

AN EVALUATION OF EDUCATIONAL TELEVISION
IN THE HOUSTON AREA

A Thesis
Presented to
the Faculty of the Department of Radio-Television
University of Houston

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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Louis Garland Bailey

June 1952

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Because of the newness of television, educators who desire to work with it have found that they are dealing with a great many intangibles. So far, there has been no direct application of television to education. The allocation of a VHF channel for educational use, however, assures Houston an educational TV station.

Television is particularly important to education because it has nearly all the advantages of motion pictures, although, to be sure, it has disadvantages which motion pictures do not have. Some of those disadvantages are its inability--at the present time--to transmit color, its lack of clear picture definition that every good film has, its small screen, and its very great cost.

However, educators feel that eventually there will be a nation-wide network of educational stations. Whether this ever comes to pass or not, television can reach far greater numbers of persons than motion pictures ever can. The audio-visual methods of the classroom reach only the few in that classroom, whereas TV reaches out into countless homes. As practically every home now has a radio, in all likelihood it will eventually also have a television set. At the present time there are approximately 115,000 TV sets in Harris County, the population of which is in the neighborhood of only 800,000. Each home with a TV set may re-

ceive the educational program. However, how many homes have projectors for sound films?

Television has a quality of immediacy that appeals very strongly to children in particular. Its ability to bring to the screen an event at the very moment that event is happening gives it a tremendous advantage over motion pictures. Because picturization plus words gives a broader base of understanding than words alone, television, as a training device, has the edge over radio.

The public service and educational programming of KPRC-TV from January 1, 1949, to December 15, 1951, has been studied. It has been ascertained that the station has done a fair share of educational programming. This programming, of course, has not been the kind that an educational station would do for in-class instruction. If the ubiquitous Jane Christopher and her "TV Kitchen" were included as a public service program, KPRC-TV could be credited with almost pioneering in that field of television. However, that particular program was not included in the survey. News programs--such as Pat Flaherty's commentary--were also excluded.

Educational television, in order to do its job well, must be aimed at the population as a whole. If it be made the creature of public school level instruction, it will accomplish no more, or little more, than regular audio-

visual methods--which are much less expensive.

Of course, special programs for in-class instruction should be given. But educational television in the Houston area--if it is to realize its full power and opportunity--must be operated and programmed in such a way that all the people will be brought within its potential audience.

It is adult education in which the great deficiency exists. It is there that television has its big chance.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Television is still too new a medium for hard and fast rules to have been formulated for its use. Extravagant claims have been and are being made for it. At the same time, pessimism and doubt are manifesting themselves to a sufficient degree to justify their being seriously considered. Somewhere between the two extremities a point must be struck for reference and measurement. Is television capable of better serving education in the Houston area than other methods of audio-visual instruction now in use? Will television replace or supplement those methods? So far, no definite evidence has been advanced to support the former, whereas a substantial amount of material seems to corroborate the latter. However, the purpose of this study is not to uphold or refute either. It is to determine whether and how television can be used in the field of education in the Houston area.

I. THE PROBLEM

Statement of the problem. Because of the newness of television, educators who desire to work with it find themselves dealing largely with variable or unknown quantities. So far, television has not been directly applied to education. Nevertheless, as a result of a ruling by the Federal Communi-

communications Commission that Channel 8 in the Very High Frequency transmission band shall be used for educational televising exclusively, it is obvious that television will play a big role in education in the Houston area. The question remains, however, whether the present commercial facilities shall continue to have a small part in education by television and whether the educational facilities shall be used in conjunction with or apart from class room instruction. The overriding issue is whether commercial operations can adequately carry or should be called upon to carry any of the burden and responsibility of education and whether strictly educational operations can hold more than students whose class room assignments call for sessions before the television screen. Primarily, in localities where educational stations are to be operated it seems logical that they shall be the ones to perform the educational service. Yet can they do so except, as above noted, in the limited circles of students to whom television studies may be assigned?

Importance of the study. Television has created a furor in educational planning and its proper place in the education picture must soon be determined while television itself is in a formative stage. Failure to recognize the advantages and limitations of both educational and commercial operations may well result in a handicapping of educational programming in the future when television will undoubtedly

be more widely used than at present.

The impact of television was not fully appreciated by the public until after two major events occurred. The appearance of Jacob Malik of the Soviet Union before the United Nations at the time of the beginning of the Korean War and the sessions of the hearings of the Special Committee to Investigate Organized Crime in Interstate Commerce of the United States Senate (Kefauver Committee) which televised in New York brought home to the American public the terrific power and usefulness of television. Thereafter television has been accepted as a potent new tool in the fashioning of public opinion and in serving the educational needs of the American people.

Television in education is a natural outgrowth of radio in education; and the role of radio in that field has extended over a long enough period for it to have fully established its worth and its utility as a technique in instruction.

The first broadcast license to an educational institution for radio operation was issued in 1920 to Station WHA at the University of Wisconsin. At that time the Federal Communications Commission did not exist. Such licensing was done by the Department of Commerce. Five years later, radio broadcasting licenses had been granted to 171 educational institutions and organizations. Many of these early university-owned stations were operated as extension devices.

Others had evolved from "ham" experience of members of the faculty. Some were maintained more to further good public relations than to meet an educational need. In few indeed did there seem to be any evidence of careful planning of educational programs. Educational radio did not seem to be aware of itself and there was no realization of the potential of radio as a far-reaching educational medium.

Meanwhile the commercial stations in the age-old method of trial and error were slowly shaping their programming techniques. This resulted in their attracting more and more listeners, some of whom were taken away from the educational stations.

It is worth noting that despite the almost universal lethargy in educational radio circles, 34 of the original educational stations were still in operation in 1934 when the Federal Communications Commission came into being. Thirty-four out of 171 is not an impressive number, and it shows how fatal was the failure to program with an eye to the needs and desires of the audience.

Nevertheless it began slowly to seep into the consciousness of educators that educational radio must be educational. What might be called a renaissance in educational methods dawned. Slowly "the college-owned broadcast station ceased to be just another item of laboratory equipment, and programming responsibilities passed to the instructional-

methods and subject-area specialists, with dramatics and music departments contributing to the presentation techniques.¹ Thus not only did the 34 educational stations which had survived educational radio's first great famine continue to operate successfully; but other educational institutions theretofore not active in radio began to enter the field. At the present time there are 122 stations operating in the standard broadcast band (AM) and 87 more in the FM band.

As early as 1944 education's needs in television and the necessity for setting aside broadcast positions for educational stations were recognized. Dr. John W. Studebaker, then U. S. Commissioner of Education, requested that the Federal Communications Commission earmark television channels for exclusive educational use and for assignment to educational stations.

As of April 1, 1951, the Federal Communications Commission had licensed 107 television broadcasting stations. Of these, only one is operated by an educational institution. That is WOI-TV at Iowa State College, Ames, Iowa. In some areas the Federal Communications Commission has already assigned all frequencies to commercial stations. This is a

¹ Dr. Franklin Dunham, "Education is Interested in Television," Higher Education, Federal Security Agency, Washington, D. C., April, 1951.

situation that poses a very difficult problem for education in its effort to obtain an opportunity to perform its service.

To date, the only part of the television spectrum that has been assigned lies within the Very High Frequency channels. Steps have been taken by the FCC toward the use of the Ultra High Frequency channels; but engineering data on this are too limited to make a discussion of it possible at this time. Few if any of the television receivers in use at the present time can take broadcasts from the UHF channels; and while adapters are on the market which it is claimed will bring these channels within the reach of present-day sets, for all practical purposes telecasting on the UHF wave lengths is not in sight. There is simply no audience for it.

Because the Federal Communications Commission has specified that Channel 8 of the Very High Frequency band shall be given to educational use, which assures Houston's having a full-time educational television station in addition to the already operating commercial station on Channel 2, KPRC-TV, television is certain to move to the forefront in education in this area more quickly and decisively than it would were there no allocation of a channel for education only. Therefore, whatever its shortcomings, television is sure to play at least a conspicuous part in many phases of education in this vicinity.

Furthermore, television has a characteristic that

both radio and sound pictures lack. That characteristic is immediacy. Immediacy in teaching is a precious thing. It gives allurements to television that holds the attention, particularly that of children, much better than is possible for either of the other media. This fact is so obvious to everyone who has seen television where children have been present that it needs no verification.

Children need to feel that the subject being taught is directly related to them in one way or another. Sound films achieve this condition to some degree. But television is much more successful. A "live" television program, of course, has all the immediacy and appeal of a presentation on the spot; but a televised film, at least so long as television itself remains as exciting to children as it now is, loses but little.

Television, more than all other audio-visual methods, brings the world to the class room. In many instances it does so at precisely the moment the action on the screen is occurring. It is probably this factor of timing and the fact that a single telecast can be reproduced on an unlimited number of receivers simultaneously that makes television so very important to education. No one who has seriously considered television in education has been over-impressed by the novelty and transient hypnotic power of the operation. Television, it needs must be admitted, has many weaknesses;

but its advantages are enormous and no effort should be spared to bring it fully into the service of education.

Television should be explored thoroughly and put to the maximum use wherever it can serve as an educational conveyance. There is now such a vast complex of information necessary to successful living that any method or appliance of instruction that will help bring that information in understandable form to the greatest number of persons warrants the most careful study and vigorous application.

However, because television has beyond question taken the nation as a whole literally by storm, every precaution ought to be exercised to prevent any hasty or half-developed action in an attempt to get on the band-wagon. Professional educators have not been caught up in this tidal wave of enthusiasm. Nevertheless the fact that education is to be given its own broadcast channel and is to have its own station will in itself weigh very heavily on behalf of over-emphasis upon television to the detriment of other time-tested and effective devices for audio-visual instruction. Television is to be a member of an instructive team; it is not equipped to carry the ball in a one-man dash down the field without assistance from the other members of the team.

There is no question that television is destined to be very prominent in mass education. The only danger is that

it may be allowed, in a brief rash of zeal, to over-reach its limitations and natural boundaries and usurp functions that other media of instruction can perform more effectively.

Television is not a cure-all. It does not open the door to any panaceas in education. It will do certain things that other media will not do, or else do them better. Television gives the educator a new tool with which to work; and with that tool, new opportunities and new skills are developed.

It is from this conservative point of view that television as an aid to education is analyzed. Every attempt has been made to recognize both its powers and attributes and its short-comings.

II. DEFINITIONS OF TERMS USED

Educational television. That television which is presented for the avowed purpose of transmitting certain definite information or knowledge; not that which incidentally contributes to general public information or culture.

Public service television. Public service and educational television are in some instances almost completely over-lapping. No official line of distinction has been drawn. The Federal Communications Commission, asked for definitions, has refused to make a statement. Public service television shall be construed as that which is offered in the general public interest, but not for purposes of entertainment; which

television shall meet a public need, but which shall not be primarily instructive. A telecast of a church service, for example, is plainly public service; but it is not instructive or educational in the sense in which instruction and education are formally defined.

Houston area. That area within the broadcast pattern of television stations located inside Greater Houston; or the legal boundaries of Harris County, or that area lying inside the jurisdiction of the Houston Independent School District.

III. ORGANIZATION OF REMAINDER OF THE THESIS

Status of television in education. Chapter II makes a broad inquiry into television as an instrument of education and the extent to which and ways in which it has thus far been employed. Its advantages and disadvantages are discussed.

Educational programming at KPRC-TV. Chapter III cites and discusses all educational programs that have been presented over KPRC-TV (formerly KLEE-TV) since time of establishment of the station. An appraisal of this station's role in educational programming is made and its future participation in educational programming examined.

Problems and responsibilities. The entry of television into education in the Houston area will be accompanied not only by new and exciting opportunities but new and grave re-

sponsibilities. This is discussed in Chapter IV.

Summary. Conclusions are drawn in Chapter V from the data in preceding chapters and recommendations for the solution of problems or the improvement of methods are made.

CHAPTER II

STATUS OF TELEVISION IN EDUCATION

Federal Communications Commission. Television in education has been on the agenda with the FCC for some time. Shortly after the issuance of its July 8, 1949, "Notice of Further Proposed Rule Making," covering most of the aspects of television in the United States, the FCC resolved to define the factors or issues with greater detail with an eye to expediting the hearings and presentation of evidence at the hearings before the commission which were sure to be held in the gathering controversy of educational vs. commercial television.

The FCC has plenary powers to make reservations of allocations of channels for educational television. In 1945, the commission made similar reservations in FM (Frequency Modulation) radio for educational institutions, designating the 88-92 megacycle band for their use. Station KUHF-FM, operated by the University of Houston, broadcasts on an assigned wave length of 91.3 megacycles.

At hearings held in 1948 before the Federal Communications Commission advocates of education's claim upon television sought to establish that the public convenience, interest and necessity could best be served by the commission's adherence to the following factors:

Television is not only a very useful means of education. It is also superior in many respects to other means of instruction.

Certain accepted educational techniques may be utilized in or may be adapted to television, with new ones in process of development.

A substantial number of educational institutions are presently planning the construction and operation of television stations.

Commercial television stations do not offer adequate facilities for educational television programming for these stations themselves to be the answer to education's requirements in the television field.

The protection of education's right to access to this highly desirable and potent means of mass education ought not to be dependent upon its ability to utilize at present or in the immediate future all the channels for which reserved status has been asked.¹

The television channel assignment table adopted by the Federal Communications Commission in 1945 did not contain any reserved channels for the exclusive use of non-commercial educational television stations; and no changes in this regard were projected by the commission in its tentative table of assignments of July 11, 1949. However, in the "Notice of Further Proposed Rule Making," issued at the same time as the table, it was pointed out that informal suggestions had been

¹ Higher Education, Volume VII, No. 15, Federal Security Agency, Washington, D. C., April 1, 1951.

received on the possibility of including provisions for non-commercial educational broadcasting stations in the 470-890 megacycle band.

