUAL CONVENTION IS NOT LIMITED TO NAEB MEMBERS. EXCEPT FOR A FEW BUSINESS SESSIONS ALL THE MEETINGS ARE OPEN TO EVERYONE. IF YOU ARE INTERESTED IN EDUCATIONAL BROADCASTING -- RADIO OR TELEVISION -- YOU ARE WELCOME AT THE ANNUAL MEETING IN MINNEAPOLIS. REMEMBER THE DATE AND PLACE:

NOVEMBER 6-7-8; MINNEAPOLIS

## EDUCATIONAL TV PROBLEMS EXAMINED BY U. OF KENTUCKY COMMITTEE

A review of the future of educational television possibilities, and specifically of the future of television at the University of Kentucky is given in a recent report.

The lengthy report was compiled by an eight-man committee appointed by the University of Kentucky's president, Dr. H. L. Donovan.

Growth of the institution's radio service, with the helpful cooperation of WHAS, Louisville, was traced from the first broadcast, April 1, 1949, to the present. The university now, in the course of a year, serves virtually every Kentucky radio station the report said.

The report recognizes that the University of Kentucky is not now in a position to finance the cost of necessary television facilities. Nor is it likely to be in the foreseeable future, it was added.

### Opinion on Live Telecasts

In the committee's opinion, bans against live telecasts of athletic events cannot long be maintained. As a guide to future policies, the committee recommended that if the Southeastern Conference and the National Collegiate Athletic Association permit live telecasts of football and basketball games, the Board of Trustees authorize acceptance of bids from television stations for the privilege of telecasting these games.

Scanning video developments in colleges and universities, the report reviewed efforts of institutions of higher learning to get TV stations on the air. Specific cases were noted of the U. of Illinois and Michigan State College, both of which reportedly have applied for permits to construct their own station.

Funds for the U. of Illinois station are to be obtained from a university appropriation plus a special grant. This station is to operate entirely on a non-commercial basis.

### WAVE-TV Offers Services to University

Nathan Lord, general manager, WAVE-TV Louisville, made several proposals, among them that WAVE Inc. would apply with the FCC for a license to operate a UHF television station at Lexington, home of the University of Kentucky.

In its report, however, the committee recommended that the WAVE proposals not be accepted because, among other reasons, it would lay the university, a state-supported institution, open to severe criticism for aligning itself with a particular station on an exclusive basis.

### SCHOOL FM FUNDS

To provide practical training for students in radio and television at Edison Technical School, the Seattle Public School Board has authorized a budget of \$10,000 for the first year's operation of an FM station. The funds would cover equipment and personnel. An application has not been filed with FCC, school officials said, and it is expected that the next few months will be devoted to getting ready for the broadcast operation, including the purchase of used equipment.

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THE JOINT COMMITTEE ON EDUCATIONAL TELEVISION WILL HOLD ITS NOVEMBER MEETING  
IN MINNEAPOLIS IN CONNECTION WITH NAEB CONVENTIONS



## RADIO-TV COUNCIL REPORT SUMMARY

Schools of journalism with sound radio news departments should give serious consideration to offering basic training in television news. If they can find competent, well-trained instructors, they can "set up shop" for TV news training on small investment.

These are conclusions of a study recently completed by the Council on Radio-Television Journalism under the direction of Professor Mitchell V. Charnley of the University of Minnesota School of Journalism. Though the Council sees no immediate expansion of demand for TV-trained newsmen, it expects eventual opportunities to be "fairly heavy." But it says that TV is going to select its new workers only after scrupulous screening.

The Council conducted the study last spring, with the participation of its twelve industry and teacher members and the counsel of two experienced TV newsmen: Spencer Allen of WGN Chicago, who has been teaching a TV news course at Northwestern University for several years; and James Byron of WAP Fort Worth, whose operations won for his station last year's National Association of Radio News Directors top TV award.

The report arrives at four major conclusions:

1. Schools of journalism with good radio news departments ought to offer at least introductory work in TV news. Fundamental education in news gathering, writing, editing and administration lies at the base of any such training (one opinion calls it "the most important contribution" the schools can make). In most cases the schools should not concern themselves with studio camera operation, production direction and the like. But use of the news camera, the fundamentals of TV news writing and editing, editing of news film and other such instruction can successfully be offered in the classroom laboratory.
2. There is no adequate supply of well-trained teachers. The teachers' internship plan as operated for six years by the Council in radio news is a sound means of helping to meeting the shortage; but the number of TV stations with sound news operations is at present too small to give an internship program broad effectiveness. A start has been made on such a program, however, and the Council plans to extend it as rapidly as possible.
3. Expensive equipment is not necessary for the kind of training most schools should offer. Students should be given experience in the techniques of handling and editing film, counting and slugging it, and writing copy for it. Training with both silent and sound film should be included.

Cooperation with local stations in offering practical experience is valuable when it can be arranged; but the number of opportunities is at present extremely limited.

