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A COMPARISON BETWEEN THE PROGRAMMING PROCESSES OF THE  
INSTRUCTIONAL SERVICES DIVISION, KERA-TV, DALLAS,  
AND THE INSTRUCTIONAL TELEVISION CENTER, ISRAEL

THESIS

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This paper compares the different approaches to programming taken by KERA-TV Instructional Services Division and by Israel's Instructional Television Center. This study first examines the historical development of instructional television in the United States, particularly in Dallas, and in Israel. Next examined are the differences and the similarities between the stations' programming processes. Finally, the study examines the perceived achievements of programming goals set by each station.

This report concludes that the stations' differences in their approach to programming are rooted in their historical developments, and discusses the opposite directions which the stations' programming processes are currently developing.

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## CHAPTER I

### INTRODUCTION

#### Background

Almost from the very first days of a workable television system, educators recognized its potential as a device for instruction. The added dimension of sight to radio broadcasting made television especially desirable for various types of instruction. It was not until 1952, however, that educational television (ETV) in the United States came into being. Interest in educational television had grown from numerous earlier activities by many interested groups and individuals. In 1949 and 1950, seventy-one witnesses, interested in the future of education in America, had spoken at FCC hearings to urge the reservation of broadcast channels for educational purposes.<sup>1</sup>

In 1960, the same attitude was taken in Israel by a group of intellectuals--for the most part American--from the academic community. They felt that educational television would bring a new dimension to the Israeli educational system, which had remained essentially unchanged since the late 1940's. Their knowledge and exposure to what had been done in the United States motivated them to approach Max Rowe of the Hanadiv Foundation, a philanthropic

organization founded by the French Rothschild family. They asked him to investigate the possibility of securing a grant for an educational television station to be operated by the Israeli government. In 1962, the grant was awarded and that year a pilot instructional television project was begun.<sup>2</sup>

Five years earlier, in 1957, a group of fifty Dallas businessmen had founded the Area Educational Television Foundation, the parent organization of KERA-TV. Three years later, in 1960, KERA-TV became a part of a national network, when it affiliated with National Educational Television.<sup>3</sup>

KERA's Instructional Services Division was established in 1968 and began operating under a contract with a consortium of Texas superintendents in 1970. Also in 1968, in Israel, the Hanadiv Foundation transferred the Instructional Television project to the Israeli Ministry of Education. The Instructional Television Center became an integral part of the Ministry of Education and Culture under its exclusive jurisdiction. As such, the Center has a close relationship with both the Ministry's personnel and the school teachers themselves. In the programming process, input is given both by representatives of the television system (producers, directors, television teachers) and by those of the educational system (script writers, curriculum experts from local universities, and Ministry officials).

As a result, the process of deciding what programs should be broadcast to a particular audience is a complementary effort, in which the educators play as large a role as the staff of the Television Center.

At KERA instructional programming is done within the Instructional Services Division. Once a year, a meeting of a consortium of representatives of public school superintendents takes place, both to view and to evaluate new programs. The consortium, however, does not decide which programs will be broadcast. That decision is made by the staff at the Instructional Services Division.<sup>4</sup>

Each organization, KERA's Instructional Services Division and the Instructional Television Center in Israel, serves a population of about two million viewers, including about 250,000 students. Despite the fact that their goals are similar (to provide in-school and at-home learning opportunities from kindergarten through college levels), the two stations have different approaches insofar as serving their respective audiences.

#### Statement of Problem

No studies have been done on the Instructional Services Division and its programming at KERA, nor has any publication appeared in the United States discussing the programming processes of the Instructional Television Center

in Israel. Furthermore, no comparison has been attempted between the local system of instructional television (ITV) practiced in the United States and the national system in Israel.

There seem to be similarities in the target audience and in the goals of these two stations. Israeli instructional television developed with the help of American advisors and patterned itself after the American instructional television of the 1960's. Why, then, has the Instructional Television Center's structure and approach to the subject of curriculum planning and programming become so radically different from that of its American counterpart? What has led to the dissimilarities between these stations? How and why do they differ and why did they choose to have such varied systems of operations?

To answer these questions, the history of instructional television in the United States (Texas, in particular), and in Israel must be explored. Only through the historical development of each station can the origin of the differences be determined.

### Purposes

The purposes of this study were to describe the structure of the Instructional Services Division at KERA and the Instructional Television Center in Israel and to contrast and compare their operations--primarily the process

of programming.<sup>5</sup> Finally, the study explored how the differences between the approaches taken by the stations had their roots in the individual historical developments of each station.

#### Justification

In the May, 1971, edition of Educational Television, David M. Davis, an American who served on the staff of the Instructional Television Center from 1966 through 1968, stated:

My personal belief is that the Instructional Television Center in Israel is probably the best instructional television in the world. . . . The Israeli experience is almost a case study of how-to-do-it, as opposed to the mistakes made in the United States which resulted in the generally low acceptance of television and other instructional technology within our educational system.<sup>6</sup>

This study did not attempt to prove Davis' claim, but it did attempt to point out some of the possible reasons for Davis' assertion. The comparison was expanded in this study, in order to explore the similarities and differences between the two systems. Both countries can benefit from looking into each other's modus operandi. By exploring the problems involved in its particular development, each station can get a better insight into the process which led to its approach in programming and be exposed to the different way in which another country has dealt with the same problem. Moreover, other stations can learn



from ITC's and KERA-TV's experiences and improve their programming as a result.

#### Scope and Limitations

In order to gain insight into the ways in which KERA-TV and the Instructional Television Center in Israel operate today, this study examined the historical developments of the stations since their inception and focused on the process of programming as it is done today in each of them. The study excluded an overall look into the educational systems these stations are serving, and did not evaluate the operations of these stations quantitatively.

#### Procedure

This study took the form of historical and critical research. Primary sources were the result of observation of the daily operations of the Instructional Television Center, Israel during the months of June, July, and August 1977, and an internship at KERA-TV, Dallas during the Spring Semester, 1977. Other sources were the result of interviews with Pepper Weiss, Director of Instructional Services Division, KERA-TV; Lydia Furry, Utilization Coordinator, KERA-TV; and Pat Perini, Head of Creative Services Division, KERA-TV. In Israel, the following people were interviewed: Yohana Prener, Director of Programming, ITC-Israel; Elit Ulshtein, Curriculum

Coordinator, University of Tel Aviv; and Billy Harak, junior-high school teacher, Hertzlia.

Secondary material, such as articles from Educational Television, Public Telecommunication Review, Educational Television International, and books on educational and instructional television were also used.

#### Review of Literature

Little research has been published on programming at KERA and the Instructional Television Center, Israel. This study was the first to compare the two.

Only three relevant studies have been found and these dealt primarily with the first years of educational television's development in Texas and in Dallas. Jane Ann Root discussed the beginning of educational television in Texas and those stations in existence in the 1960s.<sup>7</sup> Nancy Ann Wilbanks reported primarily about the Texas Commission for Educational Television.<sup>8</sup> The Commission was very active in the 1950s in setting the goals of educational television in Texas; it is, however, no longer in existence. The most current report about KERA can be found in the May, 1977, edition of D Magazine, which is published in Dallas. An article, "The Selling of Channel 13," evaluated KERA's operations and tried to find the justification for its existence.<sup>9</sup>

Most of the studies about the Israeli Instructional Television Center are found in journals published in 1970 and 1971 when the Center became independent and its American advisors returned to the United States. The May, 1971, edition of Educational Television is dedicated almost totally to the Israeli project, describing in detail the first historical developments of instructional television in Israel.

In this study, secondary sources were used to place the development of the two stations within the historical development of educational television. The Farther Vision, edited by Allan E. Koenig and Ruane B. Hill, deals with the historical aspects of instructional television in the United States.<sup>10</sup> Educational Television Guidebook, by Philip Lewis, is typical of the books that deal mainly with the concept of how instructional television programming should be done.<sup>11</sup>

NOTES TO CHAPTER I

<sup>1</sup>Adapted from Nancy Ann Wilbanks, "The Present Status of Educational Television in Texas," unpublished master's thesis, The University of Texas, Austin, 1955. pp. 6-7.

<sup>2</sup>David M. Davis, "Israeli ITV 1967-68," Educational Television, May, 1971, p. 16.

<sup>3</sup>Jane Ann Root, "The History of Educational Television in Texas, 1955-65," unpublished master's thesis, The University of Texas, Austin, 1966, p. 16.

<sup>4</sup>Interview with Pepper Weiss, Director, Instructional Services Division, KERA-TV, Dallas, April 11, 1977.

<sup>5</sup>Programming: The process of planning and evaluating new programs to be scheduled on the air and the process of integrating them in accordance with the curriculum needs of the schools involved.

<sup>6</sup>"Israeli ITV 1967-68," p. 15.

<sup>7</sup>"History of Educational Television in Texas 1955-65."

<sup>8</sup>"Present Status of Educational Television in Texas."

<sup>9</sup>Charles Matthews, "The Selling of Channel 13," D Magazine, May, 1977, p. 118.

<sup>10</sup>Allan E. Koenig and Ruane B. Hill, eds., The Farther Vision: Educational Television Today (Madison, Milwaukee, and London: University of Wisconsin Press, 1967).

<sup>11</sup>Philip Lewis, Educational Television Guidebook (New York: McGraw-Hill Book Company, 1961).

## CHAPTER II

### THE DEVELOPMENT OF KERA-TV AND OF THE INSTRUCTIONAL TELEVISION CENTER, ISRAEL

#### KERA-TV

The first educational television station to go on the air in the United States was a Texas station, KUHT in Houston. It began broadcasting on May 25, 1953, almost one year after the Federal Communication Commission's (FCC) historic Sixth Report and Order had reserved 242 television channels for education. It took another four years before Texas had a second educational television station. That was KERA-TV, Dallas, which began operations in 1957.

This failure to take better advantage of the FCC-provided opportunity prompted criticism with the state's educational community. One Texas educator, complaining about the lack of progress, noted, "The progress of educational television is disappointing to many. This is reflected in the almost indifferent attitude of some Texans toward this new educational medium."<sup>1</sup> Root said,

Part of this indifference was attributed to the lack of sufficient information on educational television available in Texas, in spite of the efforts of the various committees which had been formed to provide studies and information

concerning the possibilities for educational television in Texas.<sup>2</sup>

One of those committees was the Texas Commission for Educational Television, established in 1954, by the Fifty-third and the Fifty-fourth legislatures, "to study educational television . . . to alert the eighteen reserved channel localities to the need for progress toward deciding about possible use of the much-sought-after reserved channels."<sup>3</sup> The Commission tried to set goals for educational television in Texas. In its first report, it pointed out that:

Some of the major opportunities for the use of educational television might be to enrich the curricula of schools and colleges and to stimulate the development of new courses and techniques, possibly frequently utilizing the talents of persons outside the formal ranks of education. Educational television may be used to supplement teachers' lesson plans, possibly substituting occasionally some direct teaching by so-called master teachers on television and thus<sup>4</sup> create pupil-desire for learning in subject fields.