Before the hearing on this issue, held in 1950, a number of the parties supporting the reservation of channels for non-commercial educational use banded together to form the Joint Committee on Educational Television. These included the American Council on Education, the National Education Association, the Association of Land-Grant Colleges and Universities, the National Council of Chief State School Officers, the National Association of Educational Broadcasters, and the Association for Education by Radio.

These organizations had previously filed notice of appearance with the FCC; but they decided to await solution of the TV color snarl before seeking hearings on a plan for new allocations under which education would fare better. War priorities have for all practical purposes side-tracked the battle between the Columbia Broadcasting System and the National Broadcasting Company over which system of color shall be approved, and this is an issue from which the FCC certainly and the contestants probably have diverted their gaze.

The Joint Committee on Educational Television set up for itself the following objectives:

- 1) Preferential treatment for education in the allocation of frequencies in the VHF band.
- 2) Additional allocations in the UHF band.

The hearings were held from November 27 to December 8, 1950. Testimony was heard from sixty-one persons in addition to Earl J. McGrath, U. S. Commissioner of Education. The sixty-one included educators, public officials and others having a legitimate interest in educational television. All favored granting the request from the Joint Committee on Educational Television that additional frequencies be set aside in the TV spectrum for educational use. These reservations were to be in both the VHF and UHF portion of the spectrum.

Generally speaking, the need for non-commercial educational television stations was based upon the important contributions which such stations can make to the education of the people--in school at all levels and the adult public. The need was justified by the high plane of quality of the programming that would be made available on these stations. This programming would be of an entirely different nature from that offered by most commercial stations.

The reservation was argued for because educational institutions necessarily move more slowly in applying for licenses than commercial operators; and as a result, the latter, were there no reservations, could soon have possession of all available frequencies while the former were

readying their applications for submission to the Federal Communications Commission.

At the hearing some opposition to the reservation developed. None of the witnesses who were averse to it had any hostile attitude toward non-commercial educational stations, per se. It was generally agreed that they would be desirable. Exception was taken to the proposal on the grounds that the experience of educational institutions with AM and FM radio does not supply good and sufficient cause for believing that these institutions would ever make use of all the channels set aside for them. A compromise opinion was tendered that a reservation be made for a limited time.

The commission held the view that the need for non-commercial educational television has been amply and duly demonstrated. The commission contended that educational institutions necessarily require a longer time in which to prepare for television than commercial interests. The only way in which this circumstance can be safeguarded is to reserve certain channels for the exclusive use of non-commercial stations. The period of time during which these reservations ought to remain in force is important. It must be long enough to afford educational operators a fair length of time to do the preparatory work essential to secure authorizations for stations. Nevertheless time must not be

given so generously that frequencies will remain dormant for excessive periods. Therefore, the commission will survey the general situation at reasonable intervals to determine whether these provisions are being met.

In accordance with the foregoing, the commission in its table of assignments has indicated the specific assignments that are proposed as those to be reserved for non-commercial educational use. The reservation of the non-commercial educational broadcast frequencies is not made in a single block as has been done with FM. This is in order to meet the peculiar problems of educational usage. In this situation block assignment would not prove satisfactory. The procedure decided upon does not cause a whole area to remain fallow due to slowness on the part of educational institutions to enter the television field.

In all communities having three or more assignments, whether VHF or UHF, one channel has been reserved for a non-commercial educational station. In instances in which communities have fewer than three assignments each, no reservation has been made save in those communities which are recognized as being primarily educational centers. In these designated communities reservations have been made even though only one or two channels were available to them.

Forty-six communities were considered to be primarily educational centers. This is based upon the testimony before

the FCC in the 1950 hearing submitted by the Joint Committee on Educational Television. This arrangement is not binding; additions or deletions may and will be made from time to time.

When a choice must be made between VHF and UHF, a UHF channel has been reserved where there are fewer than three VHF assignments. Again, however, the exception of the educational center is made; and there a VHF channel is set aside for education. Houston is in this category. There is some departure from this rule that should be noted. In communities where all VHF channels have already been allocated, a UHF channel is chosen for educational use.

It is clearly seen that in many communities the number of educational institutions exceeds reservations made for educational use. In these instances the institutions affected must cooperate with one another so as to assure the availability of facilities to all on an equitable basis. The University of Houston, Houston Independent School District and others will have to share Channel 8 of the VHF band in such a manner.

Views of commissioners. The Federal Communications Commission is made up of seven members. They are: Warne Coy, chairman; Paul A. Walker, vice chairman; Rosel H. Hyde; Edward M. Webster; Robert F. Jones; George E. Sterling;

Frieda B. Hennock.

At the time of the formulation of the plans for educational stations, Commissioner Walker was outside the country and did not have any part in it. Commissioners Coy and Hennock wrote additional views; and Commissioners Webster, Jones and Sterling dissented partially.

Commissioner Coy agreed with the action of the commission, but said that there is a "startling lack of data concerning the willingness and readiness of educational institutions--their boards of trustees, administrative officials, and faculties--to use television as an educational tool."² He stated further:

It certainly cannot be regarded as being in the public interest if television frequencies, now proposed to be reserved by the Federal Communications Commission, are not utilized within the reasonably near future. What is the reasonably near future with respect to this problem? It is my opinion that the reasonably near future is the time required for educational institutions to make up their minds as to whether or not they will utilize television in their educational program and in so doing decide to become an operator or a joint operator of a non-commercial educational television station. Governors of the various States, State legislatures, boards of trustees, administrative officers, and faculties

² Wayne Coy, chairman, FCC, Higher Education, Volume VII, No. 17, Federal Security Agency, Washington, D. C., May 1, 1951.

are all involved in this decision making. Certainly the participation of State-supported schools in this proposal to use television as a part of their educational program requires decisions by State legislatures which may not meet until approximately two years from now. It certainly would be unreasonable to attempt to force decisions in such cases without allowing sufficient time for State legislatures to meet and consider the problem. Indeed, because of the magnitude of the problem more than one session of a State legislature might be required for this problem. But it does not seem unreasonable to expect boards of trustees and administrative officials of educational institutions to declare their intentions at an early date, subject to action by State legislatures.³

Commissioner Fennock, long known as a prominent advocate of educational radio and now championing educational television with the same fervor, assumed the attitude that the proposed educational allotments are "inadequate and ineffective in many vital respects and certainly not a sufficient recognition of the need and merit of educational television."⁴ She contended that the commission's proposal does not give enough channels for a nation-wide system--a minimum requisite for satisfactory use of television in education. She criticized the commission's plan still further by declaring that many of the larger cities in the United States, such as New York, Philadelphia, Los Angeles, Cleveland,

³ Ibid., p. 195.

⁴ Frieda B. Fennock, loc. cit.

Detroit and Washington, find themselves in the situation of having reservations for educational licenses confined to the UHF band. With these cities, as with Houston, such confinement means simply that for the foreseeable future educational television on the UHF bands would be television without an audience; although this is less true wherever there are commercial operations in the UHF spectrum which would induce viewers to adapt their sets to this new reception.

Commissioner Hyde approved the commission's plans without expressing any additional views of his own.

Commissioner Sterling dissented in part; but concurred in the action to reserve channels for non-commercial educational television in the UHF band. He questioned the efficacy of making a similar reservation in the VHF band, as recommended by Commissioner Henneck. He was of the persuasion that it is in the public interest to make available the largest possible number of VHF channels at the earliest possible date so that television would become more competitive and universal.

Education's case. Schools and universities are not wholly new acquaintances to television. Through 1951, fifty-six colleges and universities, four medical schools, nineteen local public school systems and two public libraries have rendered public services via television. Almost all of this telecasting has been through commercial stations. The educa-

tional organizations have resources in their libraries, laboratories, staffs which a commercial operation would have great difficulty duplicating if it could do so at all; and if it were done, it would be at almost prohibitive expense.⁵

Specialists in visual aids have testified that pictorial presentation is a very effective method of instruction. It is more realistic and usually stimulates more interest in the subject than other methods. It has been demonstrated wherever visual aids have been utilized that many basic courses, even in such difficult fields as language or philosophy, can be taught with full success through visual aids. Many noted educators, as well as the visual aids specialists, have said that television is superior to the other visual aids in both its immediacy of presentation and its facility for reaching people

Witnesses before the FCC averred that techniques in educational radio programming, dramatic classes and even in successful class instruction are easily adapted to educational television. Some witnesses who had had considerable experience in educational telecasting--for example, with the Baltimore and Philadelphia public school systems--

⁵Franklin Dunham, "Educational Institutions and Systems Render Public Service Through Television," Ficher Education, Volume VII, No. 15, Federal Security Agency, Washington, D. C., p. 175.

explained how certain techniques could be developed for coordinating telecasts into class work and for adult education. Other witnesses with long experience in commercial radio and television recommended means and methods for improving the formats of educational television to increase listenership without any reduction of educational content or purpose.⁶

The results of several surveys conducted by educational interests of the current interest of schools and colleges in the operation of television stations, under the auspices of the Joint Committee on Educational Television, disclosed that there is a growing interest in television as a part of the educational process. This interest has asserted itself in different ways, such as applications for broadcast channels, gathering of engineering data, initiation of surveys and plans, and other activities arising out of a growing awareness and appreciation of television as a tool of education.

Educators from every section of the nation offered testimony to the effect that in the opening phase of commercial television certain periods of time were made available

⁶ Ibid., p. 173.

for educational programs; but as television drew more and more sponsors the amount of time set aside for education was progressively diminished or else moved to hours during which successful educational programming could not always be achieved. It was asserted that the history of education in radio--which could be used as a yard stick for television--has amply demonstrated that full reliance cannot be placed upon commercial stations in any reasonable expectation of desirable time assignments which would be sufficient to the requirements of education.

The witnesses before the FCC at this particular time were unanimous in their repudiation of the thought that commercial television could be called upon to carry the growing responsibility of educational programming.⁷

Many educators testified that the necessity for immediately activating those channels which the commission has or will have set aside for education would impose a severe handicap because of the characteristic slowness with which educational organizations must move in such situations, and cited the fact that the government has always been alert to the needs of education and as a result has usually taken steps to protect its interests. Education's insistence upon a guarantee of channels although no application for them

⁷ loc. cit.

might be made right away, or after application has been filed no immediate steps are taken to put a station into operation, is its way of defending itself against faster-moving commercial interests that are free to make instantaneous decisions and are equipped to execute them without delay. The commission recognized education's position and provided for its safeguarding in the tentative plans for channel allocation.⁸

Television affords education a new power. The success or incompetence with which this power is used in the next decade will probably determine the advance of education across the entire broad field of popular instruction. Class instruction will be aided by television; but it is general out-of-school instruction that can more fruitfully be reoriented with the assistance of telecasting. If television does not measure up to the standards of commercial programming in its educational effort it will lose its opportunity to be of value to the public at large and will be confined to its function as a class room aid or supplement.

Television is many things. It is "a step in man's conquest of time and space."⁹ It communicates through the use of still or motion pictures with accompanying sound. It

⁸ Supra, pp. 15 et seq.

⁹ Floyd E. Brooker, "Visual Education and Television," op. cit., p. 177.

serves a theoretically illimitable number of viewers.

Pictorial forms of communication are fundamentally perceptual in nature; and communication through picturization tends to be specific rather than general, whereas in the main words seem to convey generalizations. The perceptual characteristics of picture forms comprise their strength and weakness.

A weakness is that motion pictures, whether they be conventional or on television, are inclined in their design to be segments of a whole; they cannot present as great a scope of material at a given time as verbal forms can. On the other hand, however, because they are specific and vivid and are not bound by the fetters of language difficulties they can convey their message more easily and accurately in most instances. One of the big problems of all teaching is that students often-times do not have the experience necessary to their full understanding of words being used in the instruction. Furthermore, with vast numbers of strange and new words pouring into the language in result of scientific and other advances with which the average citizen must come in frequent contact, vocabulary weaknesses are assuming a new significance. All this creates a obstacle that verbal presentation alone can surmount only with difficulty but which sound pictures overcome with the greatest ease; and television falls within this category.

As pictures have to do with the perceptual level of experience they can move across international borders more easily than words alone. Because they can cross these borders more easily--and other borders or boundaries as well--they appeal to a much larger audience. Another strong factor on behalf of picturization in education is that it requires less schooling, experience or training to comprehend than a strictly verbal course of instruction over the same material. While this may have but limited value in class instruction, its value in mass adult education is enormous.

Another advantageous quality of the pictorial form is its ability to expand and project the reach of the visual senses. This partially results from the mechanics of presentation. Motion pictures can increase or slow action. Speed can so be controlled that--as was done in Walt Disney's Nature's Half Acre and Beaver Valley--the life cycle of a plant can be compressed into a few minutes or the seasons of the year into a quarter-hour. Even the movement of a bullet and its passage through an object, such as a sheet of plywood or glass, can be slowed sufficiently that the impact, deceleration and other actions, can so be controlled that every detail is made plain for study. There is practically no end to the usefulness of the motion picture in scientific studies; and that usefulness is likewise great in

other spheres of learning. All of it can potentially be carried over to television.

Television at the present time does not have the clarity--picture definition--of film in ordinary projection, nor does it yet have the advantage of color, although both it may be supposed are in the offing. Color in the cumbersome Columbia Broadcasting System arrangement of a color wheel on the receiving set has been approved by the Federal Communications Commission, although National Broadcasting Company's electronic coloration process is widely deemed to be superior. However, war production priorities have for an indefinite time side-tracked all color television. But in spite of the liability of the same quality of definition and color not as yet being available to television in any but experimental transmission, television ranks high among all visual aids in education. Of course, until these shortcomings are rectified television will in numerous cases have to be secondary to other visual aids in which the two qualities TV presently lacks are essential.

But above all else--and this cannot be stressed too much--the motion picture and television bring the realism of active experience to an audience as no other vicarious means can. The realism of war in Korea, as apart from the cold and unfeeling print of the newspaper page, the sessions of the United Nations, Jacob Malik snarling defiance when the UN

dared resist communist aggression against the Korean Republic, Frank Costello nervously clasping and unclasping his hands during the Kefauver investigations--this realism can in no other fashion be brought home to an audience not on the scene of action as it can through television. As television helped make the American public crime- and corruption-conscious during the Kefauver investigations, so can its great powers be put to work in the service of education.

