An interesting current development in education is the use of television for instruction—both in classrooms and in the home.

Evidence that a shortage of qualified teachers is developing coincides with the need for some way to meet the awakened interest in mathematics, physics, chemistry, and education in general—from the elementary school to the college level.

Many educators, in studying the twin problem, are thinking more and more about the possibilities of Educational TV in their teaching programs.

In transmitting TV lessons and lectures from place to place, various means are available. Closed circuit Educational TV systems between schools may be required. Or connection between broadcasting stations in different cities. Or a hook-up between closed circuit systems and one or more broadcasting stations.

Whatever distribution of TV is needed, in city, county, state, or across the country, the Bell Telephone Companies are equipped to provide it. They have the facilities and years of know-how. And the on-the-spot manpower to insure efficient, dependable service.

For over three years, the local Bell Telephone Company has provided the closed circuit ETV network which successfully serves thirty-six schools in Washington County, Maryland.

In Louisville, Kentucky, telephone company facilities now connect five elementary schools. In New York State, they serve a high school and seven other schools in the Cortland area.

In San Jose, California, they link four schools with the campus of San Jose State College. And in Anaheim, California, eighteen schools are served by TV.

The largest of the many current educational TV projects is called Continental Classroom. The Bell System is one of the business organizations which support it.

In this great "classroom," about half a million people get up early each weekday to view a half-hour lecture on Modern Chemistry on their TV sets at 6:30 A.M. This 32-week college course goes from coast to coast over Bell System lines.

The Bell Telephone Companies believe their TV transmission facilities and know-how can assist educators who are exploring the potential value of educational television.

They welcome opportunities to work with those interested in this promising new development.