As a result of the Commission's report, the Dallas Board of Education in 1955 proposed a bond issue to erect an educational station. The Dallas community, however, did not support the measure, and the proposal died. "Dallas has been listed with eight other cities where 'lack of public interest, open opposition and/or commercial competition for the reserved channel' is hampering the establishment of an educational television station . . . "<sup>5</sup> said a 1955

report for the National Citizens Committee for Educational Television in Washington. KERA-TV's officials claimed that the bond issue was defeated upon objections to sole ownership of the station by the schools.<sup>6</sup>

Some time later, a group of about fifty Dallas businessmen began a new effort to activate Channel 13, which had been allocated to Dallas as an educational non-commercial channel. In January, 1957, they founded the Area Educational Television Foundation. Its objectives were

To furnish a nonprofit and non-commercial ETV broadcast service to portions of Dallas and Tarrant counties and adjacent areas of North Texas and to make available to the educational, scientific, and civic and cultural institutions, willing to provide suitable TV programs, the necessary physical facilities and operational staff.

That year, KERA-TV was incorporated as the Area Educational Television Foundation, under the direction of E. O. Cartwright, who presented the station with its first grant of \$1,000.<sup>8</sup> The new director, in a 1958 report, estimated the cost of erecting KERA-TV as being around half a million dollars and the cost of two years of operation around \$375,000. At that time the foundation had only \$524,000 of assets to start working with.<sup>9</sup>

By the end of the 1950's, instructional television was clearly established; there was no longer any question of whether to use television in education, but rather how to

use it. In November, 1958, Louis Cassels wrote in the Dallas Times Herald that

Educational television is scoring a major breakthrough in the United States . . . . After several years of excitement, most educators are convinced that teaching by TV works. From coast to coast, the rush is now on to give the new instructional tool a permanent place in U.S. education at every level.<sup>10</sup>

He also stated that the major reasons for the change in attitudes were the great increase in governmental funding for the existing stations and the favorable results of the national surveys concerning the use of ITV.

On September 11, 1960, Dallas Mayor R. L. Thornton declared Educational Television Week in Dallas, recognizing KERA-TV as a "mass medium of oral and visual teaching of children and adults in their homes . . . the physical result of contributions of corporations, foundations, and individuals."<sup>11</sup>

At the beginning of the 1960's it was evident in the United States that the channels available for educational broadcasting could not fully utilize educational sources nor increase the distribution of information to the classrooms effectively. Beverly Taylor stated in The Farther Vision that

The Brandeis University studies reported increases in the amount of broadcast time devoted to instructional programming. The average amount of in-school programming and college-adult instruction programming broadcast on educational broadcasting stations increased from 34 percent in 1961 to 46



percent in 1966. Furthermore, an important requisite for an effective ITV system is the capability of offering simultaneous instruction to several grade levels in several subjects, not easily possible with broadcast channels.<sup>12</sup>

Some of the solutions that were found then were closed-circuit television systems that had multichannel capability, the Instructional Television Fixed Service that was established by the FCC in 1963 to provide a means of transmitting instructional and cultural material to one or more "fixed" receiving locations; and the regional, state, and national production and distribution libraries such as the Great Plains Regional ITV library. Dave Berkman further stated that

If ITV ever did have a chance to take off, it was in the late 1950s through the mid 1960s. This was the era of the teacher and physical plant shortages, and of the mythic Crisis in Education. . . . It was also the era when the Ford Foundation put some \$25,000,000 into proving the worth of instructional television through the National Program for the Use of Television in the Public Schools.<sup>13</sup>

In January, 1967, the Carnegie Commission on Educational Television released its report recommending the establishment of a corporation for public television. It pointed out that "the role played in formal education by instructional television has been, on the whole, a small one, and that nothing which approached the true potential of ITV . . . has been realized in practice."<sup>14</sup> The report formed the basis of the proposals for ETV legislation that

President Johnson recommended in his message to Congress on February 28, 1967. In 1969, as a result, KERA-TV Dallas made its first interconnection with the other forty-seven National Educational Television stations. In October, the Area Educational Television Foundation was changed to Public Television Foundation for North Texas.

From 1960 to 1968, the Dallas Independent School District (DISD) was the only school system that participated in instructional programming at KERA. After the establishment of the Instructional Services Division in 1968, eight new school districts signed contracts. Those contracts enabled the division to finance the purchasing of programs from national agencies and to sell its services, such as the conducting of workshops, to the districts involved.

Each of the districts participating in the instructional programming became a member of an educational consortium, which met every spring to evaluate the current year's offerings and to determine those subject areas that could be enhanced by television the next year. Forty-three school districts participated in the Instructional Services Consortium in 1975 and 1976, and instructional programming from KERA-TV served over 225,000 students in the kindergarten to twelfth-grade level. The increase was due primarily to efforts made by the Instructional Services

Division's staff to recruit more schools and the availability of more and better television equipment to the Texas schools.

In August, 1975, the Dallas Independent School District voted not to renew its contract with Channel 13. The reasons stated by DISD officials were lack of funds, poor reception of Channel 13 in certain areas, the schools' out-dated equipment (black and white television sets), the minimal utilization of instructional television by the teachers, and the lack of local programming.<sup>15</sup> KERA-TV officials argued back that the services they offered the District were the cheapest available since they gave the schools the best national programs, and that according to their sources, there was a maximum usage of instructional television in Texas. Channel 13 claimed that its members had offered to donate the amount of money no longer received from the DISD. It stated, however, that it would prefer that the District reverse its decision for the sake of the children involved.<sup>16</sup>

The Board of Directors of the Public Communications Foundation for North Texas, in its meeting of September 4, 1975, unanimously adopted a resolution that "the School Board be asked to reconsider their decision so as not to deprive the children in the DISD of the instructional television benefits."<sup>17</sup> It took six months of continuing discussion between the DISD Board of Education and Channel 13

officials to make both sides realize their need for each other and of the necessity to improve their joint operations. In February, 1975, the DISD Board of Education voted to rejoin Channel 13's Instructional Television Consortium.

In the 1977-1978 school year there were forty-five school districts in East, West, and North Texas participating in the Educational Television Consortium. Each school district paid \$1.50 per child per year for KERA's services.<sup>18</sup> The fee included the privilege of becoming part of the decision-making process and gave each district a voice in the choice of new programs and the cancellation of old ones, according to the needs of each school. In 1977, a bill was presented to the Texas Senate that would have expanded instructional television to all school districts wanting it, not just to those that could afford it. It did not pass, and an official of KERA-TV expressed concern that this would encourage the establishment of a new educational television network in the suburbs of Dallas--something which had been contemplated since 1976, especially by the Richardson Independent School District (RISD).<sup>19</sup>

This competing network would offer twelve channels of educational programming by using ITFS<sup>20</sup> compared to KERA's one on-the-air channel. The cost to the schools would also be less because the network would distribute locally-produced

programs that would be less costly than those purchased by KERA from national agencies.

On May 21, 1976, a contract was signed by the Texas Association for Graduate Education and Research (TAGER) and the Richardson Independent School District

which will give RISD teachers, and eventually other community members, an additional opportunity to expand their professional education through interactive instructional television. . . . The joint venture, called the Path Finder Plan . . . will make instructional television available to the RISD's neighboring school districts, including Collin, Tarrant and Dallas counties.<sup>21</sup>

Cecil Green, TAGER board chairperson and a member of Channel 13's board, told a press conference in May, 1976, that the two broadcasting organizations would work together to provide quality education.

The two will not be in competition. . . . since Channel 13 will provide enrichment programs while Path Finder will provide courses for credit toward degrees. Channel 13 is available in the home, and Path Finder courses<sup>22</sup> will be available only on special consoles.

The head of KERA's Instructional Services Division was not concerned that the network would be a threat to her division, however, since she believed it would not offer programs of as high a quality as KERA's. "PBS programs, which are broadcast for the division's consortium members," claims Pepper Weiss, "are the strongest advantage of our division. We selected the best programs available

nationally for our audience and tried to meet all their needs as expressed in our consortium meetings."<sup>23</sup>

Instructional Television Center (ITC)--  
Israel

In Israel, unlike Dallas, instructional television started from a specific educational need--to make a quantum improvement in the quality of instruction in the elementary and secondary schools of the country. The problems that faced the Israeli educators included

. . . the need to provide education to the ever increasing school population, to keep up the quality of instruction, to search for new and better ways of instruction and to do all this in the face of a serious shortage of well qualified teachers and a lack of adequate laboratories and demonstration aids.<sup>24</sup>

When the children of the faculty at the Israeli universities entered the Israeli public schools, the parents suddenly realized that their children were going to encounter an educational system based on old European principles--a teacher lecturing to pupils from a raised platform, and students learning English by memorizing Shakespeare and being tested on what they had memorized. Then the first step was taken toward establishing an educational television system.

Many of the parents held doctorates from such universities as California, M.I.T., and Harvard, and had had some exposure to non-commercial television which they

felt had been reasonably effective. Some of them knew Max Rowe of the Hanadiv Foundation, for many of them had received grants from the Foundation. They suggested to him that something could be done about the educational system in Israel through the use of television. Rowe spent a year in the United States, England, and Japan, with the total cooperation of the Israeli Ministry of Education and Culture, investigating uses of television for education. He became a convert to the value of instructional television and became its major advocate in Israel for the next three years. As a result of Rowe's recommendations, Hanadiv, in 1962, proposed setting up a pilot project of instructional television in Israel. The purpose was "to create and develop through careful planning, experimentation and follow-up, a know-how in matters of instructional television and to adapt the new medium to the educational needs of Israel."<sup>25</sup> At that time the Israeli government estimated the cost of the station installation would be about two million dollars and the yearly expenses about one million dollars.<sup>26</sup> The Rothschild family let different companies bid for the equipment and got "the finest equipment available"<sup>27</sup> from three different countries. This, plus the expenses of the first three years of operation, were donated to the Israelis.