Some of the implications derived from research into pictorial methods of communication in education offer the promise that these methods will be able to

expedite the effective acquisition of physical skills, facts, and understanding of principles; stimulate and arouse interest and further participation by students; and offer new and more effective approaches to attitude development. More generally there is reason to believe that pictorial forms of communication can more readily and easily than other forms provide for an effective international communication; broaden the mass audience reached by the communication; and finally offer a new kind of cultural force which can change habits of thinking and actions which are passed on from generation to generation.¹⁰

Whether or not this bright hope is justifiable is yet to be determined inasmuch as television itself is still

¹⁰ Floyd E. Brooker, "Television and Education; A New Team," National Education Conference, Washington, D. C., 1951, cited by John P. Maltby, "Television and Learning," Williamsport, Penn., July, 1951.

in a fledgling stage.

To sum up, television is an art of and by itself. It lacks the advantage of recordings by sound or pictures by sight, which may be heard or viewed before presentation in the classroom. It does what radio can not do adequately--teach skills. It possesses radio's sense of immediacy but not in sound alone. Sight is added. It does what motion pictures can not do--bring living immediate performance.

Its limitations are many. News can not be helped much by illustration and when it is read on television, it is deadly. Drama by sound has advantages over sight and sound together, in creating suspense, for example, and in appeal to the imagination. Music is better heard without the distraction of sight, unless actual performance on conducting is being studied. All these, radio seems to do better. Motion pictures can give us a recording (italicized in original) of television but are better when devised in studio and perfected in careful production.

Television has its place. It takes that place, along with radio, pictures, recordings, both disc and tape, and all the other audio-visual aids. It remains for us to discover which medium, or combination of media, best serves our teaching purposes. That is what you and I must set about discovering. I don't know anyone who has the whole answer yet!"¹¹

Today, even though all the problems of education by radio have not been resolved, it is mandatory that educators turn their attention to television. Whatever its final worth may be, its great potential must be exploited by and

¹¹ Franklin Dunham, Chief of Radio, U. S. Office of Education, "Comparative Uses of Television in Education," Chicago Schools Journal, March-April, 1950, p. 212.

for education. Whether it takes its place in the forefront or the ranks of education's brigade, television can and must play a vital and substantial role in meeting the increasingly complex and important problems with which modern man must deal and in the solution of which lies not only his fortune but his existence. Education must reach far beyond the class, the school, the university if it is to do its job. Television can undoubtedly bring education to millions of persons whom school and other institutional instruction can never hope to serve.

This is television's opportunity and obligation.

CHAPTER III

EDUCATIONAL PROGRAMMING AT KPRC-TV

Historical facts. KLEE-TV made its first telecast--an experimental operation--on December 3, 1948. This consisted of a remote pick up of a wrestling match at the City Auditorium in down-town Houston. It was only partly successful. Regular operations were begun on January 1, 1949. The station was scheduled to go on the air at 8:30 in the evening; but technical troubles developed; and regular operations did not commence until 9:30. The station remained on the air until 2:00 the following morning. Since that time there has been no serious interruption of operations and the station has remained on a continuous schedule.

The Houston Post Publishing Company, of which former Governor of Texas W. P. Hobby is president, which operates KPRC, the NBC affiliate in Houston, purchased KLEE-TV from W. Albert Lee of Houston, and assumed control and began operation on May 31, 1950. The call letters were changed to KPRC-TV on July 3. The station remains an operation of the Post.

When KLEE-TV went into service commercially, there was only a negligible number of TV sets within its broadcast range. However, by June, 1950, there were an estimated

25,064 sets in use. This number rose to 42,640 in October; to 60,158 in January, 1951; to 80, 110 in June, 1951--one year later; to 89,421 in September; to 100,000 in November, 1951. These figures were compiled by the radio-television editor of the Houston Post. In January, 1952, the number of television sets available within the KPRC-TV area is unofficially placed at approximately 115,000.

All these sets, of course, can pick up without adjustment the signal of the educational station when it begins operations on VHF channel No. 8. KPRC-TV broadcasts on channel No. 2.

A typical log for KLEE-TV is that of May 8, 1949;

(IM) 2:45....Test Pattern and Music
 3:00....Baseball
 5:00....Sign Off
 6:30....Test Pattern and Music
 6:40....Joske News Digest
 7:00....Fred Waring--CBS
 8:00....Arthur Godfrey--CBS
 9:00....Toast of the Town--CBS
 10:00....Weather Report
 10:01....Coming Attractings
 10:05....Sign Off

While the station was KLEE-TV no positive policy of public service or educational programming was discernible in the station log. This log was checked day by day from the date of original operation to the date of transfer to KPRC. Certain programs of a public service nature and of public service value were telecast, however. Some of these, such as those on behalf of local charities, were done live

in the local studio. A majority of them consisted of films.

Since KPRC took over the operation, the number of public service and educational programs--both live and on film--has steadily risen. Generally speaking, the quality has risen proportionately; and there has been a marked and growing effort by the station program department to meet the public service and educational needs of the community. The station has on its staff a full-time public service director. Public service and educational features are, almost without exception, daily presentations. This is true in light of the very important fact that commercial sponsors are clamoring for time, which means that any time set aside for public service or educational programming is done so at a considerable financial loss to the station, inasmuch as every minute of the broadcast time is salable. Contrary to a popular notion, the Federal Communications Commission does not require a station to reserve a certain percentage of its time for public service broadcasting. Some of this public service time is sponsored. "Crusade in the Pacific" is an example. This is a twenty-six week series of 30-minute programs consisting of documentary films taken by March of Time and armed forces combat photographers as the United States began the long drive back from Australia to Japan in World War II. The City National Bank of Houston is sponsor of this series; but there is absolutely no adver-

tising. The only mention of the sponsor is identification, which is required by law.

A vast majority of these programs are not sponsored, but are presented by the station as part of its contribution to community well-being.

Specific programs. It should be borne in mind that when KLEE-TV went into operation television was not as developed as it is at present; and in Houston it was an entirely new medium in the handling of which those involved in it were compelled by sheer necessity to grope in the dark and act without precedent or guide. By and large, therefore, the fact that the station did as much public service programming as it did ought to be favorably considered. Of course, it is obviously true that public service and educational films were helpful in filling gaping holes in an insatiable schedule, and obviated having to provide live talent in many instances. Furthermore, many of these films were free. Nevertheless, a dark picture should not be painted of KLEE-TV education-wise. It is doubtful that even an exclusively educational station at that stage of television's evolution in Houston could have come even close to the goal of giving to the television audience a worth-while continuing program of education, culture and public information.

KLEE-TV maintained regular news broadcasts and gave

satisfactory coverage to special events.

A survey of the log for KLEE-TV and KPRC-TV for the period of January 1, 1949, to December 15, 1951, inclusive, reveals that the following programs of a public service or educational character were telecast. These programs do not all come within the established definitions of public service and educational.¹ They are listed nevertheless because they have undeniably had a definite public service or educational value to the receiving audience. News broadcasts of all types have been omitted; they come within a special category. These programs are given chronologically rather than separate groupings so that the development of this kind of broadcasting in Houston may more easily be followed.

In distinguishing among the three divisions of programs, the following key shall be observed: (E) means educational in accordance with established definition; (SE) means semi-educational or educational in the broader and less exacting determination of educational in contradistinction to that which has been established;² (P) means public service as established.³

¹ Cf. ante, p. 9.

² Loc. cit.

³ Loc. cit.

The station was operated by the KLEF interests, during the period covered by this study, from January 1, 1949, to May 31, 1950, at which time operation passed to KPRC.

The following programs of an educational, semi-educational and public service character were presented.

January 19, 1949

(P) "Air Power is Peace Power," a thirty-minute documentary film by the Department of Defense showing the function of air power and its role in the national security scheme.

January 24, 1949

(P) "Polio Interview," a fifteen-minute discussion in the studio of polio cure and treatment between a representative of the National Foundation for Infantile Paralysis and a local volunteer campaign worker.

January 25, 1949

(P) "Prelude to Victory," a thirty-five-minute documentary film on industrial mobilization.

January 27, 1949

(P) "Sea Power in the Pacific," a U. S. Navy documentary film on the Pacific Fleet of thirty minutes' duration. This film was re-shown on June 30, 1951.

February 22, 1949

(P) "Crippled Children's Ball," a two-hour remote telecast of the Arabia Temple Shrine Crippled Children's Ball in the Sam Houston Coliseum, with interviews of various Shriners and discussions of the work being done on behalf of crippled children by Arabia Temple. The greater portion of the show, of course, was for entertainment.

March 10, 1949

(P) "Television Roundtable," a thirty-minute panel discussion of topics of the times by a group of local citizens representing different points of view.

March 31, 1949

(P) "Television Roundtable," another thirty-minute panel discussion with Houston participants.

During April, there were no programs classified by this study for inclusion in this list.

May 5, 1949

(P-E) "Crusade in Europe," a thirty-minute "March of Time" documentary film based upon General Eisenhower's book of the same name. This is one in a series which covers the Allied operations in Europe in World War II from the invasion of North Africa to VE Day.

May 12, 1949

(P-E) "Crusade in Europe," another installment.

May 13, 1949

(E) "How to Improve Your Golf," a five-minute film on golfing techniques as demonstrated by a professional golfer. This film might not win academic laurels; but anyone who plays golf will appreciate it and profit from it.

May 19, 1949

(P-E) "Crusade in Europe," another installment.

May 26, 1949

(P-E) "Crusade in Europe," another installment.

June 2, 1949

(P-E) "Crusade in Europe," another installment.

June 16, 1949

(P-E) "Crusade in Europe," another installment.

June 30, 1949

(P-E) "Crusade in Europe," another installment.

July 14, 1949

(P-E) "Crusade in Europe," another installment.

July 21, 1949

(E) "Steel," a fifteen-minute film on steel processing at a plant of the Carnegie-Illinois Steel Company.

August 11, 1949

(P-E) "Crusade in Europe," another installment.

August 25, 1949

(E) An unidentified fifteen-minute educational film.

September 1, 1949

(E) An unidentified ten-minute educational feature.

September 15, 1949

(P) A fifteen-minute film on vacation areas in the Dominion of Canada.

October 20, 1949

(P-E) "Crusade in Europe," another installment.

December 7, 1949

(P) "Inside USA," a thirty-minute vignette of American life and folklore.

During January and February, 1950, there were no programs classified by this study for inclusion in this list.

March 9, 1950

(P) "Houston Anti-TB League," a fifteen-minute program on the Christmas seal campaign of the previous year.

March 15, 1950

(P) "Television Roundtable," a thirty-minute panel discussion with local participants.

April 26, 1950

(E) "Adventures in Sewing," a thirty-minute film on making things with needle and thread.

May 7, 1950

(P) "American Cancer Fund," a seven-hour telethon on which various appeals were made for contributions to the cancer fund. During the program some thirteen thousand dollars were pledged or sent in, and it was estimated later than the program had stimulated contributions to such an extent that the final figure was approximately thirty thousand dollars.⁴ This was the first full-fledged employment of television in Houston as a device for stirring public sentiment on behalf of a worthy cause.

May 22, 1950

(P) "Democracy Speaks," a thirty-minute documentary film featuring various speakers representing different groups and opinions in the nation, tying them together with a common understanding of the principles of the Republic.

On May 31, 1950, the Houston Post took over the station and made it an operation of the Post-owned KPRC. The call letters remained KLEE-TV until July 3, 1950, when they became KPRC-TV.

⁴ Special supplement to Houston Post of July 3, 1951, featuring the acquisition of KLEE-TV and its being re-named KPRC-TV.

June 5, 1950

(E) "Citizens of America," a fifteen-minute documentary film on boys' clubs, produced in connection with the YMCA of Chicago.

June 12, 1950

(E) "Children in Trouble," a fifteen-minute documentary film on delinquency, produced for the New York Council on Child Guidance.

June 13, 1950

(E) "Utility Unlimited," a fifteen-minute documentary film on helicopters, produced by the U. S. Air Forces for its own personnel training program.

June 25, 1950

(P-E) "For Us the Living," a twenty-minute documentary film on foods and drugs by the Pure Food and Drug Administration, Washington, D. C.

June 26, 1950

(E) "It's a Maine Sardine," a thirty-minute film on deep-sea fishing and the fishing and canning industry of the New England states.

July 3, 1950

(P-E) "For Us the Living," a twenty-minute documentary such as that shown on June 25, 1950.

(E) "The Walking Machine," a fifteen-minute film on foot hygiene.

July 5, 1950

(P-E) "Port of Houston," a fifteen-minute film on one hundred years of progress in the local port, produced by a Houston photographer for the Houston-Harris County Navigation District and the Houston Chamber of Commerce.

July 10, 1950

(P-SE) "Naval Air Reserve," a twenty-minute indoctrination film on the life and activities of a naval air cadet aboard a U. S. Navy carrier during a two-week training cruise.

July 17, 1950

(E) "H²O New York," a municipally produced film of thirty minutes' duration on the water problem in Manhattan.

July 21, 1950

(P) "Slum Clearance," a local film of ten minutes' length, with narration against a back-drop of local slum areas, produced on behalf of an effort at the time to induce the voters of Houston to vote new bonds for the Houston Housing Authority. Despite this excellent weighted film, the issue was decisively beaten.

(SE) "Fighting Sea Monsters," a one-hour film on creatures of the deep with a scientific commentary in popular vocabulary on marine life.

July 31, 1950

(P-SE) "To the Shores of Iwo Jima," a twenty-minute U. S. Navy film on the landing operations at Iwo Jima in World War II.

