

THE TEACHING OF BROADCAST
MANAGEMENT IN AMERICAN COLLEGES
AND UNIVERSITIES

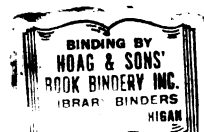
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ABSTRACT

THE TEACHING OF BROADCAST MANAGEMENT IN AMERICAN COLLEGES AND UNIVERSITIES

By

Arthur L. Savage, Jr.

The Survey Subject

A survey was made of certain American colleges and universities offering curriculum in broadcast education. Specific information was sought relative to the entire broadcast curriculum, and to the topic of broadcast station management in particular. The thesis was that broadcast education, though it was begun shortly after the advent of broadcasting, has not kept up with the industry as a source of adequately trained students. This is true in the particular area of station management. The results of the study should provide an over-view of broadcast curricula from a qualitative standpoint, and determine both the quality and quantity of courses devoted to broadcast station management.

Design

The survey was made by using a two-part instrument mailed to chairmen of various broadcasting departments of American colleges and universities.

The instrument was designed to contain two parts. Part I requested that the respondent provide information of a general nature regarding total enrollment, locale of the administration of the broadcast curriculum, and the title of the administering department or college. Part I also requested information covering faculty professional experience, academic specialties, and potential for student concentration of study in specific areas of broadcast activity. The respondent was asked to supply information as to the numbers of students enrolled in undergraduate programs and in graduate programs at both the master's and doctoral level.

Part II of the instrument concentrated on the topic of broadcast station management. Information was requested as to the numbers of courses in each curriculum devoted specifically to management, and to the numbers of courses in which management was an integrated portion of the course content. Names of courses of both types were requested from each respondent. The respondents were asked to identify specific topics that were covered in management courses. Respondents were asked if management was a desired addition to the curriculum in cases where it was not covered. Questions were utilized which asked the respondent to indicate the amount of exposure to professional broadcasting experiences that was available to both faculty and students.

Concurrent with the survey of educational institutions, a survey was conducted among a small list of general managers of television stations. The purpose was to determine the numbers and quality of graduates of broadcast curricula who apply for jobs in television. The managers were also asked for a qualitative analysis of these graduates. The managers were asked specific questions soliciting their opinions of broadcast curricula. They were asked whether they would like to have available opportunities for "refresher courses" at colleges and universities. Their statements as to desired subject matter of such courses was requested.

Findings

There was a distinct relationship between the professional experiences of faculty and the areas of emphasis in curricula. The preponderance of faculty professional experience was in the "how to" areas of production, programming, news, and film. The areas with the least faculty professional background were management and sales, and this was reflected in curriculum emphasis and kinds of courses offered.

With regard to broadcast station management, the vast majority of schools did offer one course in management, but more than half of them treated the subject area as a component of other courses. As to topics covered in the management

courses, areas of regulation, id est, Federal, industrial, "fairness doctrine," and Section 315 of the Communications Act of 1934 got the most intense treatment. Areas such as personnel management, sales, sales promotion, and rudiments of engineering received less intense treatment.

From the questions regarding the relationships between broadcasters and educators, it was determined that educators do not make efforts to serve the needs of station personnel in their general areas. A limited number of institutions offer special study opportunities in management for station managers. A significant number of respondents indicated they did not know whether station personnel were interested in attending advanced study sessions.

Comments from the general managers of the television stations revealed that all of them had colleges or universities within a 400-mile radius which offered broadcast curricula. They indicated that they received applications from graduates of these schools, and that they did hire some of them.

In their qualitative review of these students, they indicated that only rare cases did the schools give students adequate preparation for any positions in broadcasting. They indicated that most students were not adequately prepared, and that they required substantial on-the-job training. They also indicated that students had not been adequately prepared for future positions in management.

Arthur L. Savage, Jr.

All but a very small percentage of the managers indicated that they had an interest in special study opportunities at the college or university level.