The government gave its consent to the project in 1963, giving the Ministry of Education and Culture responsibility for the educational aspects of the pilot project and setting up a special committee to deal with all matters involving the new project. The decisions of the committee were executed by a Director of Education and two inspectors. Hanadiv was to be responsible for the production and the transmission of the lessons. To achieve this aim, Hanadiv incorporated a special company called the Instructional Television Trust (ITT). Its responsibilities were to "recruit and train staff, bring in outside expertise as necessary, help in the development of curriculum material, build and equip a building, and conduct a research program."<sup>28</sup> If, at the end of a three-year period, the experiment proved worthwhile, the government was to take over the project, accepting as a gift the facility and the trained staff.

The training program began in 1965 under the direction of Professor Edward Stasheff of the University of Michigan. Technical personnel were trained under the direction of Graham Phillips of the British Broadcasting Company. Only two members of the original group had ever taken courses in television; the rest had never set foot in a television studio before. The teachers were selected by a special committee appointed by the Ministry of Education. The production professionals were chosen from a large group of



applicants referred to Stasheff through an ad in the Israeli newspapers. Thirty people were selected to go through a four-week workshop; from this group, nine were chosen as the final production team. This team went on to a training program in a temporary studio for about six months, and then began "dry-runs" in the new studio before going on the air in March, 1966.<sup>29</sup>

Thirty-two public schools in the central area of the country were chosen to be the first to receive ITV programming. They represented academic, vocational, and agricultural schools located in areas populated mainly by immigrants, in Arab communities, and in underprivileged areas. To initiate the television service, three subjects at the levels of grades seven and nine were chosen--English, mathematics, and biology. These were selected because the Ministry of Education and Culture felt the need for education in these areas to be greatest.

Edward Stasheff noted in an article in Educational Television in May, 1971, that

Nine months of training and of videotaping the first month's programs made it possible for instructional television to go on the air with truly professional polish, with production skills of a high order, and with an organization that had worked most of the bugs out of the system.<sup>30</sup>

As indication of Stasheff's effectiveness can be seen in the results of the Japan Prize competition for school broadcasts in 1966. First prize went to an Italian series which had

been on the air for about ten years; second prize to a Canadian program which had been on the air for two years, and honorable mention was awarded to an Israeli series which had been on the air for only two months before the prizewinning program had been put on videotape.<sup>31</sup> Since then, the station has won four different prizes in the Japan Prize competition.

Unlike general television, which was established some years after instructional television in Israel amid great controversy, instructional television did not encounter serious opposition. According to one writer,

Education has always been something of a fetish among Jews, and it was politically inexpedient to oppose anything connected with it; besides, since it came from the Rothschild Foundation nobody took a close<sub>32</sub> look at that particular gift horse's mouth.

In March, 1971, the Israeli Parliament decided to place instructional television for schools within the Ministry of Education rather than under the jurisdiction of the Israel Broadcast Authority (IBA), even though the Authority has long claimed that ITV should be an integral part of its activities and within its sole jurisdiction because the Authority had been the major controller of media in Israel. The financing for instructional television, however, came from the budget of the Ministry of Education, and members of parliament felt that ITV should be under the

ministry's jurisdiction. This decision was considered by the IBA to be an indirect threat to its independence and to the scope of its activities. It maintained that "the Instructional Television Center (within the Ministry of Education and Culture) should remain within the boundaries stated by law, namely only 'for broadcasts of instructional television for schools.'"<sup>33</sup> This left the opportunity open for general television, established in 1968 under the IBA, to broadcast programs of an educational nature, as long as they were intended for the general public. Today the general television station in Israel does broadcast so-called "enrichment"<sup>34</sup> programs for children, yet they have to be aired in the afternoon since instructional television shares the single channel with general television, broadcasting in the morning.

Yohana Prener, Head of Programming at ITC, noted a crisis forming in the station's relationship with the Ministry of Education. She said that there are efforts being made either to give the station an independent status or to return it to the jurisdiction of the IBA. The reason for this conflict within the government, according to Prener, is "that television operates differently from a government agency. This is a medium where decisions should be made fast, unlike a governmental institute."<sup>35</sup> She further added that "the differences are primarily

administrative. As far as the hiring of personnel, for example, the government's administrative system functions much slower than the media system would like it to."<sup>36</sup>

Return to the jurisdiction of IBA will mean dependency on a governmental agency--a situation which has already proved itself to be unsatisfactory. Independent status will mean that ITC will operate like a "union with a sponsor," the sponsor still being the Ministry of Education, yet an independent directorate will make the decisions. Also, according to the IBC programming head, "this will enable more flexibility, more freelance work, and competition with other agencies regarding equipment rental."<sup>37</sup> That will also mean no government involvement in determining the content to be taught--one of the fundamental principles upon which the Instructional Television Center is founded.

NOTES TO CHAPTER II

<sup>1</sup>Quoted in Root, "Educational Television in Texas," p. 33. From Mortimer Brown, Hugh Proctor, and Lee Wilborn, "ETV: How It Came to Texas--And What Texas Is Doing About It." Texas Outlook, II (March, 1958), 19.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 32.

<sup>4</sup>Wilbanks, "Present Status of Educational Television in Texas," p. 14.

<sup>5</sup>"Dallas Among 9 Cities Against Educational TV," The Dallas Morning News, July 12, 1955.

<sup>6</sup>Unpublished report by E. O. Cartwright, President, Area Educational Television Foundation, 1958.

<sup>7</sup>Root, "Educational Television in Texas," p. 54.

<sup>8</sup>Unpublished historical account of the development of KERA-TV, Creative Services Division, KERA-TV, Dallas, n.d.

<sup>9</sup>Based on E. O. Cartwright's report.

<sup>10</sup>Louis Cassels, "Educational TV Surging Forward," The Dallas Times Herald, November 5, 1958.

<sup>11</sup>"Educational Television in Texas," p. 55.

<sup>12</sup>Beverly J. Taylor, "The Development of Instructional Television," Allan E. Koenig and Ruane B. Hill, eds., The Farther Vision: Educational Television Today (Madison, Wis.: University of Wisconsin Press, 1967), p. 145.

<sup>13</sup>Dave Berkman, "Instructional Television: The Medium Whose Future Was Passed," Jerrold Ackerman and Lawrence Lipsitz, eds., Instructional Television Status and Directions (Endlewood, Cliffs, N.J.: Educational Technology Publications, Inc., 1977), p. 98.

<sup>14</sup>Taylor, "The Development of Instructional Television," p. 148.

<sup>15</sup>Based on: Nancy E. Judy, "The KERA Rap--RV Educational Programs Fail Cost-effective Test," The Dallas Morning News, September 28, 1975.

<sup>16</sup>Based on: Robert A. Wilson, "Potential of TV Was Not Realized by Dallas Schools," The Dallas Times Herald, September 28, 1975.

<sup>17</sup>Inner publication of Creative Services Division, KERA-TV.

<sup>18</sup>See Appendix A.

<sup>19</sup>Interview with Pat Perini, Director, Creative Services Division, KERA, Dallas, August 25, 1977.

<sup>20</sup>ITFS stands for Instructional Television Fixed Service; an instruction-only television service transmitting over a special set of television frequencies located above the UHF channels. As these channels are located that high up in the spectrum, there is enough capacity to allow the licensing of up to four channels to a single school system.

<sup>21</sup>Laura William, "Schools to Boast New Television System Linkup," Richardson Daily News, May 20, 1976.

<sup>22</sup>Ann Atterberry, "Richardson School TV Pact OK'd," The Dallas Morning News, May 21, 1976.

<sup>23</sup>Interview with Pepper Weiss, Director, Instructional Services Division, KERA-TV, Dallas, April 11, 1977.

<sup>24</sup>D. Jeselsohn, "Israel's ETC Project--Instructional Television Trust, Tel Aviv," Educational Television International, I (March, 1967), 4.

<sup>25</sup>Ibid.

<sup>26</sup>Based on: Dan Ronen, Osef Eroo-im Bechinuch, (in Hebrew), (Jerusalem: The Hebrew University Press, 1969), pp. 270-278.

<sup>27</sup>Telephone interview with Professor Edward Stasheff from Clarisse Molad, June 15, 1978.

<sup>28</sup>David M. Davis, "Israeli ITV 1967-68," Educational Television (May, 1971), 16.

<sup>29</sup>Telephone interview with Edward Stasheff.

<sup>30</sup>Edward Stasheff, "Educational Television Flourished in Israel," Educational Television (May, 1971), 13.

<sup>31</sup>Ibid.

<sup>32</sup>Ari Avnerre, "Ten Years of the Israel Broadcasting Authority," Educational Broadcasting Review, XXVI (1969), 12-13.

<sup>33</sup>Ibid.

<sup>34</sup>"Enrichment programs" are television educational or cultural programs not meant for direct instruction.

<sup>35</sup>Interview with Yohana Prener, Head of Programming, Instructional Television Center, Israel, July 6, 1977.

<sup>36</sup>Letter from Yohana Prener to Clarisse Molad, May 29, 1978.

<sup>37</sup>Interview with Yohana Prener.

## CHAPTER III

# THE PROGRAMMING PROCESSES OF THE INSTRUCTIONAL SERVICES DIVISION, KERA, AND OF THE INSTRUCTIONAL TELEVISION CENTER, ISRAEL

### Curriculum Planning

There is one major difference between the programming of ITC and KERA-TV. ITC is a national station that produces most of its own programs according to the specific needs of its audience. KERA-TV, on the other hand, is a local station--part of a network of public stations throughout the United States--which chooses its instructional material primarily by selecting among the programs available from the various national agencies.

In KERA's Division of Instructional Services, decisions relating to curriculum are made after nationwide studies have been completed and with the assumption that there is "a great similarity in the needs of the schools around the U.S.A."<sup>1</sup> The director of the Division attends national meetings with distributors to find out the new programs on the market every year. She also gets printed material from all the distributors about the new programs.



"Experience tells us which of the distributors have good programs,"<sup>2</sup> states Weiss. Most of the distributors deal with public schools, and, therefore, concentrate their programs on social studies, creative arts, science, language arts, mathematics, economic education, and interdisciplinary studies. When the educational consortium meets in the spring, it chooses from the series that have already been selected by the Division, those telecourses that satisfy the needs of their schools.<sup>3</sup> Out of the forty programs previewed in 1977, for example, ten were chosen for broadcasting in 1977 and 1978. The consortium might have selected more, but the head of the Division must keep in mind that 65 per cent of the programs aired in the previous year have to be repeated, as the lifetime of a series is from two to three years. The resolutions of the consortium, therefore, serve mostly as recommendations for the staff of the Instructional Services Division, which makes the final decisions about the series to be selected and the grade level they would best serve.