August 7, 1950

(P-E) "Anchors Westward," a twenty-minute U. S. Navy film on Guam, showing the island prior to the Japanese occupation, after its recapture by American forces and the rehabilitation of its people by the U. S. Navy Seabees. It is a very splendid review of the work done by the Naval Construction Battalions and clearly pictures the sociological benefits derived by the island people from the American occupation and the enlightened policies of administration followed by the U. S. Navy.

August 15, 1950

(P-E) "Today's Minute Men," a fifteen-minute film on Allen Academy in Texas, covering the curriculum as well as the physical establishment and student life.

August 30, 1950

(P-SE) "You Can Hear It Again," a thirty-minute film by the U. S. Veterans Administration on a phase of the rehabilitation program in VA hospitals.

September 3, 1950

(P-SE) A "Prelude to Victory" forty-minute film on the U. S. Eighth Fleet from North Africa to Italy in World War II.

September 10, 1950

(E) "Lumber for Homes," a fifteen-minute film on the lumber industry and the steps by which lumber is transformed from standing trees into building material.

(P) A thirty-minute program of "We, the People" consisting of a presentation of a panel of distinguished speakers, including General Lucius Clay, on behalf of Radio Free Europe. This series of programs ordinarily does not perform any public service, being wholly for entertainment; but this particular feature was unusual.

September 21, 1950

(E) "Help Wanted," American Red Cross-U. S. Public Health Service thirty-minute film on the fundamentals of first aid.

October 6, 1950

(E) "Arthur Murray," a fifteen-minute live program from the KPRC-TV studio consisting of dancing instruction and demonstration by members of the staff of the Houston Arthur Murray studio. These programs are definitely educational. While they are produced to advertise the studio, nevertheless they

they are instructive without necessitating any enrollment at the studio.

October 10, 1950

(P) "Bluejackets Aweigh," a thirty-minute film on the Great Lakes Naval Training Station, produced by the U. S. Navy.

October 15, 1950

(E) "Twenty-four Hours of Progress; A Day in the Oil Field," a thirty-minute film produced by a major oil company to explain and dramatize this important phase of the petroleum industry.

October 19, 1950

(P) "The Community Chest," a thirty-minute live program by the Houston Community Chest, explaining its work and seeking public help in its forthcoming campaign for funds.

October 20, 1950

(E) "Arthur Murray," another live fifteen-minute session with expert dance teachers.

November 3, 1950

(E) "Arthur Murray," another live fifteen-minute session with expert dance teachers.

November 27, 1950

(SE) "Last Cruise," a thirty-minute film on two U. S. submarines battling an arctic winter during special test operations in the Far North.

December 8, 1950

(E) "Arthur Murray," another live fifteen-minute session with expert dance teachers.

December 14, 1950

(P) "Blue and Gold," a thirty-minute film on Navy midshipmen.

December 22, 1950

(P) "Your Navy on Guard," a thirty-minute film on the Navy's role as protector of the American sea frontiers.

(P) "Acapulco," a thirty-minute travelogue on Mexico.

December 25, 1950

(P) "The Joyful Hour," a one-hour film telling in dramatic form the story of Christmas with emphasis upon the solemn religious aspect.

(E) "Newspaper Story," a fifteen-minute Encyclopedia Britannica film.

December 26, 1950

(P) "Builders of the City," a fifteen-minute locally-made film on Hughes Tool Company, giving valuable information on this important member of Houston's industrial community.

December 28, 1950

(E) "Sick Bay," a thirty-minute U. S. Navy film on the medical department aboard a typical naval vessel.

January 1, 1951

(E) "Newspaper Story," a fifteen-minute Encyclopedia Britannica film produced for use in schools. (It may be the same film shown on December 25.)

January 2, 1950

(E) "History Comes to Life," a twenty-five-minute Encyclopedia Britannica film, depicting some part of American or other history. This film was produced for use in conjunction with classroom study.

January 3, 1951

(E) "Carnival for Kids," a twenty-five minute Encyclopedia Britannica film for primary grade children. It is an educational film about circuses with a large amount of entertainment.

January 4, 1951.

(P) "Clean Sweep Down," a thirty-minute U. S. Navy film on ship hygiene and maintenance for keeping it a comfortable and clean place to live.

(E) "Cartoons," a ten-minute Encyclopedia Britannica film on cartooning.

January 5, 1951

(E) "Our Animal Friends," a twenty-five-minute Encyclopedia Britannica film.

January 8, 1951

(E) A thirty-minute educational film on which no descriptive or definitive data were available.

(P-SE) "TV Travel Time," a thirty-minute Encyclopedia Britannica film.

January 9, 1951.

(E) "Here's to Health," a fifteen-minute film on a special phase of health.

(E) A fifteen-minute documentary film. The name and nature of this film were not determinable.

(E) "History Comes to Life," a thirty-minute Encyclopedia Britannica documentary film, produced for independent showing or in association with class study.

(E) A fifteen-minute educational film. The name and nature of this film were not determinable.

January 13, 1951

(E) "The Honey Bee," a fifteen-minute Encyclopedia Britannica documentary film which gives a careful and extensive study of the life of the honey bee and the way in which honey is made.

January 15, 1951

(E) "People of Hawaii," a thirty-minute film which is above the standards of a travelogue. This is a study of the people of Hawaii, their origin, customs, language and general culture.

(E) "Let's Dance," a fifteen-minute program similar to those presented by Arthur Murray. This one is put on by John and Vivian Williams, Houston dance instructors. The tango is the dance in which instruction is given.

January 16, 1951

(E) "Here's to Health," a fifteen-minute film on the human nervous system.

(E) "Development of Transportation," a thirty-minute Encyclopedia Britannica film in the "History Comes to Life" series.

January 18, 1951

(E) "Dangerous Stranger," a fifteen-minute film for children which warns against their allowing strange men who hang around school grounds to become too friendly. It points a direct warning without bringing in the perverted aspects of the "stranger's" personality. This is one in the McGraw-Hill Educational Series.

January 19, 1951

(E) "Our Animal Friends," a thirty-minute film on the snapping turtle.

January 20, 1951

(SE) "Hansel and Gretel," a one-hour film on this beloved story, ideal for use with literature studies in the lower grades.

January 22, 1951

(E) "Ears and Hearing," a fifteen-minute film in the "Here's to Health" series.

January 23, 1951

(E) "Westward Movement," a thirty-minute film on the pioneer movement in America, one of the "History Comes to Life" series.

January 24, 1951

(SE) "The Hare and the Tortoise," a thirty-minute film in the Encyclopedia Britannica "Carnival for Kids" series. This film is especially suitable for study with literature courses in the lower grades.

January 26, 1951

(E) "The Horse," an "Our Animal Friends" thirty-minute film.

January 27-28, 1951

(P) A giant benefit performance of a variety of local talent on behalf of the "March of Dimes," starting at 10:30 PM and running until dawn.

January 30, 1951

(E) "Body Defenses against Disease," a fifteen-minute film in the "Here's to Health" series.

(E) "Colonial Expansion," part of the "History Comes to Life" series of thirty-minute films.

(SE) "Fable of the Three Foxes," an Encyclopedia Britannica "Carnival for Kids" feature.

January 31, 1951

(SE) "Mexico," a "TV Travel Time" thirty-minute feature.

February 2, 1951

(E) "Water Birds," a fifteen-minute "Our Animal Friends" feature.

February 4, 1951

(E) A fifteen-minute film on food handling.

February 5, 1951

(P-E) "Crusade in Europe," a MOT feature based upon General Eisenhower's book, recounting a chapter in the story of the American advance from North Africa to Berlin.

(E) "People of Western China," a "TV Travel Time" film. This is one that is especially valuable now that China is playing such a tremendously vital role in American foreign affairs and our understanding of that once far-away country may be the key to our own future.

February 6, 1951

(E) "Foods and Nutrition," a "Here's to Health" thirty-minute feature.

(E) "Discovery and Exploration," a "History Comes to Life" thirty-minute film.

February 7, 1951

(E) "Bears," a fifteen-minute "Carnival for Kids" film by Encyclopedia Britannica.

February 9, 1951

(E) "Robins," from the "Our Animal Friends" series.

February 11, 1951

(SE) "Peru," a "TV Travel Time" feature.

(P-E) "Crusade in Europe."

February 13, 1951

(E) "Planters of Colonial Virginia," one of the "History Comes to Life" series.

February 14, 1951

(E) An Encyclopedia Britannica fifteen-minute feature on St. Valentine's Day.

February 16, 1951

(E) An "Our Animal Friends" film on the red squirrel and his habits.

February 19, 1951

(SE) "Chile," a "TV Travel Time" film feature.

February 20, 1951

(E) "Kentucky Pioneers," a "History Comes to Life" feature.

February 23, 1951

(E) "The Story of Cats," an "Our Animal Friends" feature.

February 26, 1951

(SE) A "TV Travel Time" film on Brazil.

February 27, 1951

(E) "Flatboatman on the Frontier," a "History Comes to Life" film on the men who manned the flat-bottom river boats in the days when western America was being retrieved from a state of undevelopment, showing the part played by them in bringing commerce and population to the west.

February 28, 1951

(SE) "The Man Without a Country," a "Royal Playhouse" drama. This film is very effective with classroom literature studies in the earlier grades.

March 2, 1951

(E) An "Our Animal Friends" feature on goats.

March 4, 1951

(P) A fifteen-minute filmed report on the Red Cross by Quentin Reynolds.

March 5, 1951

(SE) "Argentina," a "TV Travel Time" feature.

(P-E) "Crusade in Europe."

March 6, 1951

(E) "Early Settlers in New England," a "History Comes to Life" film on the historical development of New England.

March 9, 1951

(E) "Safety in the Home," a fifteen-minute film on hazards in the home and ways in which to avert or correct them.

(E) "Care of Pets," an "Our Animal Friends" film on the proper treatment for various pets, explaining their various requirements and needs.

March 12, 1951

(E) "People of the Congo," a "TV Travel Time" feature.

(P-E) "Crusade in Europe."

March 13, 1951

(E) "Pioneers of the Plains," a "History Comes to Life" film.

March 16, 1951

(E) "Common Animals of the Woods," an "Our Animal Friends" production.

March 19, 1951

(SE) "The West Indies," a "TV Travel Time" feature.

March 20, 1951

(E) "The Industrial Revolution," a "History Comes to Life" film.

March 22, 1951

(SE) "The Jumping Frog," a "Story Theater" presentation of Mark Twain's famous story.

March 23, 1951

(E) "The Sunfish," an "Our Animal Friends" film.

March 24, 1951

(SE) "Valley Forge," a "Pulitzer Prize Theater" production of Maxwell Anderson's play on George Washington and a brief period in early American history in which the mettle of the nation was tested and not found wanting.

March 25, 1951

(P) "Hill No. 1," an Easter story which draws a dramatic parallel between Golgotha and a hill in Korea. This is an hour-long drama.

(P) Easter services presented from the First Methodist Church in Houston for one hour.

March 26, 1951

(SE) "Pygmies of Africa," a "TV Travel Time" film.

March 27, 1951

(E) "Colonial Children," a "History Comes to Life" dramatization of early times in America and the lives of children then.

March 28, 1951

(SE) "Col. Starbottle for the Plaintiff," a thirty-minute dramatization of Bret Harte's short story.

March 30, 1951

(E) "Animals Growing Up," an "Our Animal Friends" feature.

March 31, 1951

(E) "Assignment for India," a YMCA film on welfare and youth work done overseas by its representatives. This is a thirty-minute documentary film.

(E) "Enriched Bread," a thirty-minute film by the Bakers Institute of America. This film was produced as much for purposes of good public relations as those of education; but it lends itself well to educational use.

April 1, 1951

(P-E) "Circuit Rider," a thirty-minute film produced by the Methodist Church which depicts the life and work of an itinerant preacher in rural America.

(P-E) "Lamp Unto My Feet," a thirty-minute live program by a Houston Jewish group. Its theme, presented through narration and dramatization, is the adoption of a boy and his adjustment to a new domestic environment.

(E) "Kaleidoscope," a fifteen-minute film with the redoubtable John Kieran of "Information, Please" fame. A series of features has been prepared under this title. This particular one was on "The Miracle of Life" and was based upon a Nobel Prize-winning experiment.

(P) Thirty minutes of the hearings of the so-called Kefauver Committee during a session in New York while witnesses were heard in connection with a probe of interstate gambling and crime's connection with government.

April 12, 1951

(E) "The March of Time," thirty minutes of compounded MOT films from over the years, principally those of the U. S. war effort in World War II.

(E) "Bird Control," a "Kaleidoscope" program with John Kieran.

April 15, 1951

(P-E) A drama in verse based upon Bunyan's "Pilgrim's Progress," with a local cast.

(E) "Circuit Rider."

(E) A U. S. Navy film on the atomic bomb, made during experiments at White Sands and Eniwetok.

(E) "Clouds and How They Help Man to Fly," a "Kaleidoscope" feature.

(SE) "Bulletin 120," a documentary drama by Joseph Liss on the discovery of the cause of pellagra in 1915 by Dr. Joseph Goldberger, produced in the "TV Playhouse" series.

April 21-22, 1951

(P) "Cancer Crusade," a local appeal for funds for the cancer drive. It opened at 10:30 PM and continued until dawn.

April 22, 1951

(P-E) "The Courageous Tailor," a film in the "Lamp Unto My Feet" series of programs.

(P) "The Flag of Destiny," a fifteen-minute UN film, glorifying itself and its symbol.

(P-E) "Industry on Parade," a fifteen-minute film program by the National Association of Manufacturers. This is one of a series of films, the purpose of which is to present different industries of sub-industries and explain their contributions to the American culture and standard of living.

(E) "Ponds," a "Kaleidoscope" feature.

April 25, 1951

(E) "Spotlight on Congress," a thirty-minute MOT film produced in 1945, presented on TV with an added commentary by U. S. Senator Douglas of Illinois in connection with his efforts to lift the standards of public office by inducing individuals of higher moral and ethical values to make themselves available for public service.

(P) General Douglas MacArthur in his now famous address to Congress of April 19, 1951.

