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Educational television in the United States became possible in May, 1952, when the Federal Communications Commission issued its famous sixth report and order in which it reserved approximately 12% of the available television channels for education. It became a reality when Station KUHT at the University of Houston in Houston, Texas became the first educational television station to go on the air on May 25, 1953. The following year the National Educational Television and Radio Center was established, with the help of the Fund For Adult Education of the Ford Foundation, to secure and distribute quality programming for educational stations. Within two years after the initial educational television station began broadcasting there were fifteen regularly operating ETV stations on the air, and television had become a significant factor in American education. In January, 1957, the Fund for the Advancement of Education published the A. J. Stoddard report "Schools For Tomorrow"—the result of a year long study of the American school systems. This report spelled out the need for making more and better education available to move and more students in a rapidly expanding society. The report outlined the techniques of television usage that would make this possible within the

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available resources. This was the beginning of instructional television as a systematic part of American education.

Since that time educational television in some form has spread to every state in the Union and all the territories, Thirty-six states, the District of Columbia, Puerto Rico, and American Samoa have developed from one to eight ETV broadcasting stations. In the United States there are now 98 ETV stations on the air or immediately preparing to go on the air. These stations regularly serve approximately 20 million school and college students, and an adult audience of more than 100 million. To meet growing needs, there are another hundred stations now being planned, and these will encompass at least 11 more states.

### ETV 12 Years Old

These new developments were given added impetus in 1962 when the Congress passed P.L. 87-447 authorizing 32 million dollars to assist the states in developing broadcast facilities. In addition to the broadcasting stations, the colleges, universities, and school systems in the United States are now using nearly 800 closed-circuit television systems of various sizes in their regular instructional programs. Many of these are inter-connected, and many are inter-connected with broadcast stations. In short, in a little over 12 years educational television in the United States has grown from an almost unknown instrument to a ma-

ajor medium of instruction in American education, and it has given a new and greater dimension to adult and general education.

All of this development has not been without difficulty, for it is always difficult to break through the barriers of old established ways, however great the need; nor has it been without pain, for there is always pain and sacrifice in pioneering new ideas and charting new paths of knowledge. The miracle of educational television is that so much has been accomplished in so short a time in a field that is historically slow to respond to change.

Much of this accomplishment, and much of the acceptance of ETV as a respectable and respected instrument of education must be credited to the National Association of Educational Broadcasters. In the development of ETV the NAEB was joined by many of the professional educational organizations. The National Education Association, Department of Audio-Visual Instruction has been instrumental in ETV development from the beginning. The Joint Council on Educational Broadcasting, comprised of most of the national school and college associations, has been a constant ally of the NAEB in its efforts to develop television as an accepted educational tool. The Ford Foundation and its offsprings, the Fund for Adult Education, and the Fund for the Advancement of Education have given heavy financial support to the development of ETV in all its facets. The U.S. Office of Education has lent

its prestige and financial support to the effort from the beginning. This community of effort, combined with the growing need for more and better education and the natural effectiveness of television as a means of educational communication, has produced the present mass of ETV facilities; but what of the use? What is the individual school system or college actually doing with this instrument? The answer is complex.

### Curriculum Enriched

Education, for all of its collective tendency to cling to tradition, is a heterogeneous community. All educational methods and procedures vary from system to system and from institution to institution. So it is with educational television. In some areas of the country it is used to enrich the curriculum by giving students a broader view of the world of knowledge than would be possible using conventional methods. In other places it is used as a systematic supplement to classroom or lecture-hall instruction, to enhance the quality of learning opportunities. Recently there has developed a growing demand to use ETV for direct instruction, to provide equality of learning opportunities, to provide good teaching where good teachers are not available, to broaden the curriculum and teach subjects that could not otherwise be taught, and to provide education for the educationally deprived adult and out-of-school youth. Educational television is being applied to all these purposes, but in different degrees and with varied emphasis. It has been established many times over that ETV can be used effectively and economically for any of these ends. Its specific application depends upon the need existing in a particular educational situation.

The most recent and dramatic use of educational television is a case in point. There has long been a history of educational inadequacy in the American islands of Samoa.

When the newly appointed Governor, H. Rex Lee, went to Samoa in 1961, he recognized that an adequate educational system was the key to the necessary economic and social development of the islands. Under his direction, a careful survey of the educational system was undertaken to determine basic problems and needs.

There was a basic need—a need for equal learning opportunities in all the villages in all the islands. Teachers who could provide the needed quality of instruction were not locally available, and a teaching staff could not be imported because of a lack of housing, nor could sufficient housing be made available. One suggested solution was to import a few quality teachers and specialists and spread their talents among the entire school and adult population. This dissemination could be achieved by the use of educational television.

After weighing all of the social, economic, and organizational problems involved, the Governor decided that the use of television offered the best hope for rapid educational development in American Samoa. With the assistance of the NAEB, he presented a detailed plan for using educational television to rehabilitate the educational system in American Samoa. The plan was endorsed by the Secretary of the Interior, supported by the President, and approved by Congress. Under Governor Lee's direction, it has become a reality.

### ETV in Samoa

New schools were built to conform to the requirements of total television instruction, a modern educational television production center was constructed and three transmitters were mounted high on the mountains above the villages. The first phase of the total program and the first three transmitters for elementary education went into operation in October of 1964, and the second

phase and the second three transmitters which will be concerned with secondary education is now being planned and is scheduled to go into operation in October, 1965.

It is important to recognize that the mechanical and operational phases of the ETV system serve only to support and enhance the total instructional program in American Samoa.

Educational television has developed in American Samoa in order to (1) improve instruction, (2) enlarge educational opportunities for all of the Samoan people, and (3) to upgrade the Samoan teachers in the schools and assist them in becoming qualified and competent in their special areas of education.

The use of television in the educational system of American Samoa is therefore a team effort. All of the talents of the Samoan classroom teachers, principals, curriculum specialists, television teachers, and technicians are combined in a team approach to instruction to fulfill a definite and pre-determined need.

The cooperative approach to instruction based on educational needs which is being successfully used in American Samoa is an outgrowth of over twelve years of ETV experience in the United States. The flexibility of educational television in adapting itself to local educational problems in a variety of ways has been characteristic of the use of the medium for over a decade.

Although each educational environment has unique educational needs, there is a universality in many of our educational problems.

We are now living in a world in which it is estimated that our sum total of knowledge doubles every ten years. It is clear that the children we are teaching today must cope with a vast mass of knowledge and technical understandings that were hardly dreamed of when most of us started

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