At ITC, curriculum planning is a much more complicated process, primarily because only 30 per cent of the programs are bought; the rest are produced locally. The preparation of an instructional series is the responsibility of a team which consists of a studio teacher, his assistant, the curriculum advisor, a producer, a director, and research

personnel. The syllabus and the subject of the lesson are set by the Ministry of Education. The team maps out the teaching process in close cooperation with the staff of the Ministry.

A curriculum advisor, such as Elit Ulshtein, guides the studio teachers in preparing the scripts. Usually the advisor is also involved in guiding the writer of the teachers' guidebook, but in Ulshtein's case, she herself writes the book and the supplementary workbook for the students. "I am totally involved in the creation of the series. Through the years I have had training in television and now I can be of great help to both the producer and the director,"<sup>4</sup> she said. The curriculum advisors are hired in two ways: for a specific series or for a certain amount of counseling days. Their role is defined according to the nature of the project.<sup>5</sup>

ITC divides its programming into formal and informal education. According to Prener,

The formal education is when the teacher works as an intermediate agent, and television is an integral part of the curriculum. The informal part is geared more to the general public and includes programs, such as documentaries, that do not fall under the category of a curriculum subject matter.<sup>6</sup>

This division is made in the early stages of setting up the master plan of programming. Formal programs are approved by the Ministry of Education and are planned by

a special committee set up for this purpose. Informal programs are broadcast mainly in the afternoon and are more varied in their nature.

At both KERA-TV and ITC, professionals in education are very much involved in the planning of the curriculum. At ITC they are also part of the production process; at KERA, however, they have to select their programs from those already produced by others.

The major difference in the stations' curriculum planning lies in the fact that KERA-TV Instructional Services Division goes through a selection process to decide which programs are best for their audience, while ITC deals mainly with the question: what programs should be produced in order to serve their audience? The Instructional Services Division relies very little on local productions as solutions to its curriculum problems; ITC's selection process is a least important activity as only a small part of its programs are bought from other agencies.

#### Utilization

Both KERA-TV and ITC hold a continuing program of workshops for teachers that are designed to help the teachers achieve maximum utilization of the television set in their classrooms. The Instructional Services Division in Dallas holds three types of workshops.

1. The general workshop deals with the new manner in which television is being used in the classroom.

According to one ITV professional,

The relationship between the viewer and the medium is different in the classroom than in the home. Television in the home is an entertainment medium, while in the classroom it is an educational tool. This workshop shows the teacher how to prepare for and positively use that difference.<sup>7</sup>

2. Other workshops are devoted to specific individual program series and designed to help the teacher determine the most appropriate application of the series in the classroom.

3. Special equipment-operation workshops show teachers how to operate their television receivers or any video-recording equipment available.<sup>8</sup>

At ITC, every teacher must see both the television program and the teacher's material before using the program in class. All principals must attend "familiarization" sessions before introducing television into their schools, and must submit evaluation forms. Since ITC produces its own programs, the staff involved in the production of a specific series can be part of a utilization workshop.<sup>9</sup> A coordinator in charge of utilization is appointed in every subject. This kind of instruction is available to KERA's teachers only when a national agency, such as the Bilingual Children's Television, decides to conduct its workshop in Dallas, as it did in October, 1974.

Both ITC and KERA distribute printed material for the use of the teachers. Each year a Reference Guide, which defines and catalogues each series, is sent to the different schools.<sup>10</sup> In Israel, the supplementary material for the teachers is often written in different levels of instruction so that every teacher can use it according to his or her own specific needs. KERA-TV provides its teachers with individual series guides, which summarize and assist teachers with planning related telecast activities, and a bi-monthly calendar/newsletter which allows for a quick check of daily program broadcast times, along with current items of interest about programming and education. The printed material is bought by the schools in Israel; it is free, however, to members of the consortium in Dallas.

#### Evaluation

There is a marked difference in the role evaluation plays in the programming process in each station. At KERA's Instructional Services Division, there is no staff for evaluation, nor is there any financing for that purpose. Since all of the series for the schools are bought, they are shown in Dallas after they have already been tested in the national market.<sup>11</sup> Weiss says that each series bought by her department is evaluated by the producing agency before and after the actual production. This means

that KERA-TV pays indirectly for the evaluation of the series. However, Weiss notes that "experience tells us whether the series meets our needs."<sup>12</sup> Yet, every year, until 1977, the Instructional Services Division has had to submit a yearly evaluative report to the Texas Education Agency, the source of the funds which the school districts pay to KERA. Even though the Division got an unusually large percentage of returns to its questionnaire,<sup>13</sup> it could not afford a full-time staff member for this purpose. Only two-thirds of the questionnaires were checked, and the results were not summarized in a cohesive form. Besides the annual report to the TEA, KERA was involved in the 1977-78 school year in a pilot project with the Dallas Independent School District.<sup>14</sup> It included seven schools, and its purpose is "to study whether the use of ITV can be increased when teachers have intensive training, as well as more immediate and longer answers to programs."<sup>15</sup> DISD purchased video-cassette recorders for each school, and KERA paid for dubbing some programs so that they could be watched repetitively. Pepper Weiss claims that the reason this kind of project had to be done, even though she knew what the results would be before it happened, was that "the school system will not accept information from other school districts; they have to have their own project to have validity."<sup>16</sup>

At ITC the concern for money brought an opposite reaction regarding evaluation. Each year several series are selected for evaluation,<sup>17</sup> and a whole department is dedicated to this process.

When production is begun on series earmarked for formative evaluation, a first experimental . . . telecast is produced. Groups of students from the target audience are invited to watch the telecast, after which they are tested . . . . The findings of the pre-test help in planning the rest of the series and preparing guidebooks for teachers and supplementary written material for the students.<sup>18</sup>

The same approach is taken as production continues. Evaluation takes place in all levels of production of a new program, and after it is being aired for the first year. The teachers are an integral part of this process, supplying ITC's Evaluation Department with a constant flow of information about their use of the specific series. The evaluation projects themselves are varied, responding to the specific needs arising at different stages of production and broadcasting.

### Production

The only locally-produced programs for which the Instructional Services Division is fully responsible are the college-credit courses. Their production started in January, 1973. The first series was produced by KERA in conjunction with the Dallas County Community College District. It had an enrollment of 900 students. Today

there are eight college-credit courses offered by KERA and the enrollment exceeds 10,000 students. The series are produced by a staff from the station itself (the Instructional Services Division does not have production professionals on its staff). The Dallas County Community College District and other districts as well are involved in script-writing and supervision of the production, since they help sponsor them. The only other form of production with which the Instructional Services Division gets involved occurs after a contract has been signed with an agency which will pay for the production. If KERA's staff feels that a certain series is needed for its audience and it is not otherwise available, it contacts an agency, such as the Agency for Instructional Television, and joins with other stations in forming a consortium that will share the production of the series. Each of the members of this consortium gets ownership of the programs. KERA is currently (1978) involved in the production of three of the programs in an economics series for a private agency. Pat Perini claims "This is a better way for productions to take place, since the agencies pay us to produce those parts that they need."<sup>19</sup> One other reason for lack of local production at KERA is the fact that the contract money the Instructional Services Division gets from the school districts is defined as "non-production" and can be used only for services.<sup>20</sup>



At the Instructional Television Center in Israel, in the fiscal year 1976-77, there were 350 productions planned. Only 200 were executed (57 per cent of these planned). Some of the reasons given by Yohana Prener for not finishing productions were "lack of facilities, a series was bought instead from abroad, problems with the script-writers and/or the format, etc."<sup>21</sup> ITC is staffed with six production teams consisting of a producer, a director, an assistant director, a production assistant, a television teacher, and in most cases, a writer, plus what averages out to be two days per televised unit from a university consultant. A technical crew is under the supervision of the head of the Production Department. Most of the programs produced are aimed towards school children, but in the future ITC plans production of programs for parents, programs for teaching English to non-high school students, and programs that will teach spoken Arabic.

#### Financing

The Instructional Television Center in Israel is fully supported by the government--mainly from the budget of the Ministry of Education and Culture. As Director Aireh Shoal said: "Where budget is concerned . . . we receive . . . full support and have never suffered from any financial problem."<sup>22</sup> This statement is unique for an Israeli concern, especially for one sponsored by the

government. There are times when private foundations support specific projects and help to finance production of a series. ITC is also considering renting its studios and equipment, once it becomes an independent agency. Yet, as Prener emphasizes, ITC will always rely on government support as there is no private enterprise in Israel as far as radio and television are concerned.

KERA-TV is a public station licensed to the community. That means that the largest percentage of its financing comes from members, who donate an average of \$15 annually. More than 30 per cent of Channel 13's annual income comes from citizen membership. Volunteers play a big part in helping the station meet its income goal by taking pledges over the phone during membership weeks. Some of them come to the station on a weekly basis to help out with the filing, typing, telephone calling, and such. The annual auction held by the station accounts for 10 per cent of the income, and so do major gifts. The Corporation for Public Broadcasting helps pay 10 per cent, and about 16 per cent comes from the production contracts the station signs annually.<sup>23</sup> The International Services Division has a separate budget from the whole station. It pays for its operations from the money received from its consortium members. Yet, some of the programs used by the Division,

such as those produced by the Children's Television Workshop, are bought by the KERA-TV through its general budget and not the Division's budget.

In the first years of KERA-TV's existence, a large part of the station's income came from the contracts Instructional Services signed with the school districts. Today this money is less than 10 per cent of the station's income, since KERA's other divisions have grown throughout the years.

NOTES TO CHAPTER III

<sup>1</sup>Interview with Pepper Weiss, Instructional Services Division, KERA, Dallas, April 11, 1977.

<sup>2</sup>Ibid.

<sup>3</sup>See Appendix B.

<sup>4</sup>Interview with Elit Ulshtein, Curriculum Advisor, University of Tel Aviv, July 21, 1977.

<sup>5</sup>Letter from Yohana Prener to Clarisse Molad, May 24, 1978.

<sup>6</sup>Interview with Yohana Prener.

<sup>7</sup>Interview with Lydia Furry, Utilization Coordinator, KERA-TV Instructional Services Division, Dallas, March 11, 1977.