April 29, 1951

(P-E) "Thou Shalt Not Steal," a dramatization of the Fifth Commandment in a program of the "Lamp" series.

(E) "Moving X-rays," a "Kaleidoscope" program with John Kieran.

(P-E) "Industry on Parade," a NAM feature.

May 3, 1951

(P-E) "Sergeant Bruce Reporting," a fifteen-minute film produced by the Los Angeles Police Department on safe driving, with a live introduction on TV by Sergeant Curtis Aaron of the Houston Police Department. This is the first of a series of such programs prepared by the Los Angeles Police Department and made available for teleshowing throughout the country.

(P-SE) "Texas Travelogue," a fifteen-minute film visit to the Alamo. This is one in a series of such visits to historic and otherwise important places in Texas. These films are produced by Steve Wilhelm, Houston advertising man.

(P-E) "Airways to Peace," a 1945 MOT film reviewed by General Laurence S. Kuter, commanding, Military Air Transport Service.

May 6, 1951

(P-E) A panel discussion on the "Lamp" series with Dr. John Bonnel, Presbyterian minister, and Charles C. Taylor, president, Metropolitan Life Insurance Company. This is a discussion of religion and business.

(P-E) "Industry on Parade," a FAM feature.

(E) "Love Thy Neighbor," a " Kaleidoscope" feature in a digression from the usual scientific motif.

May 9, 1951

(P-E) "Liberty and You," a Catholic War Veterans film on infiltration of communists into American industry and industrial organizations. It is a thirty-minute feature.

May 10, 1951

(P-E) "Sergeant Bruce Reporting," a safety discussion from the stand-point of traffic control.

(P-E) "Life With a Baby," a MOT film prepared in collaboration with the Gesell Institute of Child Development, New Haven, Connecticut.

(P-SE) "State Capitol," a "Texas Travelogue" production.

May 13, 1951

(P-E) "The Last Supper," a "Lamp" feature.

(P-E) "Industry on Parade," featuring radar and aircraft detection and new U. S. Navy dry docks for aircraft carriers of the floating type used so effectively in World War II.

(E) "Canaries," a "Kaleidoscope" production.

(P) "Beachhead," a U. S. Navy film on amphibious operations and mass assault landings.

May 17, 1951

(P-E) "Man at the Wheel," a 1938 MOT film on traffic safety reviewed by Colonel Reynolds Weaver of President Truman's Highway Safety Conference.

(P-SE) "Texas Travelogue."

May 19, 1951

(P-E) "Pentagon, Washington," a thirty-minute program featuring interviews with high-ranking service and civilian personnel in the Department of Defense. This is the first of a series.

May 20, 1951

(P-E) "Going Down," a drama on the destructive influence of gambling upon home life. This is in the "Lamp" series.

(P-E) "Industry on Parade," a feature on the precautions taken against bank bombings.

(E) "The Gracefulness of Animals," another of John Kieran's "Kaleidoscope" features.

May 24, 1951

(P-E) "Sergeant Bruce Reporting."

(P-E) "March of Time," giving demonstrations in music arrangement with Artie Shaw.

(P-SE) "Texas Travelogue."

May 26, 1951

(P-E) "Pentagon, Washington."

May 27, 1951

(P-E) "Lamp Unto My Feet," dramatizing the effect of the Korean war upon the American home.

(P-E) "Industry on Parade," demonstrating the hydraulic brake, explaining the making of crystal ware and the need for metals salvage.

(E) "Animal Idylls," a "Kaleidoscope" feature.

May 30, 1951

(E) "Corralling the Colorado," a thirty-minute film on flood control and utilization along the Colorado River.

May 31, 1951

(P-E) "Sergeant Bruce Reporting."

(P-E) "March of Time" film on farming techniques, with special reference to the use of new chemical fertilizers and insecticides.

June 2, 1951

(P-E) "Pentagon, Washington."

June 3, 1951

(P-E) "The Treasure," a "Lamp Unto My Feet" drama on happiness in the slums, based on Bible Scripture, showing that true happiness comes from a source other than the physical environment.

June 7, 1951

(P-E) "Sergeant Bruce Reporting."

(P) "U. S. Coast Guard," a MOT thirty-minute documentary.

June 9, 1951

(P-E) "Naval Operations," a feature of the Pentagon, Washington series, with Rear Admiral Frank Akers, Assistant Chief of Naval Operations.

June 10, 1951

(P-E) "Lamp Unto My Feet," a drama-narration on marital problems.

(P) "Battle for Bread," a UN film of fifteen minutes' length.

(P-E) "Industry on Parade," featuring mechanical refrigeration.

(E) "Science Shows the Way," a "Kaleidoscope" feature.

June 14, 1951

(P-E) "Sergeant Bruce Reporting."

(P) General Douglas MacArthur at Houston Stadium, Rice Institute, Houston, on a remote live telecast.

(P-SE) "Texas Travelogue."

(P-E) "Crime and Politics," a 1935 MOT film with current comments by Rudolph Halley, erstwhile legal counsel to the so-called Kefauver Committee and now president of the City Council of the City of New York.

June 16, 1951

(P-E) "Pentagon, Washington," with Brigadier General John Michaelis recounting his experience in Korea.

(P-E) "The Lost Sheep," a "Lamp Unto My Feet" drama on juvenile delinquency, interspersed with discussion of the problem of delinquency.

(P) "Battle for Bread," a UN film on its second showing.

(P-E) "Industry on Parade," a film on jet planes.

(E) "Can Animals Think?," a "Kaleidoscope" film.

June 21, 1951

(P-E) "Sergeant Bruce Reporting," a feature on the danger of following the car ahead too closely.

(P-E) "Show Business at War," a 1943 MOT film on the USO, shown in connection with the reactivation of this war-era project.

(P-SE) "The Quarter Horse," a "Texas Travelogue" visit to a racing farm.

June 23, 1951

(P-E) "Pentagon, Washington," a discussion of developments in the Air Forces by General Donald L. Pratt.

June 24, 1951

(P-E) "The Builder," a "Lamp" drama featuring a discussion of labor problems from a neutral standpoint. All the "Lamp" programs, it should be borne in mind, are religious in concept. In a feature such as this, the purpose is to apply religious principles to such difficult issues as labor strife.

(P-E) A U. S. Army documentary film on the development of communism. This is a thirty-minute feature.

(P-E) "Industry on Parade," a study of the manufacture of razor blades and the early stages in the development of telegraphy.

(E) "Circus," a "Kaleidoscope" program.

June 23, 1951

(P-E) "Sergeant Bruce Reporting."

(P-E) A "March of Time" film on dogs.

(P-SE) A "Texas Travelogue" visit to the U. S. Navy installation at Corpus Christi, Texas.

June 30, 1951

(P-E) "Pentagon, Washington," a discussion of ordnance and armament by Archibald A. Alexander, Under Secretary of the Army.

(P-E) "Then There Were Four," a film on safe driving with narration by James Stewart. This is a thirty-minute feature.

(P-E) "Sea Power in the Pacific," a U. S. Navy film. This film was shown also on January 27, 1949.

July 1, 1951

(P-E) "Lamp Unto My Feet," a study of teen-age narcotic habituation, with James R. Dumpson, consultant on delinquency and correction, New York City Welfare Council, and Dr. Jessie Stitt of the Village Presbyterian Church, New York. Lyman Bryson, chief of the CBS Public Affairs Department, acted as moderator.

(P) "See My Native Land," a UN film on some of the not so well known nations that have delegations at the UN headquarters.

(P-SE) "Yesterday's Newsreels," a recreation of memorable events of the past. This is one in a series and deals with Commander Richard E. Byrd's 1928 flight to Antarctica and the Democratic National Convention in Houston of that year at which Governor Alfred E. Smith was nominated for the presidency.

(P-E) "Industry on Parade," a documentary film on floor covering, element Titanium and a piano factory.

(E) "Constructive Chemistry," a "Kaleidoscope" feature.

July 5, 1951

(P-E) "Sergeant Bruce Reporting," with a discussion of highway driving.

(P-E) A "March of Time" hard-hitting film on narcotics.

(P-SE) A "Texas Travelogue" feature on sheep dogs.

July 7, 1951

(P-E) "Pentagon, Washington," featuring a discussion of problems arising out of the Korean war by General Omar Bradley, Chairman of the Joint Chiefs of Staff.

(SE) "Your Pet Parade," a thirty-minute film feature on pet animals.

July 8, 1951

(P-E) "Commencement," a "Lamp Unto My Feet" drama with Father Thomas Dunn, director of radio-TV, Archdiocese of New York, as special speaker.

(P) "International Goodwill," a UN film on the UN's private concept of what it takes to establish and maintain universal cordiality.

(P-SE) "Yesterday's Newsreels," a feature on the 1927 flight of Charles A. Lindberg from New York to Paris and the career of Rudolph Valentino.

(P-E) "Industry on Parade."

(R) "Voice of the Reeds," a John Kieran "Kaleidoscope" program.

July 12, 1951

(P-E) "Salute to Texas," a MOT special feature.

(SE) "Deep Sea Fishing," a "Texas Travelogue."

July 15, 1951

(P-E) "Lamp Unto My Feet," a program on marital problems with Judge Herbert Delaney, New York District Court of Domestic Relations, and the Reverend Milton A. Calamison, Siloam Presbyterian Church, Brooklyn, New York.

(P) A UN film on some phase of that organization's widely-ramified work.

(P-E) "Industry on Parade," a feature film on the baking industry.

July 17, 1951

(P-E) A fifteen minute live program by the Houston Fire Department, featuring Fire Inspector F. V. Larsen. This is the first of a weekly series which takes various fire hazards and demonstrates how they can be detected and corrected. In conjunction with this series of live telecasts, Inspector Larsen makes lecture tours to the Houston schools and holds panel discussions with the students on the material covered on the telecast.

July 18, 1951

(P) "Holiday Island," a fifteen-minute film on Canada.

July 19, 1951

(P-E) A "March of Time" film on summer camps.

(P-SE) "Fort Worth," a feature of "Texas Travelogue."

July 21, 1951

(P-E) "Pentagon, Washington," with General Robert A. Ginsberg on the UN's role in the Korean peace--if and when that happy day ever dawns.

(SE) "Your Pet Parade."

July 22, 1951

(P-E) "Window in the Sky," a "Lamp" program on the work of missionaries among the Navajo Indians.

(P) "Earthquake in Ecuador," a UN film on rehabilitation after the disaster.

(P-SE) "Yesterday's Newsreels," a selection on the abdication of King Edward VIII in 1936.

(P-E) "Search for New Products," an "Industry on Parade" feature.

(E) "Beauties on the Beach," a "Kaleidoscope" feature on sea shells rather than what the title implies.

July 24, 1951

(P-E) A fire prevention program with Inspector Larsen of the Houston Fire Department.

(E) "Your Own Home," a fifteen-minute program on the proper manner in which to lay floor covering.

July 26, 1951

(P-E) "The Driver and the Law," another in the "Sergeant Bruce Reporting" series.

(P-E) "American Beauties," a MOT film on the cosmetics industry.

(P-E) A "Texas Travelogue" visit to WRAP-TV in Fort Worth, Texas' most ambitious television operation to date.

July 28, 1951

(P-E) "Pentagon, Washington."

(E) "Water in the West," a thirty-minute documentary film on irrigation and the need for water in the western states.

(P-E) "And Then There Were Four," a documentary film on traffic safety with narration by James Stewart. This thirty-minute feature was also shown on June 30, 1951.

July 29, 1951

(P-E) "On the Road to Damascus," a story in the "Lamp" series on the life of Saint Paul.

(P) "American Inventory," one of a series of programs on America and what makes it. This one is titled "American Testament," and consists of a group of well-known and not so well-known citizens, including Cliffs Swarthout, Jackie Robinson, Charles Kettering and Judge Samuel Liebowitz, who tell why they are proud to be Americans.

(P-EE) "Yesterday's Newsreels," films of the fatal 1935 around-the-world flight by Wiley Post and Will Rogers.

(P-E) "Industry on Parade," a film on the building of church furniture and on the textile industry.

(P) "Crusade for Freedom," a fifteen-minute WW film.

July 31, 1951

(E) "Your Own Home," a fifteen-minute film on home decorating, specializing in the use of things already on hand and small cost items.

(P-E) A fifteen-minute program with Inspector Larsen of the Houston Fire Department.

August 2, 1951

(P-E) "Sergeant Bruce Reporting," a lecture-demonstration on left turns in traffic.

(P-E) "Airways to Peace," a MOT film.

(P-E) "Disaster Strikes," a Red Cross film on rescue and rehabilitation during floods.

August 4, 1951

(P-E) "Pentagon, Washington," a narrated and dramatized story of the life of the late Admiral Sherman, Chief of Naval Operations.

(SE) "Your Pet Parade."

August 5, 1951

(P-E) "Ways of Salvation," a drama on the life of Saint Paul in the "Lamp" series of religious programs.

(P-E) "What's Happened to the Dollar?", a film on inflation and simple economics for the twenty-year period of 1931 to 1951, produced by the NAM in the "American Inventory" series.

(P-SE) "Yesterday's Newsreels," the story of the Moro Castle disaster and the celebrated court martial of Brigadier General Billy Mitchell.

(P) A UN film titled "Clearing the Way," the selection and clearing of the site on which the UN building in New York now stands. This is a fifteen-minute feature.

(E) "Your Own Home."

(P-E) A program with Fire Inspector Larsen.

August 9, 1951

(P-E) "Inside Horse Racing at Belmont," a NOT thirty-minute feature.

(P-E) "Last Date," a film on teen-agers and hot-rods.

August 11, 1951

(P-E) "Pentagon, Washington," a report on the United States Army, a film with General Collins.

(SE) "Your Pet Parade."

(P-E) "Once Upon a Time" and "Teach Them to Drive," two films on safe driving.

August 12, 1951

(P-E) "The Grace of Forgiveness," a "Lamp" program. This feature is based on the life of Saint Paul.

(P-E) "Waste in Crime," a program in the "American Inventory" series.

