



E.T.V. in Hawaii: The Plan

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It was during the New Year's season, when 1964 was still as far out of focus as a defective TV tube, that the call came from Iolani Palace. Would I serve as chairman of a new Governor's Advisory Committee on Educational Television? I hesitated long enough to dial out my momentary mental visions of "Superman" and similar intellectual fare featured on commercial television, and accepted with a reminder to myself that I would have to go into the project with an open mind. I was not a TV fan.

The committee of eight included three active educators, two of them specialists in educational television. We had no Dr. Gallup to record our first impressions, but the "show-me" lineup probably was six-to-two. All of us were ready to be shown, but we probably began our sessions with one foot firmly planted on the status quo and the other on the budget. We had read about frills in education.

Eight months and hundreds of man-hours later the committee unanimously adopted a report recommending that the State of Hawaii waste no time in tuning in on one of the most significant developments in education since the invention of the printing press (and, perhaps, the mimeograph machine).

I should explain that although the recommendations were submitted to

Governor John A. Burns at his request, they are in no way binding on him. At this writing he has made no public comment on the report, but he has permitted its distribution to members of the Legislature, to educators and to others who are directly concerned.

Governor Burns also has shown firm leadership in authorizing the University of Hawaii to file formal applications for ETV broadcasting licenses, a prerequisite to obtaining Federal ETV matching funds that could amount to an estimated \$482,258 over a two-year construction period. The State's share would be \$570,575 during 1965 and \$230,205 during 1966, for a total State capital outlay of \$800,780 and a Federal-State total of \$1,283,038.

Thus the State of Hawaii is able, with a capital outlay averaging about \$1 per capita, to give its children some of the most remarkable educational advantages of the electronic age. It can move forward impressively toward providing equality of educational opportunities for children in schools of all types—whether large or small, rural or downtown. It can help meet demands for curriculum expansion that coincide with the expansion of school population. Public schools that served 145,234 youngsters in 1960 are expected to serve 171,410 in 1970. The University of Hawaii, with an enrollment of 9,300 in 1960, looks toward an enrollment of 18,000 in 1970.

If the committee's recommendations are adopted, the statewide ETV

network will serve the needs of the University, of public and private schools, of adult education and of in-service training for teachers. The plan envisions a joint operation by the State Department of Education and the University of Hawaii, with administrative and policy matters falling within the responsibility of a three-member ETV Council. This Council will include the President of the University or his representative, the Superintendent of public schools or his representative and one member appointed by the Governor to represent the public at large.

The Department of Education will have the use of the ETV network for all teaching up to the college level. The University will be responsible for all other education by television. The Council will iron out such questions as the apportionment of broadcast time and expenses, and will be authorized to cooperate with private schools on a fee-for-service basis.

If the committee's plan is adopted the Hawaii ETV system will in fact be educational, with programs designed to inform, to develop skills and abilities, to increase understanding, to affect behavior and to develop attitudes. Programs will be developed in two major categories for both children and adults. Those categories will be Formal and Informal. The development of those programs will be in the hands of professional educators.

Before any kind of educational telecast goes on the air it will be necessary to create a physical plant,

based on the campus of the University of Hawaii with rebroadcast facilities on the Neighbor Islands.

Preliminary engineering consultation with the University's Communications Center suggests that the state-wide system should be created in three major stages over a period of years. Stage I is seen as a preliminary and primary ETV system that will use the open circuit channels reserved for educational purposes. This could be a single network of three VHF and seven UHF translator stations. This basic one-channel network can serve about 97 per cent of the schools and 90 per cent of the adults in Hawaii. It can reach the largest number of viewers at the lowest possible cost.

Stage II is seen as an expansion of the first stage by adding closed circuit television to carry programs into areas not reached by open circuit transmission.

Stage III can, at some future time, provide multiple channel service wherever it may be required.

The committee recommends immediate creation of Stage I only, using Federal matching funds available under existing laws. The program calls for setting up transmission facilities on Oahu and Maui during 1965-66, and providing receivers for the schools served. There should be an average of four ETV receivers for each elementary school and at least one for each secondary school. Extension of transmission facilities to

Hawaii and Kauai should be completed during 1966-67, and schools on those islands should be given receivers at the same time. It is estimated that 23-inch receiving sets and master antenna systems can be provided for \$142,176. Title III of the National Defense Education Act should supply \$71,088 of this amount. Maintenance and service fees for two years are estimated at \$16,650.

What about the staff? The committee divides the staff into two major groups: The Production and Transmission Staff and the In-School Teaching and Utilization Staff.

The Production and Transmission Staff should begin the first year with 15 budgeted positions, growing to 23 as the system expands to the Neighbor Islands. Cost is estimated at \$114,808 for 1965-66 and at \$188,831 for 1969-70.

The In-School Teaching and Utilization Staff should start with 8 positions, growing to 14 by 1969-70. The estimated cost: \$50,724 the first year and \$95,952 in 1969-70.

Total operational costs, including personnel, are estimated at \$251,457 during 1965-66, rising to \$440,943 by 1969-70.

The committee's findings are the result of long hours of meetings, including subcommittee sessions. They also are the result of important help provided by the National Association of Educational Broadcasters and the consistent interest of two prominent

educators, President Thomas H. Hamilton of the University of Hawaii and Superintendent Burl Yarberry of the State Department of Education.

Let me offer this extract from Mr. Yarberry's formal statement incorporated into the committee report: "More ETV research and development work on the applied level has been done than on any other single innovation or development in American education. Television can be used to complement the materials and equipment of instruction in order to extend their ranges, to multiply their effectiveness and to implement combinations."

And here is a similar statement by Dr. Hamilton: "Educational television can be one of the most effective and efficient methods through which the resources of the University can be extended to the people of the state. The University would like the opportunity of extending its educational services to the adult citizens of the state through informational and instructional television programs which challenge, enrich and enlighten, as well as yield dividends of knowledge and ideas. Educational television can extend the borders of the University campus to the borders of the state."

Educational television is understood by the Governor's Advisory Committee to have significant value in implementing the right of every child in Hawaii to be educated to the limits of his ability.