<sup>8</sup>Unpublished news release by KERA, September, 1976.

<sup>9</sup>See Appendix C, Table 1.

<sup>10</sup>See Appendix D, Table 1.

<sup>11</sup>See Appendix H.

<sup>12</sup>Interview with Pepper Weiss.

<sup>13</sup>See Appendix E.

<sup>14</sup>See Appendix F.

<sup>15</sup>Interview with Pepper Weiss.

<sup>16</sup>Ibid.

<sup>17</sup>See Appendix G, Table 1.

<sup>18</sup>Chava Tidhar, Evaluation and Research at the Instructional Television Center. (Publication of the Instructional Television Center and the Ministry of Education and Culture, Israel), January, 1976, p. 2.

<sup>19</sup> Interview with Pat Perini, Creative Services Division, KERA, Dallas, August 25, 1977.

<sup>20</sup> A letter from Pepper Weiss to Clarisse Molad, May 22, 1977.

<sup>21</sup> Interview with Yohana Prener.

<sup>22</sup> Quoted in: Thomas Petry Strauss, "Israeli ITV Today and Tomorrow," Educational Television (May 1971), 19.

<sup>23</sup> See Appendix I.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### Summary

When the idea of educational television was first introduced in Dallas, Texas, it was not received with great enthusiasm. In spite of the interest displayed by the Dallas Board of Education, the community did not support Channel 13. It was only after a group of businessmen started operating the station, that the public found the idea of instructional television appealing.

In keeping with their background, the initiators of the station chose E. O. Cartwright--the first substantial contributor to KERA--as their first director. By making such a choice, their lines of operation were set; their major goal was to get enough money from the community to support the station. Therefore, they talked about "providing facilities,"<sup>1</sup> more than beginning their own programming immediately.

The Instructional Television Center in Israel started as an experiment. It was funded by a non-profit foundation and was geared towards the educational system from the beginning. The people who initiated the interest in the station were people from the academic world--people in

education who had a personal interest in providing better education for their children. When the idea proved workable, the goals were established to answer a specific need in the community. The instructional aspect of the programming was the first to be planned; at KERA the Instructional Division was one of the last to be established.

The founders of KERA-TV were interested at first in getting a larger audience for their station. Therefore, they were looking forward to joining a national network that would enable them to get better programming without having to spend heavily on local productions. After exposure to the higher quality programs of the national agencies, the audience was less inclined to accept the limited scope of local programming. Furry expressed her opinion about the Division's use of network material for their main programming. She said, "If it was not for 'Sesame Street,' we would not have been here today."<sup>2</sup> She clarified her statement by noting that, "'Sesame Street' and 'The Electric Company' were the first instructional-entertaining productions for children programming to receive major funding for production and research. Their documented success was a catalyst for more programs."<sup>3</sup>

When instructional television began in Israel, it did not have to compete with commercial television; those involved in the project came from academic rather than

business backgrounds. The Hanadiv Foundation was an organization that dealt mainly with contributions in the field of education, and the involvement of the Ministry of Education and Culture gave the project an educational rather than a marketing orientation. Academic values governed the structure and content of the project in Israel. This is in contrast to the situation in Dallas.

KERA began serving the Dallas schools only after those schools asked for help in incorporating television in their curriculum. The 1975 crisis with the Dallas Independent School District occurred as a result of financial disagreements between the station and the district. The school district signed a contract with KERA's Instructional Services Division. In 1975, after eight years, the District and the Division disagreed over finances, and as a result the District refused to renew the contract. The loss of their major client caused serious problems for the Division. The station re-entered negotiations with the school district and in the end the contract was renewed.

Because KERA's operations are based on individual contracts, not every school in the community can enjoy its programming. In Israel, where certain services such as education are socialized, every school with the equipment was to use ITV in its curriculum. The government supported the building of the station, and, therefore, wanted to see



the schools use its programs. The government dictated that the station should first serve the underprivileged in order to help close the gap that existed in the school population at that time. This created a problem because station personnel first needed training and experience in serving a "regular" audience, before they were able to create programs for the underprivileged. After six years of operation, the station began broadcasting for the underprivileged.<sup>4</sup>

Today ITC faces a conflict with the government. The station's management feels competent to determine the content goals of the Center's programming without interference from the government. However, since the Center is funded by the government, they have to comply with government directives. Over the years the station gained a good reputation abroad and within Israel, and 90 per cent of the schools use its broadcasts regularly, even though they have other audiovisual resources available to them. Even the General Television--Israel's other network which operates on the same channel as ITC--agreed to give ITC air time for broadcasting "public broadcasts," because "they know we are good,"<sup>5</sup> says Prener.

At KERA, the Instructional Services Division is increasing its number of contracts with schools every year. This is happening despite the fact that the Dallas suburbs--through

TAGER and a local Denton group which has applied for a license to operate Channel 2--are threatening to compete with KERA by giving more weight to educators in setting the goals of their programming. Weiss feels that her department can stand the competition and hopes that the Senate bill that offers ITV to all interested schools in Texas will pass next year and increase KERA's audience drastically. KERA has also applied for a license to operate Channel 2, for it believes the addition of another channel will permit it to serve the educational needs of the Dallas-Forth Worth area more effectively.

In an internal document of a general survey of programming at ITC, general goals were stated as

1. To operate instructional television in a stimulating way, so that it will contribute to the creation of better motivation and will encourage learning by adults, teenagers, and children, using the unique visual aspect of the medium and its other attributes;
2. To enrich the learning experience by exploring the environment outside the school and beyond the reach of the student's everyday experiences;
3. To give increased exposure to new study programs by taking advantage of television as a means of distribution for telecasts, supplementary material, and guidance;

4. To contribute to the improvement of teaching by producing programs for teachers dealing with different methods of teaching;

5. To use the medium in areas of education which will create emotional and intellectual interest in Jewish and aesthetic education.<sup>6</sup>

Out of these five goals, the last two have been partially achieved by the Center last year, and judging by the programs offered and the reactions of teachers such as B. Harak, the first three goals have been fully achieved during the years of the Center's operation

As for KERA's Instructional Services Division, the only printed evidence of goals set by the Division is found in a news release sent to teachers, which stated that "One of the prime objectives of instructional television is to provide the student with a learning experience that is both entertaining and stimulating."<sup>7</sup> It also stated that

Channel 13's Division of Instructional Services is designed to operate as a full service instructional communications resource for the participating school districts in the Consortium. It provides teachers and administrators with programming and related services to maximize<sup>8</sup> the utilization of television in the classroom.

These goals have been achieved by the Division. When Perini was asked about the achievement of the programming goals in the Instructional Services Division, she noted that "There is a complete separation between the programming of the

station and that of the Division. I simply leave the time slot in the morning open for them to fill it whichever way they feel right."<sup>9</sup>

Dona Cox's remark that "programming should reflect the needs and interests of all the people within the range of the broadcast signal"<sup>10</sup> is typical of the books that discuss goals and operation of instructional television. With the limited staff of KERA's instructional division, and with the lack of an evaluation department, this demand can hardly be met. At ITC, however, the Evaluation and Research Department is one of the most important components of the programming process.

When a telecast has been produced, involving much creative thought, time and funds, teachers have been instructed on how best to use it . . . (you need to know) whether it has achieved its objectives . . . and to ensure that its telecasts really do achieve the aims for which they were intended. . . . This is the function of evaluation . . . it ensures that the telecasts are suited to students and teachers at whom they are directed.<sup>11</sup>

Roscoe Brown said in A Guide to Instructional Television that

. . . too frequently the judgment of the effectiveness of instructional television is based on general impressions, isolated praise or criticisms, and even personal "hunches." It is vital for those concerned with the medium to be aware of the importance of evaluation . . . .<sup>12</sup>

The Educational Television Guidebook recommends that when curriculum is analyzed, instructional television

programming should be "planned within the framework of the established curriculum in the particular area to be served."<sup>13</sup> This task is achieved easily in Israel, where the educational system is wholly public and the Ministry of Education defines the major curriculum lines. It is much harder to reach a common denominator for the curriculum needs of all the schools, private and public, that KERA serves.

Even in Israel, Harak claims that she uses only one series in her curriculum because the other one being offered does not fit her students' needs. Philip Lewis, in his book on instructional television, says,

Despite the ability of television to consume an enormous amount of programming, the development of cooperating agencies has provided a rich resource of recorded material that can be used to supplement the local community contributions.<sup>14</sup>

Therefore, KERA has an advantage over ITC, because it has access to a wide variety of programming produced elsewhere. No one besides ITC, however, is producing instructional television programs in Hebrew.

The programming goal of utilization and the Instructional Television Center in Israel is highly emphasized by both the Ministry of Education and the Programming Division. Every series that is part of the formal educational programming includes teachers' workshops as an integral part of its planning.

. . . he [Edward Stasheff] had created a system whereby no classroom teacher could turn on the television set without having had the required workshops about the content material itself . . . and about how to utilize this medium in the classroom.<sup>15</sup>

Although Channel 13 (KERA) was a pioneer in setting up the first national utilization workshop for the Children's Television Workshop, most of the local workshops still take place on a small scale in each school.

As for financing, Fenz supports the kind of arrangement KERA has as opposed to ITC's arrangements. In his article, "The Third Major Source of Money: The Local Dollar," he states,

With diversification of financial support comes 1) greater freedom to produce programs that need to be produced rather than those which some institutions might want, 2) greater stability of income around which to plan . . . , 3) greater sensitivity to people's needs and program wants, 4) more content re-evaluation of goals and purposes, and 5) greater involvement by people in the communities.<sup>16</sup>

Charles Matthews in D Magazine claims that Channel 13 is unique in Texas since "it is so much stronger--both financially and in terms of prestige--than other stations."<sup>17</sup> In addition, it has no competition in its market.