(-SE) A film from "Yesterday's Newsreels" on the assassination of King Alexander I of Yugoslavia in 1934 and a round-world flight by four U. S. Army aeroplanes in 1924.

(P-E) "Industry on Parade," a film on jet engines and the canning industry of the Pacific Northwest.

(P) A fifteen-minute film on the UN.

August 14, 1951

(E) "Your Own Home."

August 15, 1951

(P-E) A U. S. Army thirty-minute film on the Aberdeen, Maryland, Proving Ground.

August 16, 1951

(P-E) "Sergeant Bruce Reporting."

(P-E) "Inside China Today," a NOT film on a country that has become vastly important to the American people since the outbreak of armed conflict with Chinese forces in Korea and China's illegitimate government's alliance with the Soviet Union.

August 16, 1951

(P-E) "Pentagon, Washington," a talk on "Air Defense of Continental USA" by Major General Frederic H. Smith, commanding, Eastern Air Defense Force.

(P-SE) "The American Cowboy," a thirty-minute film.

(P) "Survival," an NBC program on civilian defense.

August 19, 1951

(P-E) "One God," a "Lamp" program based on Florence Mary Fitch's book of the same name.

(P-E) "American Inventory," a discussion by Dr. Ozre Woods, psychologist, University of Texas, and others of the question, "Would There Be Panic if the Atom Bomb Fell on the USA?"

(P-E) "Yesterday's Newsreels," films on the Italian invasion of Ethiopia in 1935.

(P-E) "Industry on Parade," a film on the synthetic rubber industry and its relationship to national defense in the present emergency.

(P) "That All May Learn," a UN film on the educational needs of peoples throughout the world.

August 20, 1951

(P-E) A program with Fire Inspector Larsen.

August 22, 1951

(P-E) "Within These Walls," a thirty-minute film on insulating the home against heat and cold.

(P-E) "Bridging a Century," a thirty-minute story of the building of the San Francisco-Oakland Bay bridge.

August 23, 1951

(P-E) A MOT film on teen-age girls.

(P) "If I Were the Enemy," the first of a series of programs presented live, with film interjected, by the Houston Civilian Defense Department. It is a fifteen-minute feature.

August 25, 1951

(P-E) "Navy Blimp," a film with narration by Commander William J. Klein, chief of airship design, U. S. Navy.

(SE) "Your Pet Parade."

(P) A thirty-minute program featuring civilian defense, local and film.

August 26, 1951

(P-E) "As Deep as the Heart," a "Lamp Unto My Feet" program saluting the Army-Navy Chaplain Corps on its one hundred-seventy-sixth anniversary.

(P-E) "Behind the Iron Curtain," an "American Inventory" program interviewing four escapees from the USSR. Mrs. Ada Siegel, interpreter and translator of Russian literature, conducted the interview. Mrs. Siegel has also done a series of radio programs on this subject of escapees and their attitude toward freedom and their former homes over ABC under the title "USSR."

(P-SE) "Yesterday's Newsreels," the story of the Wright Brothers and their flight at Kitty Hawk.

(P-E) "Industry on Parade," the story of the terrible Kansas City flood of 1951.

(P) "Of Human Rights," a UN film on the controversial and highly propagandized treaty on so-called human rights now pending before the United States Senate which, among other things, transfers certain elements of sovereignty--such as control over immigration--from the signatory nation to the United Nations.

August 27, 1951

(P) "Government in Action," a thirty-minute film.

August 28, 1951

(P-E) A program on fire hazards with Inspector Larsen of the Houston Fire Department.

August 29, 1951

(E) "Men of Clouster," a film on deep-sea fishing and the Massachusetts fishing industry, past and present. This is a thirty-minute feature.

August 30, 1951

(P) The Houston Police Department has inaugurated a series of programs on safety with Sergeant Curtis Aaron discussing traffic problems for both drivers and pedestrians. This is a fifteen-minute feature.

(P-SE) "Kip Winkle," a fifteen-minute film by the National Association of Manufacturers on inflation and its relationship to the average citizen.

(P-E) A MOT film on the U. S. Navy from 1940 to 1951.

(P) A fifteen-minute program by the Houston Civilian Defense Department, with Dr. Moreland of the Houston Independent School District explaining why CD is to be taught in the public schools.

September 1, 1951

(P-E) "Pentagon, Washington," a program on Air Force training.

(SE) "Your Pet Parade."

(P) "Canadian Heritage," a thirty-minute film.

(P) "Survival," an NBC program on civilian defense with Willard Caldwell, Federal Civilian Defense director.

September 2, 1951

(P-E) "Lamp Unto My Feet," a story of a man who read but did not live by the Bible.

(P-SE) "Yesterday's Newsreels," films on the first inauguration of Franklin D. Roosevelt in 1933.

(P-E) "Industry on Parade," the metal working trades.

September 3, 1951

(P) A thirty-minute film on credit and installment buying.

September 5, 1951

(P) "Government in Action," a thirty-minute film.

September 6, 1951

(P) A Houston Police Department program on traffic safety.

(P-E) "March of Time" film on Ireland.

(P) Colonel A. W. Snyder, director of the local civilian defense department, speaking on guided missiles and their threat to American cities. This is a program in the series "If I Were the Enemy."

September 8, 1951

(P-E) "Pentagon, Washington," a film on naval science.

(SE) "Your Pet Parade."

(P) "Back to School Safety," a program with Chief of Police L. D. Morrison, Inspector W. F. Haley, Traffic Engineer Tom Willier and Sergeant Curtis Aaron, all of the City of Houston. This program consisted of these speakers and also entertainment with music and variety performances.

(E) "Song of the Mountains," a documentary film on folk music.

September 9, 1951

(P-E) "Lamp Unto My Feet," a drama titled "Into Good Ground," the story of a man who lost his faith when his son was killed and how that faith was restored and the father learned to endure his loss.

(P-E) "Middle Years," an "American Inventory" documentary film on parental adjustment.

(P-SE) "Yesterday's Newsreels," the story of the celebrated Lipton Cup race in 1930.

(P) A program with the Houston Police Department with an explanation of the new automobile inspection statute recently enacted by the state legislature.

(P-E) "Crusade in the Pacific," a new NOT thirty-minute documentary series, an outgrowth of the "Crusade in Europe" series, consisting of NOT and Defense Department films taken by combat photographers during World War II. This series starts with the march northward from Australia, after the Japanese advance was halted, through the liberation of the Philippines to the historic deck of USS Missouri in Tokio Bay, where the Japanese formally surrendered to General Douglas MacArthur.

September 10, 1951

(P-E) The Japanese Peace Conference, with President Truman opening the session. This thirty-minute film will have rising historical value in light of developments in the Far East.

September 11, 1951

(P-E) A Houston Police Department program, featuring a film on reckless driving.

September 13, 1951

(P-E) A Houston Fire Department program with Inspector Larsen and guest.

(P-E) "Arms and the Men," a MOT film on defense production.

(P) "If I Were the Enemy," a program by the Houston Department of Civilian Defense, featuring a discussion of the port by Port Director W. F. Heavey.

September 15, 1951

(P-E) "Pentagon, Washington."

(P) "Canadian Heritage," a film previously shown on September 1, 1951.

September 16, 1951

(P-E) "Lamp Unto My Feet," a program on a religious theme.

(P-E) "Machine Tools," a film on industry in the "Industry on Parade" series.

(P-SE) "Yesterday's Newsreels," films on Adolph Hitler's career from the early days of rabble-rousing to the debacle in Berlin in 1945.

(P) A program by the Houston Police Department on traffic safety.

(P-E) "Crusade in the Pacific."

September 17, 1951

(P) "Government in Action."

(E) "King Cotton," a thirty-minute film on the cotton industry from the growing of the plant to the finished product in the factory.

September 18, 1951

(P) "Government in Action."

September 19, 1951

(P-E) A fifteen-minute film on the Army Nurse Corps on duty in Korea.

(SE) "Royal Playhouse," featuring a thirty-minute drama on occupied Germany.

September 20, 1951

(P) A Houston Police Department program on safety.

(P-E) A "March of Time" program on the U. S. Merchant Marine Academy at King's Point, Rhode Island.

(P) "If I Were the Enemy," a program by the Houston Department of Civilian Defense.

(P-E) "Battle Report," a thirty-minute film on women at war, with an introduction by Mrs. Oveta Culp Hobby, first commanding officer of the WAAC during World War II.

(P-E) "Government at War," a film on communism.

September 23, 1951

(P-E) "Lamp Unto My Feet," a discussion and drama on a religious subject.

(P-E) "The Houston Ship Channel," a fifteen-minute film on Houston's ship channel and port.

(P-E) "Crusade in the Pacific."

September 24, 1951

(E) "Health Club," a fifteen minute program featuring reducing exercises. This is a live program.

(P) "Power for Peace," a film in the "Government in Action" series.

September 25, 1951

(P) A program by the Houston Fire Department on fire prevention.

September 26, 1951

(E) "Health Club," a fifteen-minute live program on reducing exercises. These programs are conducted by Lee Gordon at KPRC-TV.

September 27, 1951

(P-E) "Safety on Two Wheels," a fifteen-minute film on bicycle safety on crowded streets.

(P) A fifteen-minute program by the Houston Police Department on traffic safety.

September 28, 1951

"(E) "Health Club," a program on reducing exercises.

(P) A fifteen-minute program in the "If I Were the Enemy" series.

September 29, 1951

(P-E) "Pentagon, Washington."

(P-E) "Science in Review," a thirty-minute film produced by Johns-Hopkins University. This is one of a series.

September 30, 1951

(P-E) "Lamp Unto My Feet," a film on boys on probation.

(P-E) "Industry on Parade," a film on aircraft production for military use.

(SE) "Yesterday's Newsreels," films on the sinking of tankers off the New Jersey coast in World War II, and a scene at the sailing of the Lusitania on the final voyage in 1915 which ended with the ship's being torpedoed by a German U-boat.

(P-E) "Crusade in the Pacific."

October 1, 1951

(P) "Morning Devotional," a fifteen-minute program, the first in a series conducted by the Ministerial Alliance of Houston and KPRC-TV. This first program was conducted by Dr. E. H. Westmoreland, pastor of the South Main Baptist Church. Subsequent programs have been and will be under the conductorship of other churches and denominations.

(P-E) "RFD-TV," a fifteen-minute program for farmers, featuring Dan Clinton, County Agent for Harris County. This is the first of a series.

October 2, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

(P) "Government in Action," a film on some phase of governmental operation.

(P-E) A program with the Houston Fire Department.

October 3, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

October 4, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV," featuring John Carter of the Agriculture Department, University of Houston.

(P) "Government in Action," a film on the Interstate Commerce Commission.

(P-E) A program by the Houston Police Department on traffic safety.

(E) "Nature in Action," a thirty-minute program on the Houston Museum of Natural History, produced by Robert Vines, curator, and conducted by the irrepressible Hubert Mewhinney. This is the first in a series of programs which have become extremely popular and which are proving that education can be fun.

October 5, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV," with a discussion of pastures by Dan Clinton.

(P) A program on civilian defense by the Houston Department of Civilian Defense.

October 6, 1951

(P-E) "Air Rescue Service," a thirty-minute film on the "Pentagon, Washington" series.

(P) "Government in Action," a fifteen-minute film titled "Tale of Two Cities" and a fifteen-minute film titled "Man With a Mission", both on public administration.

(E) "Science Review," another in the series.

(P) "Survival," another of the NRC programs on civilian defense.

October 7, 1951

(P-E) "Industry on Parade," featuring the General Foods plant.

(SE) "Yesterday's Newsreels," with films on Theodore Roosevelt.

(P-E) "Crusade in the Pacific."

October 8, 1951

(P) "Morning Devotional," a program by St. Andrew's Methodist Church.

(E) "Health Club."

(P-E) "RFD-TV," a discussion of fall vegetable crops.

(P-E) A program on fire prevention by the Houston Fire Department.

October 9, 1951

(P) "Morning Devotional," conducted by the Methodist clergy.

(P-E) "RFD-TV."

(P) "Government in Action."

(P-E) "Fire Fighters," a film on firemen.

October 10, 1951.

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

October 11, 1951

(P-E) "RFD-TV," a panel discussion by faculty and students from the Agriculture Department, University of Houston.

(P) "Government in Action."

(P-E) A program by the Houston Police Department on traffic safety.

(E) "Nature in Action," a chapter in the series called "Strange Animals in Texas." Hubert Mewhinney discusses these animals with Dr. H. J. Sawin, Science Division, University of Houston.

October 12, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV," Dan Clinton and Victor S. Suneson, assistant district forester at Liberty, Texas, discuss casualties among pine trees.

(P) A program by the Houston Department of Civilian Defense.

October 13, 1951

(P-E) "Pentagon, Washington."

(P) "Government in Action."

(P) "Stop Fires--Save Jobs," a film on fire prevention, a fifteen-minute feature.

(E) "Science in Review," a thirty-minute film titled "What's New in Radiology?"

October 14, 1951

(P-E) "Industry on Parade," a fifteen-minute film on floating filling stations, fuel depots for ships and marine drilling rigs.

(SE) "Yesterday's Newsreels," a film on Russia under the czar, circa, 1915.

(P-E) "Crusade in the Pacific."

October 15, 1951

(P) "Morning Devotional," under the direction of a member of the Presbyterian clergy.

(E) "Health Club."

(P-E) "RFD-TV," a discussion of ducks.

(P) "Government in Action," a fifteen-minute film on the Bureau of Standards and its contribution to the quality of gasoline sold at American filling stations.

October 16, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

October 17, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV," a discussion of grasses.

October 18, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV," Aldine, Texas, Home Demonstration Club discussing techniques of basket weaving.

(P) "Know the Rules," a film on traffic safety.

(E) "Nature in Action," motion picture on movement of body cells, and a talk by Dr. C. M. Pomerat, professor in cytology, University of Texas School of Medicine.

October 19, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV," with talk on farm problems by Dan Clinton.