4. There will be no immediate expansion of opportunity in TV news jobs, but the long-range prospect is for considerable development. Both the coming increase in the number of stations and the extension of local TV news operations (similar to the extension of radio news operations in the last fifteen years) will expand the demand for well-trained workers. Women should be "as successful in TV news as they have been in newspaper and radio work"; they can do film editing and other specialized types of TV work with special skill.

TV employers are likely to screen applicants for newsroom work with intense care. TV news work is expensive and expert, and employers will select workers scrupulously.

Minimum Equipment Requirements for TV News Training  
(Prepared by CBS-TV News Department)

For 16mm Silent Film

Baia editor-viewer and splicer	\$ 54.75
OR	
Craig Projecto-Viewer Model EL622, with splicer and rewinds mounted on board	84.95
**16mm Keystone projector, new model	100.00
used model	50.00 to 75.00

For Sound Film

**Bell & Howell projector Model 185, new	425.00
used model, about	225.00
Bell & Howell Viewer	100.00
Splicer, Griswold No. 3 Positive	30.00
Rewinds (two), Neumade RW-1 (geared)	18.00
Reels, cans, beaded screen, etc.	25.00

\*\*Most universities will have projectors, and some of the other equipment, already available.

MORE STUDIO SPACE FOR WBEZ

The Chicago Board of Education on August 13, approved a five year lease of two floors of the Bankers Building in the Chicago Loop to provide more space for its radio station WBEZ and possibly to serve as site for an educational television station. The new quarters contain 3200 square feet of space and the rent is \$900 a month. The 700 square feet used by WBEZ for transmitter site in the Morrison Hotel cost \$630 a month.

Dr. Herold C. Hunt, General Superintendent of Chicago Public Schools, said the present quarters are inadequate and even if the new space is not used for the television station transmitter site, it might serve as a feeder point for the new Channel 11 station.

"The new quarters allow us ample room for transmitter and servicing facilities as well as two additional studios and much needed office space," said George Jennings, Director of Radio and Television for Chicago schools. "Present studio facilities will be maintained in the Board of Education headquarters at 228 N. La Salle Street, with a telephone link between them. In addition to this increase in space, station WBEZ now has remote relay equipment in operation and during the current year will use school auditoriums and assembly halls as studios for large pageant type programs, orchestra and band concerts, spelling bees and other audience participation broadcasts."



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

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ON NOTICING OUR WHITE COLLARS

Broadcasters belong to the "white collar" group in society. Educational broadcasters are seeking to act like social scientists. Social scientists too are white collared. It is very much in order to try to be aware of what this white collar means--in terms of both the conscious and unconscious implications that go with wearing it. For this purpose we recommend you read White Collar, by C. Wright Mills (Oxford University Press, 1951, \$5.00).

Here is no dull collection of statistics; rather a well-written book by a Columbia University sociologist whose thinking is solidly grounded on the concepts and processes developed by our social scientists over the past 125 years. If a sample of his writing will give you the flavor of the book, try this, from the very first paragraph:

"The white-collar people slipped quietly into modern society. Whatever history they have had is a history without events; whatever common interests they have do not lead to unity; whatever future they have will not be of their own making. If they aspire at all it is to a middle course, at a time when no middle course is available and hence to an illusory course in an imaginary society. Internally, they are split fragmented; externally, they are dependent on larger forces. Even if they gained the will to act, their actions, being unorganized, would be less a movement than a tangle of unconnected contests. As a group, they do not threaten anyone; as individuals, they do not practice an independent way of life."

The very universality of the facets of life comprehended by the author makes it extremely difficult to describe this book in a short review. For readers of these pages, however, it may be helpful to mention especially those facets which are related to the professional interests of the educational broadcasters.

Mills is sensitive to the role of images in social life, and to the function of the mass media of communications in creating and sustaining images. Early in his Introduction we find him pointing out that the way of life of the white collar man was newly created by urbanization, the standardization of technology and by the mass media. He has no culture to lean on but this

"mass society that has shaped him and seeks to manipulate him to its alien ends... This isolated position makes him excellent material for synthetic molding at the hands of popular culture--print, film, radio and television. As a metropolitan dweller, he is especially open to the focused onslaught of all the manufactured loyalties and distractions that are contrived and urgently pressed upon those who live in worlds they never made."

How did the successors of the independent farmers and the small businessmen--those heroes of the early days of our country--get this way? Mills sees the transformation of property as the basic process, and by this term he refers to the centralization of property which destroyed the essential freedom and independence of the old middle class. For the farmers, the opening of the west in the last century meant prosperity in producing agricultural products for export markets. The mechanization of farming reduced the labor requirements for agriculture, freeing labor for urban industry. The decline of the independent farmer thus dates from the second half of the 19th Century. The long agricultural depression beginning in the 1920's completed the process, grinding the farmer between falling farm income (as the result of the shrinkage of export markets) and unchanged prices of goods and services he must buy from urban industrialists.

As a result, agriculture offers little hope for employment. The small businessman never flourished in large cities: his forte was the smaller towns. And the growth of urbanization, large scale-technology in industry and commerce, and the corporation reduced the small businessman to an anachronism in our society. Businessmen are about 8 percent of the labor force, and most of them are small. Yet the characteristic role of the small businessman is that of the unsuccessful hanger-on. Both the small and the new firms typically fail; they are competing for a small share of the market. In this sense they are hanging on to a market the bulk of which is preempted by large corporate business (in 1940, over half of the retail stores did only 9 percent of the business but employed 21 percent of all people in retail trade).