For all their differences, both KERA's Instructional Services Division and the Instructional Television Center in Israel are vital to the educational systems of their communities. David M. Davis, one of ITC's founders, observes ". . . the myth of 'no significant difference

between televised instruction and conventional instruction' would probably be put to rest by the Israeli experience."<sup>18</sup> And Ralph Rogers, President of the Board of Directors at KERA-TV, adds "Educators in the United States who fail to use public television are derelict in their duties."<sup>19</sup>

### Conclusions

Why did ITC's structure and approach to curriculum planning and programming become so radically different from that of its American counterpart, considering that Americans founded both during the same time period? The Israelis were interested, from the beginning, in creating ITV as an integral part of their school curriculum. This was mainly because they believed it had a great potential for closing an existing social and educational gap in their multi-ethnic society. The people of Dallas started a "community-type"<sup>20</sup> station that was a form of public service and an alternative to commercial stations. As John W. Macy states in his book To Irrigate a Wasteland, the civic leaders who were behind the community stations in the United States ". . . have been less committed to programs confined to instructional goals and have ventured into cultural and journalistic material which can only flow from national investment and production."<sup>21</sup> The Carnegie Commission on Educational Television, however, recommended that educational television should "depend upon a strong component of

local and regional programming and . . . provide the opportunity and the means for local choice to be exercised upon the programs made available from central programming sources."<sup>22</sup> Lacking any other source of programming (equivalent to the national agencies in the United States), ITC in Israel has developed a programming process which has been highly self-sufficient and reflective of the needs of its audience. KERA-TV prefers today to leave the choice of using ITV as part of the school curriculum to the schools themselves. Since it is in constant need of financial backing, and because it is paid for its services through contracts with individual districts, KERA's major concern is to serve the largest possible number of schools with its programming.

The source of the differences between the two stations lies in the fact that the Israeli station accepted government financial support as a sure thing. From that base it went on to produce local programs of high quality and to develop the station professionally without external help. In Dallas, however, the affiliation with the Public Broadcasting Service enabled the instructional component of the station to minimize its staff and production expenses and to concentrate on strengthening its financing so that, in the future, more local production could be attempted. The Israelis were forced to have a self-sufficient station, producing the



major part of their programs themselves, because of their geographical, lingual, and political isolation in the Middle East, and as a result of the socialized political system that helped the government take over the station as state property. Now, when the station is well established and operating professionally on a full scale, a need arises for more flexibility and a demand for more independence from governmental control.

In Dallas, the development of KERA's Instructional Services Division proceeded in just the opposite direction from its Israeli counterpart. The Texas division started as an independent operation, serving local schools under contract by providing programs it purchased from national agencies. Now it seeks governmental support so that it can produce its own programs while minimizing the financial risks. Up until now, the questions have always been: Would the programs be "bought?" Would more school districts sign the contracts? and What kind of school districts, with what kind of needs, will join the consortium? This feeling of uncertainty and unpredictability of the audiences involved led the station to seek State support, so that the Instructional Services Division would be able, in the future, to devote more time to better programming and less to marketing.

In Israel, the freedom achieved through financial security enabled more creative planning on the part of the educators and the media people. This helped the station build up a reputation among the local schools as a reliable source for learning material; this is a stage that KERA's Instructional Services Division still has to reach.

The Richardson Independent School District Instructional Television Network argues that Channel 13 offers more "enrichment" programs and is geared towards the home viewer.<sup>23</sup> This explains why the local schools do not view KERA's programming as an essential part of their curriculum. There is also the money involved and Pepper Weiss views this as a "primary factor in determining the school's decision to use ITV,"<sup>24</sup> and the fact that, at the secondary level, most schools feel that ITV programming does not fit well into their curriculum.<sup>25</sup>

As part of a decentralized educational system, the Texas schools enjoy much more freedom in making decisions about their curriculum needs, in comparison to the Israeli schools. The decision to use ITV in the Israeli school was made by the Ministry, which governs the centralized Israeli educational system. Local schools and teachers had no voice in the decision.

Today, however, the teachers who have been using ITV for years allow themselves more flexibility in choosing

telecasts for their various classes and do not hesitate to ignore those that they feel are not suitable for their students. Older series of programs, for example, are less popular than more recent material, and are, therefore, used less now than when they were first introduced. Yet a recent survey done by the Israel's Central Research Agency shows that more than 80 per cent of the elementary schools in Israel watch ITC's English series, more than 50 per cent watch the math series, and more than 85 per cent watch the science and Hebrew series.<sup>26</sup> The mere fact that instructional television in Israel came into being before the general television system was an advantage in promoting its use within the educational system. Educators were quite excited about the educational value of the new medium and, in addition, most of them looked forward to its help in enabling them to cope with their over-crowded classes and highly heterogeneous student population.

In the United States, educators were more cautious in the fifties and beginning of the sixties in accepting ITV, since they were already aware of the great impact of commercial television on their students and were not interested in adding more television viewing to their students' schedule. They also sensed that in a competition between IBV programming and commercial programming, the latter would definitely win, and their students would be bored

with instructional television. As with "Sesame Street," public television in the United States did win the battle sometimes; however, it was only with productions as expensive and elaborate as this. The funding for the development and the first two broadcast years of "Sesame Street" was \$13,700,000.<sup>27</sup> The program itself is "fast-moving and action-packed, and it portrays humans and puppets interacting in a way designed to teach letters, numbers, principles of classification, body parts, and elementary problem-solving."<sup>28</sup>

These kinds of production, however, are only possible when a national agency is involved. As for local programming, a station such as KERA can attract a large audience only after it achieves financial security and answers a very specific need--much like what ITC-Israel experienced in its inception.

NOTES TO CHAPTER IV

- <sup>1</sup>Root, "History of Educational Television," p. 54.
- <sup>2</sup>Interview with Lydia Furry, Utilization Coordinator, KERA-TV Instructional Services Division, Dallas, March 11, 1977.
- <sup>3</sup>Letter from Pepper Weiss to Clarisse Molad, May 22, 1977.
- <sup>4</sup>Interview with Yohana Prener, Head of Programming, Instructional Television Center, Israel" July 6, 1977.
- <sup>5</sup>Ibid.
- <sup>6</sup>A translated summary based on "General Survey-- Programming for April 77 to March 78," unpublished report by ITC, in Hebrew, February, 1977.
- <sup>7</sup>"Instructional Television Begins New Season on Channel 13," unpublished news release by KERA, September 14, 1977.
- <sup>8</sup>Ibid.
- <sup>9</sup>Interview with Pat Perini, Director" Creative Services Division, KERA-TV, Dallas, August 25, 1977.
- <sup>10</sup>Dana E. Cox, "The Television Administrator," Richard C. Burke, ed., Instructional Television: Bold New Venture (Indianapolis, Ind.: Indiana University Press, 1971), p. 87.
- <sup>11</sup>Chava Tidhar, Evaluation and Research at the Instructional Television Center (Publication of ITC and the Ministry of Education, Israel), January, 1976, p. 2.
- <sup>12</sup>Roscoe C. Brown, Jr., "Evaluation of Instructional Television," Robert M. Diamond, ed., A Guide to Instructional Television (New York: McGraw-Hill Book Company, 1964), p. 163.
- <sup>13</sup>Philip Lewis, Educational Television Guidebook, (New York: McGraw-Hill Book Company, 1961).

<sup>14</sup>Ibid.

<sup>15</sup>David M. Davis, "Israeli ITV 1967-68," Educational Television, III (May, 1971), 16.

<sup>16</sup>Roland E. Fenz, "The Third Major Source of Money: The Local Dollar," Educational Television, III (October, 1971), 14.

<sup>17</sup>Charles Matthews, "The Selling of Channel 13," D Magazine, May, 1977, p. 118.

<sup>18</sup>"Israeli ITV," p. 17.

<sup>19</sup>"The Selling of Channel 13," p. 118.

<sup>20</sup>A "community-type" station is one owned by the community, where the major source of money comes from membership fees and local organizations.

<sup>21</sup>John W. Macy, Jr., To Irrigate a Wasteland: The Struggle to Shape a Public Television System in the United States (Berkeley, Calif.: University of California Press, 1974), p. 14.

<sup>22</sup>"The Report and Recommendation of the Carnegie Commission on Educational Television: Public Television, a Program for Action," (Bantam Books, 1967), Chapter 1: "The Stations."

<sup>23</sup>Laura Willimon, "Schools to Boast New Television System Link-up," Richardson Daily News, May 20, 1976.

<sup>24</sup>A letter from Pepper Weiss to Clarisse Molad.

<sup>25</sup>Ibid.

<sup>26</sup>Letter from Yohana Prener to Clarisse Molad, May 24, 1977.

<sup>27</sup>Hilary Appleton, Ross F. Conner, Thomas D. Cook, Ann Shaffer, Gary Tomkin, and Stephen J. Weber, "Sesame Street Revisited" (New York: Russel Sage Foundation, 1975), p. 29.

<sup>28</sup>Ibid.

APPENDIX A

CONTRACT FORM BETWEEN KERA INSTRUCTIONAL SERVICES  
AND A SCHOOL DISTRICT

1977-78  
AGREEMENT BETWEEN  
INSTRUCTIONAL SERVICES  
AND

\_\_\_\_\_  
Independent School District  
For  
Instructional Television

The \_\_\_\_\_ Independent School District  
agrees to pay Instructional Services, A Division of Public  
Communication Foundation for North Texas, a non-profit  
corporation, operating through the facilities of KERA-TV,  
Channel 13, in the amount of \_\_\_\_\_  
for instructional television services to be rendered for the  
school year 1977-78. Total cost is based on the average  
daily attendance (A.D.A.) of school year 1976-77.

(1976-77 A.D.A.) \_\_\_\_\_

@ \$1.50

Total \_\_\_\_\_

To be paid as follows: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



The Division of Instructional Services agrees to provide instructional television programming and materials to said school district for the year 1977-78.

Instructional Services  
(A Division of Public  
Communication Foundation  
for North Texas)

\_\_\_\_\_  
Director of Instructional  
Services

\_\_\_\_\_  
Independent School District

\_\_\_\_\_  
President and General  
Manager

By: \_\_\_\_\_  
Title

\_\_\_\_\_  
Business Manager/Treasurer

Date: \_\_\_\_\_

Copy Distribution: 1 copy PSD file; 1 copy return to  
KERA-TV; 1 copy TEA

APPENDIX B

SAMPLE OF AN EVALUATION SHEET GIVEN TO EACH  
CONSORTIUM MEMBER WHEN PREVIEWING  
NEW PROGRAMS AT KERA

SERIES TITLE: STEPPING INTO RHYTHM

PROGRAM TITLE: Nothing But Sing

NO. PROGRAMS/LENGTH: 30/15'

SUBJECT AREA: Music

SUGGESTED LEVEL: Gr. K-2

SERIES DESCRIPTION: This series is designed to guide students in a wide variety of musical experiences: listening, moving to the beat, singing, playing instruments, responding creatively, associating visual symbols with sounds, and relating music to their lives. It will also help them to become aware of and develop their musical capabilities.