October 20, 1951

(P-E) "Pentagon, Washington."

(P) "Production--Key to Plenty," a discussion on "Producing for Defense" program by Paul Poffman, director, Ford Foundation.

(E) "Science in Review," mechanical devices in weather observation and study. This is a film by the U. S. Weather Bureau.

October 21, 1951

(P-E) "Fire Extinguishers," a film on the "Industry on Parade" program.

(SE) "Yesterday's Newsreels," films on the San Francisco fire of 1906.

(P-E) "Crusade in the Pacific."

October 22, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV," a demonstration in leather working.

(P) "Government in Action."

October 23, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV," a film on rabbit breeding.

(P) "Proudly We Serve," a film on the Army Nurse Corps.

(P) "Fire Fighters," a film on a large city fire department.

(P) "University of the World," a UN film on its ambitious plans for conquering ignorance and need through a system of exchange of technical personnel among nations.

October 24, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV," a program on flag-making at home.

October 25, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV," showing of a prize-winning calf:

(P) A program on safety by the Houston Police Department.

(E) "Denizens of the Deep," a discussion on the "Nature in Action" series by J. L. Faughman, marine biologist of Rockport, Texas.

October 26, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV," with Dan Clinton on a discussion of farm problems peculiar to the Gulf Coast.

(P) A local discussion on the UN by a student of an elementary school in which she read a prize-winning paper on the subject, "What the UN Means to Me."

October 27, 1951

(P) A United Fund local program, including a film, "United We Stand," produced by the Southwest Film Corporation of Houston.

October 29, 1951

(P) "Morning Devotional," with Bishop Clinton S. Quin, bishop, Episcopal Diocese of Texas.

(E) "Health Club."

(P-E) "RFD-TV."

(P) "Government in Action."

October 30, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

(P) "Grand Design," a fifteen-minute film on the UN.

(P) "Fire Fighters," film on fire department work.

(P) "Government in Action."

October 31, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

November 1, 1951.

(P) "Morning Devotional."

(P-E) "RFD-TV."

(P) "Nurses in Need," a fifteen-minute film on the shortage of trained nurses in the armed forces.

(P) A program on safety by the Houston Police Department.

(E) "Nature in Action," with Dr. Charles F. Squire, Rice Institute, on a discussion of the subject, "Lights in the Sky," an explanation of the aurora borealis, blue in the sky, and stars.

November 2, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

November 3, 1951

(P-E) "Pentagon, Washington," a film on the U. S. Navy Construction Corps.

November 4, 1951

(P-E) "Pentagon, Washington."

(P-E) "American Inventory."

(E) "You and Your Home."

(E) "Science in Review," a film titled "Magic Eye," explaining the photo-electric cell.

(P) "Frontier of Faith," a film on religious strength in time of crisis.

(P-E) "Logging Camp," a film in the "Industry on Parade" series.

(SE) "Yesterday's Newsreels," films on the Spanish civil war of 1936.

(P-E) "Crusade in the Pacific."

November 5, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

November 6, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

(P) "Fire Fighters," film sponsored by Houston Fire Department.

November 7, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

(E) "Guard Your Heart," film on heart disease.

November 8, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

(P) Safety talk by member of Houston Police Department.

(E) "Nature in Action."

November 9, 1951

- (P) "Morning Devotional."
- (E) "Health Club."
- (P-E) "RFD-TV."
- (E) "Keep America Green," fifteen-minute film on reforestation.

November 10, 1951

- (P-E) "Pentagon, Washington," a film on the sixth anniversary of the United Nations.

November 11, 1951

- (P) "Frontier of Faith," a thirty-minute film featuring Dr. John Sutherland Bonnell of the Fifth Avenue Presbyterian Church, New York.
- (E) "Science Review," a thirty-minute film on hypnotism, the danger of putting a copper coin in a fuse box and the magnetic coil.
- (E) "You and Your Home."
- (P-E) "Industry on Parade," a fifteen-minute film on concrete.
- (P) A one-hour remote program from the Veterans Hospital, Houston, celebrating Armistice Day.
- (SE) "Yesterday's Newsreels," featuring films on the first Armistice Day, November 11, 1918.
- (P-E) "Crusade in the Pacific."

November 12, 1951

- (P) "Morning Devotional."
- (P-E) "RFD-TV."
- (P) "Jet Tests," a fifteen-minute film in the "Government in Action" series.

November 13, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

(P) "Fire Fighters," fifteen-minute film by Houston Fire Department, with commentary by Inspector Larsen.

November 14, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

November 15, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

(P) "Houston Police," a fifteen-minute film on the police training program sponsored by the City of Houston and the University of Houston.

(E) "Nature in Action," a discussion of "Texas Snakes--Good and Bad" by A. C. Stimson, herpetologist.

November 16, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

November 17, 1951

(P-E) "Pentagon, Washington."

November 18, 1951

(E) "You and Your Home."

(E) "Science Review," a thirty-minute film on "Convicted by Microscope," modern criminological detection.

(P) "Frontier of Faith," a thirty-minute film on the Jewish Sabbath, "The Seventh Day."

(P-E) "Industry on Parade," a film on deep-water dredging machinery.

(SE) "Yesterday's Newsreels," films on World War I.

(P-E) "Crusade in the Pacific."

November 19, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

(P-E) "What's Your Safety IQ?" and "How to Avoid Accidents at Home and on the Streets," two fifteen-minute safety films.

November 20, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

November 21, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

November 22, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

(P) "Day of Thanksgiving," fifteen-minute film on this traditional holiday and the way in which an American family learns its true meaning.

(P) "That I May See," a one-hour film based upon the tenth chapter of Saint Mark in the New Testament, with Ruth Hussey and Jeffrey Lynn.

(P) A Houston Police Department talk on safety.

(E) "Nature in Action," with Dr. Asa Chandler, Rice Institute, and a discussion of disease carrying insects.

November 23, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

November 24, 1951

(P-E) "Pentagon, Washington," a film on the Air Forces' weather service and hurricane detection.

(P) A thirty-minute film on the UN General Assembly in action.

November 25, 1951

(P-E) "American Inventory."

(E) "You and Your Home."

(E) "Science Review," a thirty-minute film on child feeding.

(P) "Frontier of Faith," a thirty-minute film on the Fourth Commandment by the Jewish Theological Seminary of America, with liturgical music from a choir.

(P-E) "Crusade in the Pacific."

November 26, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

(P) "Blood and Bullets," fifteen-minute film on blood banks.

November 27, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

November 28, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

November 29, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

(P) Program by Houston Police Department.

(P) "Assembly VI," a thirty-minute UN film on a Paris UN meeting.

(E) "Nature in Action," with George Williams, Rice Institute, ornithologist, discussing the subject, "Bird Migration."

November 30, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

December 1, 1951

(P-E) "Pentagon, Washington."

(P) "Government in Action," fifteen-minute film on the Federal Bureau of Investigation.

December 2, 1951

(P-E) "American Inventory."

(E) "You and Your Home."

(E) "Science Review," a thirty-minute film,
 "Where Does It Begin," a discussion of pure
 science.

(P) "Frontier of Faith," a thirty-minute film
 on the Jewish harvest festival of Sukkoth and
 its relationship to Thanksgiving.

(P-E) "Industry on Parade," a fifteen-minute
 film on broom making and watch repair.

(SE) "Yesterday's Newsreels," films on the
 pursuit of Pancho Villa by General Pershing
 in 1916.

(P-E) "Crusade in Pacific."

December 3, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

(P) "Government in Action," a fifteen-minute film
 on the organized reserves, "Everybody's Army."

December 4, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

(P) "Fire Fighters," film on firemen and their
 work.

December 5, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

December 6, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

(P) A Houston Police Department feature, film and lecture, on safety.

(P) "Government in Action."

(E) "Nature in Action," a discussion of meteorites by H. H. Winninger, Winslow, Arizona, Meteorite Museum.

December 7, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV," a discussion of pecan trees by Dan Clinton.

December 8, 1951

(P-E) "Pentagon, Washington," a film on psychological warfare.

December 9, 1951

(P) "Government in Action."

(E) "You and Your Home."

(E) "Science Review," a thirty-minute film, "Blood Bank Pays Dividends," telling how blood is made into plasma and stored for future use.

(P) "Frontier of Faith," a film on mealtime blessings in the home in accordance with Jewish ritual.

(P-E) "Industry on Parade," a fifteen-minute film on mine safety equipment.

(SE) "Yesterday's Newsreels," films on the first dirigible flight across the Atlantic, 108 hours, in 1919.

(P) "Front Line Air Force Chaplain," a fifteen minute film on the Chaplain Corps.

(P-E) "Crusade in the Pacific."

(P) "Circle Theater," a thirty-minute film about a young minister who learns humility.

December 10, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV," a discussion of Texas agricultural products in overseas aid to needy persons.

(P) "Government in Action."

December 11, 1951

(P) "Morning Devotional."

(P-E) "RFD-TV."

(P) "Firefighters," a fifteen-minute film on firemen and fire-fighting.

December 12, 1951

(P) "Morning Devotional."

(E) "Health Club."

(P-E) "RFD-TV."

December 13, 1951

(P) "Morning Devotional"

(P-E) "RFD-TV."

(P) A fifteen-minute program by the Houston Police Department on crime control.

(P) "Government in Action," a fifteen-minute film titled "Toward Independence--1776."

December 15, 1951

(P) "Holiday Safety Show," a one-hour entertainment program featuring safety talks by members of the traffic division of the Houston Police Department.

(P-E) "Pentagon, Washington," a thirty-minute film on industrial defense against air attack.

(P) "Assembly VI," another film on the Paris meeting of the UN.

Analysis. From the time that KLEE-TV began operating on a regular schedule--January 1, 1949--through December 15, 1951--the time covered by this survey--with the station under KPRC management since May 31, 1950, the number of public service and educational programs given has risen steadily and systematically and educational programming has assumed some characteristics of a positive plan.

It should be borne in mind that during the KLEE tenure, the whole operation was suffering the pangs and uncertainties of newness and mystery. The management had its hands full in simply getting regular programs on the air day after day. Sources of film were not as well developed as they are now. Furthermore, the number of television sets in service was only a fraction of what it is today.⁵ It was wholly impossible, therefore, to offer a practical educational series of programs inasmuch as too few persons had the facilities to receive it. In the beginning, also, television was regarded by the public as a novelty and there is little reason to believe that educational programs would have been seriously received in a majority of cases. Educators were groping in

⁵ Supra, p. 32.

the dark as much as were the telecasters. The whole situation was confused and fluid. It is rather remarkable that any educational programming was done at all, irrespective of the reason behind it.

By the time that the Houston Post took over the station--and the Post had a trained and experienced staff of competent radio men at KPRC--the situation had been clarified somewhat. KPRC's personnel were able to apply their knowledge and training in radio to the new operation. These factors combined to put the television station on a firmer foundation and to give it stronger and farther-reaching leadership and the benefit of more careful planning for the future. In short, the station ceased being a novelty experiment and became, under the watchful eye of Jack Harris, vice president, Houston Post Publishing Company, and general manager of all KPRC operations, a professional business activity.

KPRC-TV is a commercial operation. It is not subsidized, but must make its own way. Because it is the only television station serving Houston, all its broadcast time is in instant and constant demand by sponsors. Therefore, any time that it set aside for public service or educational programming is time that is taken out of income-producing schedules. It is not time that is left over after all salable time has been sold. Yet it is apparent after a study of the public service and educational programs that have

been prepared that a concerted effort is being made to serve the educational needs of the public and that there is a positive awareness of the station's responsibility to be a constant contributor to the community's well-being and progress.

FPRC-TV broadcasts approximately one hundred ten hours per week.⁶ It gives up to three or four hours per day to educational and public service programs. The average daily schedule for the last half of 1951 was from 9:30 AM to 12:05 PM, or fourteen and one-half hours. The schedule for October 28, 1951, reveals a day on which public service and educational television was given a representative proportion of the broadcast time.⁷

FPRC-TV, on the basis of this survey of its operations since May 31, 1950, through December 15, 1951, is doing a reasonable amount of public service and educational broadcasting and is doing as much as may fairly be expected or required of it in the public interest. This programming is not of the type that would be done for in-class instruction or in conjunction with regular courses of instruction in the schools. However, some time in January, 1952, the Houston Independent School District will commence a series of thrice-weekly programs designed to show the general public

⁶ Richard Harrison, "Televents," Houston Post, December 1, 1951.

⁷ Infra, p. 95

what is being done in the schools and to demonstrate the curriculum at work.⁸

KPRC-TV schedule for October 28, 1950

(AM) 9:00....Pentagon, Washington
 9:30....United Fund
 10:00....Hodell Home Hunter
 10:30....You and Your Home
 11:00....Science Review
 11:30....Frontier of Faith
 12:00....Super Circus
 (PM) 12:30....Charades
 1:00....Will Bill Hickok
 1:30....Industry on Parade
 1:45....Guest Room
 2:00....Yesterday's Newsreels
 2:15....Armchair Theater
 3:15....News
 3:30....Game of the Week
 4:15....Life with the Erwins
 4:45....Jess Neely
 5:00....Hopalong Cassidy
 6:00....Toast of the Town
 7:00....TV Playhouse
 8:00....Red Skelton
 8:30....Crusade in the Pacific
 9:00....Fred Waring
 10:00....Circle Theater
 10:30....News Review
 10:45....News Bulletins
 11:00....Robert Montgomery Presents
 12:00....Evening Vespers
 12:05....Sign Off

Of the programs in this schedule, eight are public service or educational. This high percentage does not prevail throughout any given week or month, but it is a fair over-all average for the period covered by this survey.

⁸ Bruce T. Kelley, public service director, KPRC-TV, oral statement, November 14, 1951.

Survey method. Oddly enough, a complete listing of programs at the station of a public service or educational character was not available.⁹ Data on KLEE-TV are sketchy and indefinite; and it must be conceded that because of this fact there may have been certain programs over that station which were in fact public service or educational which have been overlooked in this study. In any such case, they were passed by because no information on them could be found which would establish their characteristics. Their number is necessarily small if there be any at all.