The result of this process for both farming and small business has been the development of a quite unrealistic "rhetoric of competition" in political thinking and talking. In a very provocative chapter under this title, the author explores the use made in politics of the anxieties and frustrations of the agricultural and property-less urban population.

The middle class--the white collar class--consists of the managers, salaried professionals, sales people and office workers, who together in 1940 outnumbered the old middle class (farmers, businessmen and free professionals) in the order of 6 to 4. And, as Mills sees them, the white collar class is subordinated to and by what he calls "the managerial demiurge". This demiurge is a managerial organization of our society:

"The managerial demiurge means more than an increased proportion of people who work and live by the rules of business, government, and labor bureaucracy; it means that at the top, society becomes an uneasy interlocking of private and public hierarchies and at the bottom, more and more areas become objects of management and manipulation. Bureaucratization in the United States is by no means total; its spread is partial and segmental, and the individual is caught up in several structures at once. Yet, over-all, the loose-jointed integration of liberal society is being replace , especially in its war phases, by the more managed integration of a corporate-like society." (p. 78)

Mills' penetrating conception of the role of the white collar people is tied to an understanding of their relation to this demiurge. It is essential to realize that his view has nothing in common with that of Burnham and others who say that as the result of a managerial revolution big management has replaced big property owners as a ruling class. He recognizes that property rights have been undisturbed and that the influence of big management is based not on property rights but on personal qualities. The dominant personal qualities have little of the older competitive drive. Most of the white collar population has been rationalized in large business organizations. "Rationalized" means supplied with mechanical aids and geared together in a ramified administrative structure. White collar people are thus the links in the chain of command, carrying authority but not being its source. It follows as a matter of course that the skills which matter most in such a system are less and less material techniques and more and more the manipulation of people. Manipulation is the essence of salesmanship. And common values and mutual trust are exploited manipulatively. The result is summed by succinctly:

"Without common values and mutual trust, the cash nexus that links one man to another in transient contact has been made subtle in a dozen ways and made to bite deeper into all areas of life and relations. People are required by the salesman ethic and convention to pretend interest in others in order to manipulate them. In the course of time, and as this ethic spreads, it is got unto. Still, it is con-



formed to as part of one's job and one's style of life, but now with a winking eye, for one knows that manipulation is inherent in every human contact. Men are estranged from one another as each secretly tries to make an instrument of the other, and in time a full circle is made: one makes an instrument of himself, and is estranged from it also."

The so-called mass media are the sensitive foci of the manipulative process. And yet the influence they exercise is rather anonymous than explicitly authored. The impersonality of the managerial demiurge even obscures the nature of their power.

"The problem is who really has power, for often the tangled and hidden system seems a complex yet organized irresponsibility...Targets for revolt, given the will to revolt, are not readily available. Symbols in terms of which to challenge power are not available--in fact, there are no explicit symbols of authority to challenge.

Communications, labor relations and political parties are identified by Mills as the three processes which play the largest parts in maintaining the white collar population as a going concern in the managerial demiurge. The areas of assertion and counter-assertion are narrowed by the product of the mass media. A similar unreality is imparted to life by the monopolization of politics by the two major political parties which narrows the range of alternative interpretations. In the economic-political arena of struggle, issues are narrowed by the labor-union-corporation struggle. The result is that the insecurities and strivings of the white collar class are inarticulate and finding no symbols to support, are "drained off by the distractions of amusement, the frenzied search for commodities, or turned in upon the self as busy little frustrations."

Those of us attached to the mass media in some fashion should note that Mills finds a larger degree of competitive entrepreneurship in the communications agencies than in other commercial sectors of society. For this there are several explanations. These agencies are new within the last generation and have not yet settled down into stable bureaucratic, rationalized organizations within known market boundaries. Moreover, these agencies supply most of the know-how of market research, public relations skills move in leap-frog fashion from firm to firm and between the communications agencies and the general staffs of large commercial and industrial establishments. "Competition" between such entrepreneurs, however, lacks one essential element present in the vanished white collar world--namely the security which property ownership once provided. And this, as Mills remarks, is "one thing that makes Sammy run."

The greater degree of competition in the mass media than in other segments of our society also may account, astigmatically, for a certain difficulty experienced within them in appreciating the organization and dynamics in the society at large.

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ONE GOOD THING ABOUT A CONVENTION IN MINNEAPOLIS: THERE IS FIRST RATE TRANSPORTATION BOTH GOING AND COMING. NON STOP FOUR-MOTOR PLANE SERVICE FROM NEW YORK, DETROIT, CHICAGO, KANSAS CITY, AND SEATTLE; ONE STOP FROM WASHINGTON. NO CHANGE OF PLANES FROM NEW ORLEANS, HOUSTON, LOS ANGELES, AND SAN FRANCISCO. AND THERE ARE GOOD TRAINS TOO!

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