LESSON TITLES:

- |                                     |                               |
|-------------------------------------|-------------------------------|
| 1. Hello, Ev'rybody                 | 15. Walkin' Blues             |
| 2. Things to Do                     | 16. The Note Machine          |
| 3. Para Diddle                      | 17. The Harpsichord           |
| 4. Oh, I Saw a Fox                  | 18. Of Thee I Sing            |
| 5. Black and Gold                   | 19. Hop, Old Squirrel         |
| 6. Autumn Leaves Now<br>Are Falling | 20. Nothing But Sing          |
| 7. The Magic Vine                   | 21. Country Road              |
| 8. Gracious Blessing                | 22. The Moon Is Coming Out    |
| 9. Beautiful Home,<br>Sweet Home    | 23. The Violin                |
| 10. My Twenty Pennies               | 24. A Circle Story            |
| 11. Hear the Bells Ringing          | 25. Major to Minor            |
| 12. Merry Christmas                 | 26. I Like to Sing            |
| 13. Happy New Year                  | 27. Percussion Family         |
| 14. Winter Is                       | 28. Gerald McBoing Boing      |
|                                     | 29. City Rhythms              |
|                                     | 30. A Pocketful of<br>Cricket |

COMMENTS:

RECOMMEND FOR 1977-78: \_\_\_\_\_

RECOMMEND AS REPLACEMENT FOR: \_\_\_\_\_

DO NOT RECOMMEND: \_\_\_\_\_

APPENDIX C

TABLE I  
ITC--UTILIZATION

|                                            | Number of<br>Learning<br>Subjects | Total of<br>Hours | Total of<br>Participants |
|--------------------------------------------|-----------------------------------|-------------------|--------------------------|
| <u>General Course</u><br>(in all subjects) |                                   |                   |                          |
| From Summer '75 -<br>Summer '76            | 32                                | 3,104             | 20,044                   |
| In school year<br>'77 (to December)        | 20                                | 872               | 3,806                    |
| <u>Mediators' Course</u>                   |                                   |                   |                          |
| From Summer '75 -<br>April '76             | 15                                | 250               | 301                      |

APPENDIX D

TABLE 1

ITC--DISTRIBUTION OF PRINTED MATERIAL

|                       | Total in<br>1977 | Total Distribution<br>in 1977 |
|-----------------------|------------------|-------------------------------|
| Number of Study Books | 56               | 696,958                       |
| Number of Briefings   | 60               | 75,500                        |



APPENDIX E

SAMPLE QUESTIONNAIRE (SENT TO EACH TEACHER) FOR  
THE REPORT TO THE TEXAS EDUCATION AGENCY

TEACHER FEEDBACK

"What Do You Think?"

District \_\_\_\_\_ Grade Level \_\_\_\_\_

Your feedback determines, to a great extent, changes in programming and services. Please let KERA know your feelings. Please check the appropriate column.

| <u>Series</u>                               | Used<br>Frequently | Used<br>Occasionally | Should Be<br>Shown Again | Should Not<br>Be Shown<br>Again |
|---------------------------------------------|--------------------|----------------------|--------------------------|---------------------------------|
| ALL ABOUT YOU                               |                    |                      |                          |                                 |
| B. J. VIBES                                 |                    |                      |                          |                                 |
| BREAD & BUTTERFLIES                         |                    |                      |                          |                                 |
| CARRASCOLENDAS                              |                    |                      |                          |                                 |
| CHILDREN OF THE WORLD                       |                    |                      |                          |                                 |
| CONSUMER SURVIVAL KIT                       |                    |                      |                          |                                 |
| COVER TO COVER                              |                    |                      |                          |                                 |
| ELECTRIC COMPANY                            |                    |                      |                          |                                 |
| EXPLORING SOUTH AMERICA                     |                    |                      |                          |                                 |
| GENERAL EDUCATIONAL DEVELOPMENT<br>(G.E.D.) |                    |                      |                          |                                 |
| INSIDE OUT                                  |                    |                      |                          |                                 |
| LET'S ALL SING                              |                    |                      |                          |                                 |
| LOWELL THOMAS REMEMBERS                     |                    |                      |                          |                                 |
| MATH FACTORY                                |                    |                      |                          |                                 |
| MATHEMATICAL RELATIONSHIPS                  |                    |                      |                          |                                 |
| MATTER OF FACT                              |                    |                      |                          |                                 |
| MR. ROGERS' NEIGHBORHOOD                    |                    |                      |                          |                                 |

| <u>Series</u>             | Used<br>Frequently | Used<br>Occasionally | Should Be<br>Shown Again | Should Not<br>Be Shown<br>Again |
|---------------------------|--------------------|----------------------|--------------------------|---------------------------------|
| NATURALISTS               |                    |                      |                          |                                 |
| NOVA                      |                    |                      |                          |                                 |
| OURSTORY                  |                    |                      |                          |                                 |
| PHYSICS                   |                    |                      |                          |                                 |
| PRIMARY ART               |                    |                      |                          |                                 |
| RIGHTS & RESPONSIBILITIES |                    |                      |                          |                                 |
| SEARCH FOR SCIENCE        |                    |                      |                          |                                 |
| SELF INCORPORATED         |                    |                      |                          |                                 |
| SESAME STREET             |                    |                      |                          |                                 |
| THIRD WORLD               |                    |                      |                          |                                 |
| TRULY AMERICAN            |                    |                      |                          |                                 |
| U.S. GEOGRAPHY            |                    |                      |                          |                                 |
| VILLA ALEGRE              |                    |                      |                          |                                 |
| WESTERN CIVILIZATION      |                    |                      |                          |                                 |
| WHY                       |                    |                      |                          |                                 |
| WORD SHOP                 |                    |                      |                          |                                 |
| WORDSMITH                 |                    |                      |                          |                                 |

Which new subjects or topics would you like to see included in next year's schedule? (include grade level) \_\_\_\_\_

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PLEASE RETURN NO LATER THAN FEBRUARY 15, 1977 TO:

Instructional Services  
 KERA-TV  
 3000 Harry Hines Blvd.  
 Dallas, Texas 75201

APPENDIX F

KERA--INSTRUCTIONAL TELEVISION (ITV) QUESTIONNAIRE  
 (Sent to Participating Teachers in the "Pilot Project")

Name \_\_\_\_\_ School \_\_\_\_\_ Grade(s) \_\_\_\_\_  
 Subject Area(s) \_\_\_\_\_ Years Teaching \_\_\_\_\_  
 Years Using ITV \_\_\_\_\_

|                |       |           |          |                   |
|----------------|-------|-----------|----------|-------------------|
| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------|-----------|----------|-------------------|

For statements 1-17 below, please circle the alternative that best expresses your own opinion at the present time.

- |  | 1 | 2 | 3 | 4 | 5 |                                                                         |
|--|---|---|---|---|---|-------------------------------------------------------------------------|
|  | 1 | 2 | 3 | 4 | 5 | 1. Instructional television is a valuable teaching tool.                |
|  | 1 | 2 | 3 | 4 | 5 | 2. ITV should be used as an integral part of teaching.                  |
|  | 1 | 2 | 3 | 4 | 5 | 3. Students are motivated by use of instructional television.           |
|  | 1 | 2 | 3 | 4 | 5 | 4. The way I like to teach allows for the use of ITV.                   |
|  | 1 | 2 | 3 | 4 | 5 | 5. Instructional programs meet age and ability levels of my students.   |
|  | 1 | 2 | 3 | 4 | 5 | 6. ITV programs are relevant to my subject area.                        |
|  | 1 | 2 | 3 | 4 | 5 | 7. I can schedule my lessons to coincide with appropriate ITV programs. |
|  | 1 | 2 | 3 | 4 | 5 | 8. I am familiar with the ITV programs which are offered in Dallas.     |

|                   |       |           |          |                      |
|-------------------|-------|-----------|----------|----------------------|
| Strongly<br>Agree | Agree | Undecided | Disagree | Strongly<br>Disagree |
|-------------------|-------|-----------|----------|----------------------|

- |   |   |   |   |   |     |                                                                                           |
|---|---|---|---|---|-----|-------------------------------------------------------------------------------------------|
| 1 | 2 | 3 | 4 | 5 | 9.  | Long-range lesson-planning with use of ITV is possible.                                   |
| 1 | 2 | 3 | 4 | 5 | 10. | At present I feel I can easily adjust and tune the ITV equipment for use in my classroom. |
| 1 | 2 | 3 | 4 | 5 | 11. | I have the in-service training necessary to utilize ITV properly.                         |
| 1 | 2 | 3 | 4 | 5 | 12. | The television equipment in my school is kept in good working order.                      |
| 1 | 2 | 3 | 4 | 5 | 13. | Television reception in my school is satisfactory.                                        |
| 1 | 2 | 3 | 4 | 5 | 14. | The teacher manuals assist me in using ITV.                                               |
| 1 | 2 | 3 | 4 | 5 | 15. | Videocassettes are a good way to utilize ITV.                                             |
| 1 | 2 | 3 | 4 | 5 | 16. | Open broadcast is a good way to utilize ITV.                                              |
| 1 | 2 | 3 | 4 | 5 | 17. | A combination of open broadcast and videocassette is a good way to utilize ITV.           |

Please answer the following questions by supplying your own comment.

18. The best contribution instructional television makes to my classroom is:

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---

---

19. The greatest obstacle to my use of instructional television in my classroom is:

---

---

---

20. I would use instructional television more often if:

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---

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APPENDIX G



TABLE 1  
ITC--EVALUATION

|                   | 1974  | 1975  | 1976  | 1977<br>(to January) |
|-------------------|-------|-------|-------|----------------------|
| Students*         | 3,800 | 2,835 | 3,205 | 5,463                |
| Teachers*         | 350   | 170   | 2,613 | 578                  |
| School Principal* | --    | 193   | --    | --                   |
| Parents*          | 1,200 | --    | 524   | 105                  |

\*Tested in the last four years.