All issues of the Houston Post from January 1, 1949, to December 15, 1951, inclusive, were checked. The television log in each was read and all programs of an educational or public service listing were noted. Programs that indicated they might be in this classification were investigated in one or more ways, namely, they were checked at the source, checked in the television editor's column in the Post or else, in fewer instances, were personally viewed. With respect to programs since the Post assumed operation of the station, it was simple to make an accurate and complete study inasmuch as programming was more extensively described and discussed in the newspapers and there

⁹ Ibid., October 17, 1951.

was more specific material upon which to base a conclusion.

Every effort was made during the period of Post operation included in the survey to see as many of the public service and educational programs as possible. Whenever and wherever this was not possible, recourse was made to other sources of information, primarily the "Televents" column in the Post edited successively by Jack Norton, David Westheimer, Luther Rowsey and Richard Harrison. Some information on specific programs was secured from the public service director of the station. Other information--as in the case of "Industry on Parade," "Sergeant Bruce Reporting," and "If I Were the Enemy"--was gathered through direct contact with the producers.

With programs such as "Crusade in Europe" and "Crusade in the Pacific," after the series had been described and explained with the initial program, subsequent programs were merely listed by title and key reference without comment. With other programs given in series--such as "Government in Action" and "Morning Devotional"--some individual programs were discussed while others were simply listed. This had two reasons behind it: first, the pattern was not as rigidly fixed as in "Crusade in the Pacific," for example; second, on some of the individual programs no descriptive data were obtainable.

A systematic effort has been exerted to include all programs that lie within the three basic categories of this study.¹⁰ Assuming that this has been accomplished, then the conclusion that KPRC-TV has properly and adequately fulfilled its obligation in regard to education and public service has been faithfully and logically drawn.

Future role in educational programming. KPRC-TV will continue, of course, to present both public service and educational programs. However, the reservation of a VHF channel for an educational television station--for which the Houston Independent School District will file an application and for which it is known unofficially the University of Houston is considering filing an application--relieves KPRC-TV of any implied responsibility to act as an adjunct to the city's educational institutions and organizations. The anticipated Houston Independent School District programs over KPRC-TV¹¹ will, it is inferred, be an interim arrangement pending the building of the full-time educational station.

It would seem reasonable, irrespective of the new educational station, which may be years away because of defense restrictions and shortages, for KPRC-TV to continue

¹⁰ Supra, pp. 9-10.

¹¹ Supra, pp. 94-95.

its present policy of educational and public service programming, plus the arrangement with the public schools until such time as other facilities are available to the schools. There is no doubt that an educational station will not have the audience the commercial station has. Therefore, an educational program over the latter will have a much larger number of viewers--except those who are in school who may have definite television assignments.

Therefore, in order to meet the public need and convenience in every sense, KPRC-TV need only continue as it is now doing. Public service programming--such as "Morning Devotional"--can remain there, while strictly educational programs, once the educational station is put into operation, can be transferred there. It will then be the responsibility of the educational station to program wisely and capably enough to win and hold an audience beyond a captive audience of students whom it can control through the classroom.

The overwhelming majority of educational programs at KPRC-TV have been on film. This film is in most cases available for projection showing in classrooms in the orthodox audio-visual program. However, its use on TV has brought it to a gigantic audience which it could never reach through group showing. Many members of that audience are adult and, therefore, completely outside the reach of the educational institutions except through the medium of TV.

Commercial television has learned a basic lesson that educational television needs must learn if it is to avoid the pitfall in which many educational radio stations have perished.¹² Educational programs must be entertaining as well as informative if they are to capture and retain a voluntary audience.

Television's big opportunity in education is to act as a medium through which education can be brought to the masses of the American people, most of whom have completed all the formal education they intend to undertake and who, therefore, are untouched by the efforts of the schools and universities. Educational programming that meets the specifications of good television--programming that is entertaining and appealing enough to merit sponsorship--can, if integrated with the commercial and entertainment schedule, be brought effectively to untold millions of persons.

It is not the responsibility or the function of a station such as KPRC-TV--whether there be an educational station serving the same area or not--to supplement the schools and universities or to attempt to carry classroom-type instruction to the public.

Quality programming, with a vigilant eye to the needs of the public, will enable any commercial television opera-

¹² Supra, pp. 4-5.

tion to maintain itself as an economically sound one and at the same time as a deserving public service institution.

To date, KPRC-TV has adequately served the educational needs of that portion of the population which has become habituated to television. It has done so without cost to the public. Such outstanding public service-educational programs as "Crusade in the Pacific," which is sponsored by the City National Bank of Houston without advertising of any kind, are being paid for by private interests, yet are performing the same utility in education they would were they presented through a public school-owned television station at taxpayers' expense. This fact is one that ought always to be kept in mind when drawing a comparison of commercial and educational television.

CHAPTER IV

PROBLEMS AND RESPONSIBILITIES

Costs. A television station costs from two and one-half to three times as much as a comparable radio station to build and equip. The cost of operation is proportionately high. This is reflected in the much higher rate scale for time in television than in radio. In commercial television, of course, this cost is met by the sponsor, and the program comes to the viewer free. There is a different situation in educational television, however, if it be handled by a public or tax-supported school system or institution.

By necessity of the Federal Communications Commission's reservation of a channel in the Houston area for an educational station, that station cannot offer commercialized programs. Hence, it cannot develop its own source of income. It must rely upon some other arrangement.

It is possible that various educational institutions in the city--University of Houston, University of Saint Thomas, Texas Southern University, Baylor University School of Medicine, University of Texas School of Dentistry and the Houston Independent School District--could come to some understanding among themselves whereby the costs could be apportioned on a basis of time awarded in the schedule. Nevertheless, the fact would remain that the money with which

the costs were defrayed would have to be drawn from some supporting source. Educational television on such a station could not pay for itself in any degree.

It is impossible in this study to evaluate the financial status of any of the institutions mentioned in the preceding paragraph; but it may be supposed that the Houston Independent School District would meet the cost of operating such a station--or the pro rata share in a joint or cooperative operation--by seeking a tax increase or the floating of a bond issue, either of which would cost the taxpayer.

Programming. What type of programming should be done on a full-time educational station? To what audience or group should it appeal? These are very perplexing questions.

A station run by the public school system should design programs for the benefit of school-age persons. This would--except in instances of deviation from such a policy--ignore the adult audience, thereby reducing the effectiveness and utility of the medium to a very great extent.

Programs designed for viewing by school-age persons would have to be planned to harmonize with the curricula in the various schools and school levels. Furthermore, the

classes would have to be brought under a standardized time schedule so that, for example, a telecast for third grade pupils could be presented at a time when all third grade classes in the system were in session. In the primary grades, there is no problem; the students do not move from department to department, class to class during the day. However, in the junior and senior high schools, a television program on biology, for example, unless classes throughout the system were standardized, would not find all biology students available as viewers unless some of them be summarily taken out of other classes and rushed to a TV set.

Night televiewing could in some instances be substituted for home-work; but it is assumed that many parents would resent having to turn off the commercial station and tune in the educational station in order that their sons and daughters might make satisfactory marks in school.⁽²⁾ It would not be feasible for the average family with school-age children to maintain two or more TV receivers; and unless that were done a serious domestic crisis would undoubtedly ensue.

Despite the educational advantages of television,¹

¹ Supra, pp. 21 et. seq.

the old audio-visual program of film-projection could always be adapted to the special or changing requirements of the system, the school and the individual class, whereas, with television, the system, school and class have to be adapted to television.

Television can and should play a large and important role in mass education. But if poorly employed, its usefulness can easily be reduced to zero in the face of a very high cost of operation.

It is not the purpose of this study to set up a program for teaching through television. For this reason, this chapter on problems and responsibilities is prudently kept brief, doing no more than pointing out some of the difficulties and dangers that lurk ahead for any full-blown educational venture into this new medium.

Educational television geared to the elementary, junior and senior high school levels, while it may serve a good purpose--for, after all, every exposure to education leaves some residue from which benefit may be derived--will prove to be little more than a costly supplementation of or substitution for the school system's present program of audio-visual aids to education in classroom work.

On the other hand, if the educational station be operated on the basis of community-wide mass education--child and adult--it can telecast day and night and always

have a large receptive audience available. Telecasting to limited audiences, as would be done in programming for classes in school, is putting television to a use unworthy of its potential. There is an exception to this. Television has been used in giving instruction to different groups of medical students by carrying a surgical operation. The Zoomar lens enables TV to give hundreds of students--the number could be in the thousands--a close-up that would be impossible for more than a handful to have in actual observation in the operating room. This and similar cases of television in education are exceptions to the so-called rule that TV is hobbled if restricted to captive and limited audiences.

A fraction of the money that will have to be spent on television would amply modernize and expand the audio-visual department of the public schools. It is not the province of the public schools to undertake to educate the entire community; and television, while adaptable with limitations to public school requirements, is primarily a mass audience medium and would be utilized by the schools in their limited program in such a way that it would accomplish little if any more than an adequate audio-visual program--and the cost would be many, many times greater.

This does not argue, however, that television sets should not be installed in the school buildings. It will be well for each school to have one or more so that special

features, for which student assemblies can be scheduled, may be seen.

Function. If television be established on a general education foundation, with features for students and the lay public alike, it can make a mighty contribution. But if it is confined to the service of only a part of the population, it can not rise above the plane of the other audio-visual media; and it has the distinct disadvantage of being vastly more expensive. Therefore, TV can fulfill its own destiny in education only so long and insofar as it is operated and protected as a mass communications medium.

An educational TV station ought not to be operated primarily for the purpose of maintaining good public relations or advertising the institutions doing the operating. Certain instruction in TV itself should be included in the curriculum; but the main and overriding purpose of the station should be to convey education to the public.

For the foregoing reasons, educational needs in this community can best be served by educational television that is planned and programmed for the public at large, with special programming for groups. This will serve the adult non-student and the student and will allow ample provision

for in-class instruction. In no wise will students of any of the public school grades be deprived of the benefits of television; whereas, were the educational station to be operated solely in conjunction with their curricula the vast majority of the public would be denied the opportunities to which it is entitled.

It begs the question to say that any program sent out by the educational station could be picked up on any set by any viewer. A program designed for students in school will attract only an infinitesimal number of adults.

It is in adult education that we are sorely deficient. An adult-level television station would help remarkably and tremendously in correcting that deficiency.

CHAPTER V

SUMMARY

Under "Status of Television in Education," Chapter II, the development of television as a tool in education has been discussed, and the opinions of various professional educators cited. Educators who have expressed themselves on the subject of television in education are almost unanimously agreed that education's interests can fully be protected in the field of television only if education have its own stations. Some have gone so far as to argue for a nation-wide educational network.

Television does have many characteristics that commend it warmly to education. It and education could undoubtedly work together as a powerful and harmonious team. However, television, like everything else in this far from perfect world, has its weaknesses and its Achilles' heel. It is primarily a mass communications medium; and if it is to be an effective educational tool this fact must be taken into account and respected.

Television has all the perceptual powers of the motion picture and the distinct advantage over the motion picture of being able to project its image on the receiving screen at the time the action is occurring. This quality of immediacy has a particular appeal for children--it is not lost on adults--and that stands TV in good stead as a teach-

ing tool. Television can reach a theoretically illimitable number of persons without repeating of performance or the distribution of film. Wherever there is a receiving set within the radiation of the station, the picture can be received regardless of the number of other sets within that area in use.

Television has nearly all the teaching powers of radio--there are times when the audio impulse has a stronger effect if it not be accompanied by the video--and many of those of motion pictures. Although it cannot as yet, except experimentally, transmit color, it can transmit regular motion pictures, although there is a loss of definition, as a televised film is in reality a picture of a picture.

Television, especially if eventually there be a nation-wide network of educational stations, can in one operation transmit a picture to every receiving set within the reach of the transmitting stations. It would not be feasible to have as many motion picture projection machines and screens. Furthermore, the TV set used in educational television can, by turning a dial, be tuned to a commercial station for entertainment. Just as practically every home has a radio, soon practically every home will have a television set; yet it is unlikely that more than a few homes will ever have motion picture projectors.

Television can and will reach a far vaster number of

persons than any other audio-visual method. For this reason as well as for any other, television has a conspicuous role to perform in education.

However, as has been mentioned, television has its limitations. These limitations should and must be taken into consideration or else TV will be used in such a way that its limitations will be emphasized and its powers limited.

The ability and willingness of KPRC-TV to contribute to education have been analyzed. It has been found that KPRC-TV has made a very worthwhile contribution and has devoted a good percentage of its daily schedule to programs which come within the educational and public service--or a combination of the two--categories which were set up as guide-posts for the conduct of the survey of operations at that station from the time it went into operation--January 1, 1949--through December 15, 1951.

With the certainty of a full-time education station in Houston, however, it will soon no longer be incumbent upon KPRC-TV to carry the burden of education in television.

The need for assuring that the educational station to be established will not be harnessed to classroom curricula, thereby making it virtually useless to the adult population, has been discussed. The conclusion reached is

that the station ought to be operated for transmission of education to the citizenry as a whole, with special programs for various groups. This will guarantee that in-class instruction can be given, supplementary courses in connection with classroom study, and teaching for persons outside the schools and universities, and that television will in this manner serve all the people in a positive and systematic way, will be assured.

Any such study as this raises issues that are as vital and paramount as that upon which the particular study is based. In connection with this survey of educational television in Houston--what has been done in this field--raises the complex problem of formulating a program for educational television and adjusting all the presently conflicting factors into a harmonious relationship with one another.

Until a definite program is laid out, it is impossible to do more than speculate and measure shadows rather than substances.

In knowing what has been done and having some knowledge of the tool with which we shall work we are afforded a convenience in coping with the problems that lie ahead. But the battle is yet to be joined. Television in education is still largely an uncertain and changing thing.

Any small stone carried to the site of construction will help in the building. This study is such a stone.

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