TABLE 2  
ITC--DATA ABOUT DISTRIBUTION--SCHEDULING

| Broadcasting | Number of<br>Broadcasting<br>Hours<br>A Week | Average<br>Number of<br>Telecasts<br>A Week | Average Number of<br>Programs A Week |     |      |        |
|--------------|----------------------------------------------|---------------------------------------------|--------------------------------------|-----|------|--------|
|              |                                              |                                             | Kinder-<br>garten                    | 1-6 | 7-10 | Adults |
| Morning      | 38                                           | 90                                          | 4                                    | 38  | 43   | 2      |
| Afternoon    | 9                                            | 20                                          | Kinder-<br>garten<br>and<br>Family   | 7   | 3    | 6      |
|              |                                              |                                             | 4                                    |     |      |        |

APPENDIX H

EVALUATION OF THE ELECTRIC COMPANY, 1972-73\*

- I. The Educational Testing Service sample of 8,363 children in some 400 classes concluded that the program was successful in almost all of the 19 major curriculum areas which it undertook. These areas include consonants, vowels, consonant "blends" such as "bl," "dr," and "st;" letter groups or chunks such as "ar," "ch," and "ar;" scanning of structure; and reading for meaning. The gains were recorded among all groups: boys and girls, blacks, whites, and children of Spanish background. The program also rated high among teachers, who found it useful in teaching and reviewing certain reading skills.
  
- II. From the Herriot-Liebert report on in-school utilization, conducted for the Children's Television Workshop (producers of The Electric Company): Within two months of its inception the program was being used in 45 per cent of schools equipped to receive it (or 23 per cent of elementary schools nationwide). In schools where the program was viewed regularly, 80 per cent of the teachers reported gains in their children's reading skills; this figure corresponds with the 80 per cent who said their children were "very interested" in the series and the 85 per cent who indicated that they had "very favorable" overall opinions of the series. Qualitatively, one-third of the teachers found "great improvement" in basic sight vocabulary as a result of children's viewing of The Electric Company: 25 per cent noted a "great increase" in reading interest and 28 per cent felt their pupils had achieved a "great improvement" in decoding words.

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\*Abstract of an inner publication of KERA-TV.

APPENDIX I

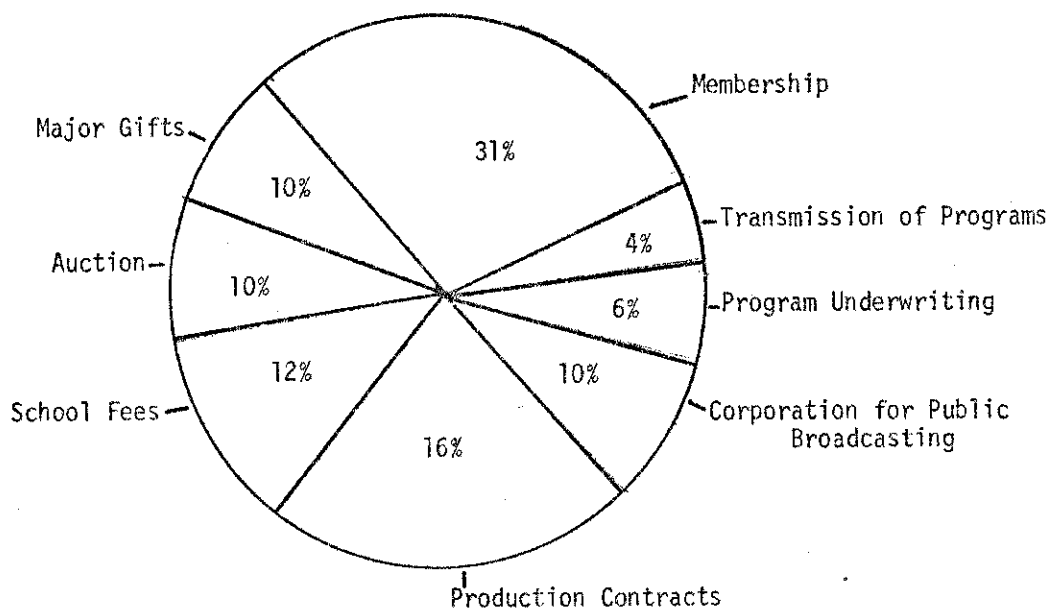
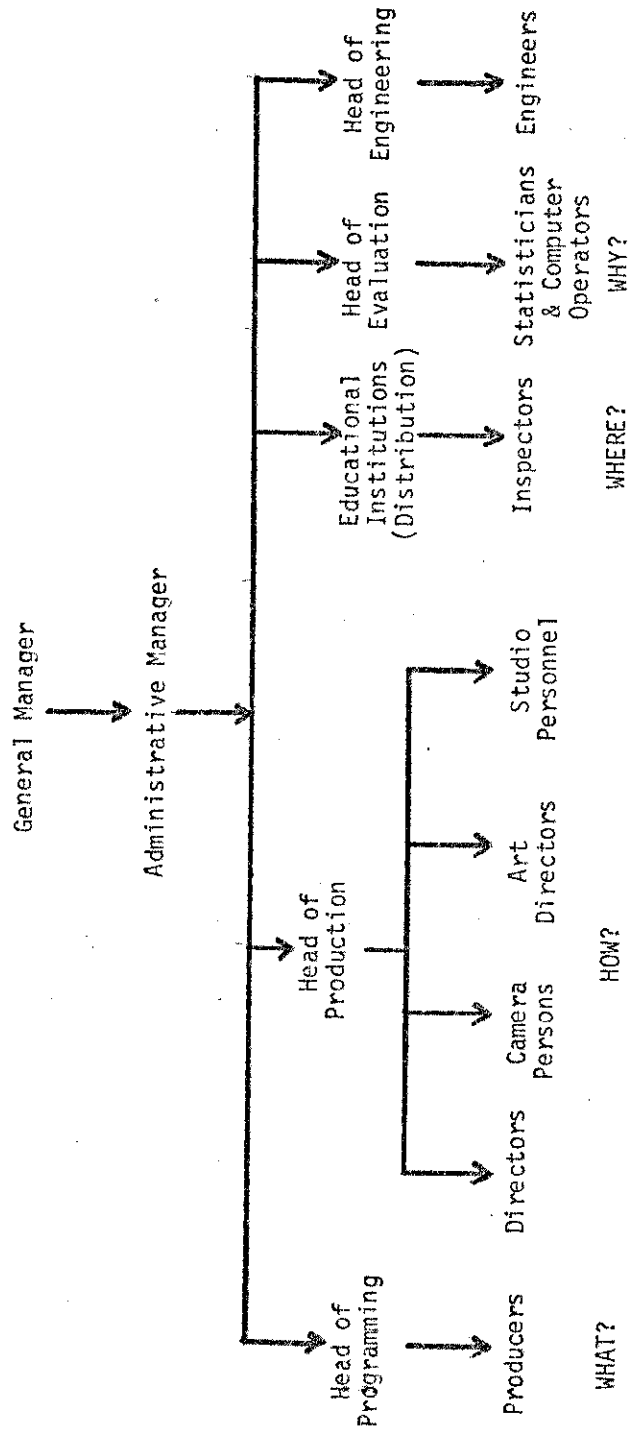


Figure 1. KERA financing - fiscal year 1976.

APPENDIX J

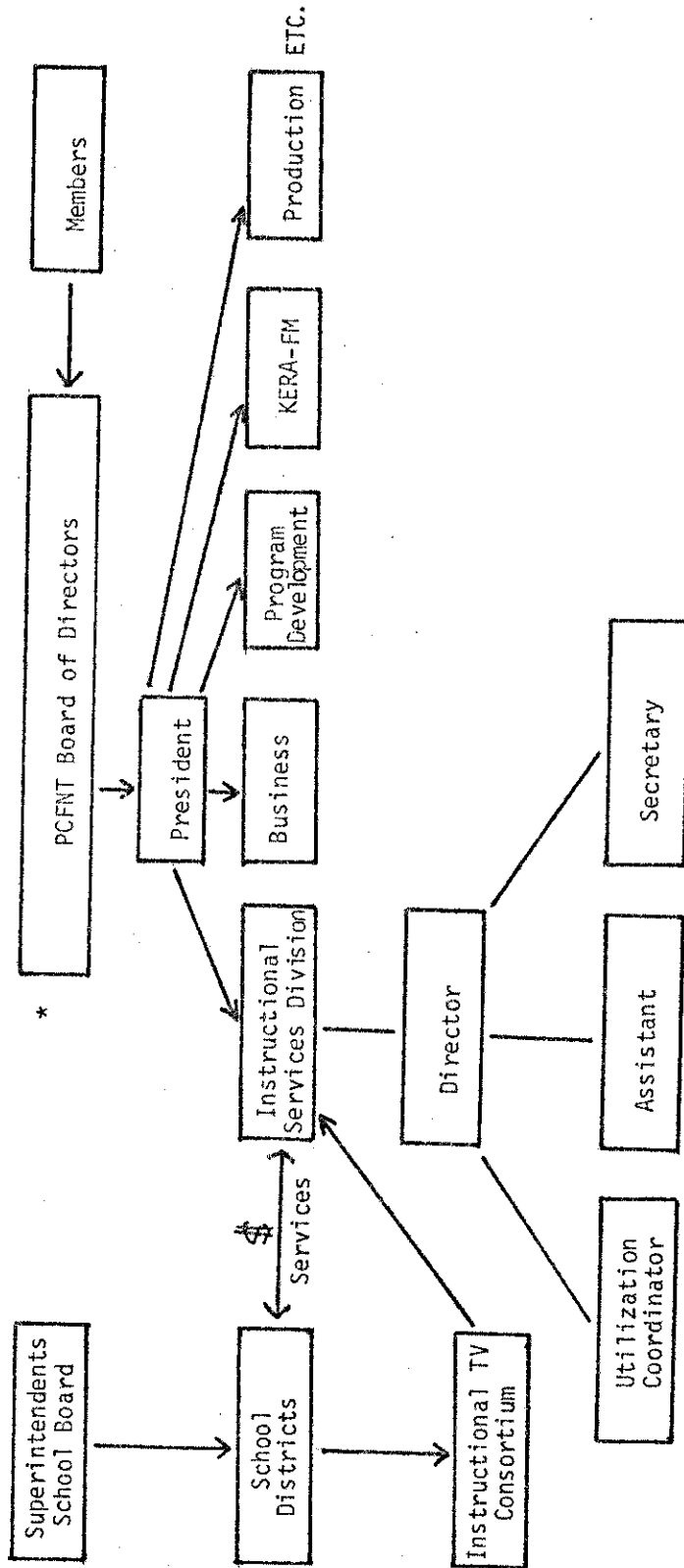
STRUCTURE OF I.T.C. (PERSONNEL)



APPENDIX K



STRUCTURE OF KERA (PERSONNEL)



\*Single ownership through community sponsorship. It consists of a board of directors, interested citizens, who direct the policies of the station.

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