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AMERICAN COLLEGES AND UNIVERSITIES

By
Arthur L. Savage, Jr.

A THESIS

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Director of Thesis

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If properly done and properly inclusive, this acknowledgement could well run as long as the paper, itself.

There is no doubt but Dr. Robert W. Schlater, the thesis director, receive the major tribute. Through it all, he has been helpful, informative, knowledgeable, and, to his everlasting credit, most patient. Through my association with him, I have gained not only a respectable piece of research, but a friend. Both will be cherished for the rest of my life.

To the late Professor Leo A. Martin also goes a major portion of the credit for this work. Circumstances prohibited his direct participation in its production, but he was friend, mentor, guide, and inspiration for more than a quarter of a century. Many of the ideas and philosophies herein were his originally. Had it not been for his encouragement and assistance, this work and this new career would never have been attempted.

To the faculty of the Department of Television and Radio goes my deepest appreciation and most sincere thanks. They have accepted me not only as a student, but as a friend and colleague, and this has meant more to me than any of them will ever know.

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CHAPTER I

INTRODUCTION

The growth of commercial broadcasting since its inauspicious beginning in the 1920's has been systematically punctuated by many outstanding achievements. The interested observer cannot help but be impressed by the tremendous accomplishments in the field of broadcast technology. Truly impressive have been the innovations in the mechanical techniques required to transmit a sound or tone appreciable to the human ear from one point to another across vast geographic space. These developments have taken place in areas of scientific innovation and invention based on technological research grounded in principles of physics. The physical capability to broadcast has existed since the beginning of time, but it remained for individuals such as Marconi, DeForrest, and Sarnoff to harness these phenomena for the benefit of man.

The techniques utilized in developing broadcasting into a successful commercial enterprise were derived through somewhat different methodology from that used to develop the technical phases of the industry. While the various phenomena of physics required only discovery and refinement by

scientists and technicians to eventually arrive at the ability to electrically transmit sound waves from one given point to another, the development of the fledgling undertaking into a profit-oriented enterprise had no empirically-derived scientific principles upon which to base experimentation. Young Robert Sarnoff's letter to the Marconi Company, in 1916, foresaw great commercial possibilities for "wireless" transmission; however, his accurate forecast did not include guidelines or principles that would assist in making the "Radio Music Boxes" into an established commercial enterprise.¹ There was nothing known about broadcasting except the capability to transmit sound. The only tenet available to pioneer commercial broadcasters was the profit-loss theory applicable to any investor-controlled enterprise: unless income exceeds expense, failure will be the inescapable result.

The operating principles which shepherded the new industry during its early developmental years, and which provide the major portion of its operational guidelines today were derived from a most expensive methodology commonly termed "the trial-and-error method." The early broadcasters moved into commercial broadcasting without any real knowledge as to their exact starting place, and with nothing more than dreams and illusions as to where their endeavors would take

¹Robert St. John, The Encyclopedia of Broadcasting (Milwaukee: Cathedral Square, 1967), p. 33.

them or their audiences. Their only guidepost on the chartless journey was success or failure based on profit or loss. Summers and Summers, writing in Broadcasting and the Public, indicate that 1927 might be called the year in which "American radio became really 'commercial.'" It was the first complete year of operation of permanent "commercial networks." They continue by saying that broadcasters, without principle or experience to guide them, felt that "If advertisers were willing to pay stations to carry their advertising messages, then broadcasting might in time become a profitable business."² The techniques of management and operation of today's commercial broadcasting facilities were tested in and derived from the only research laboratory available ... that procedure which had as its end product profitable success, or unprofitable failure.

Commercial broadcasting has seen two periods of great growth.

The first growth period occurred during and immediately following World War II when the American public witnessed the tremendous contributions made by broadcasting to both entertainment and information dissemination. Lawrence H. Rogers II, president of the Taft Broadcasting Company states:

Radio as a responsible, and indispensable, medium of immediate news and current events commentary reached

²Robert E. Summers and Harrison B. Summers, Broadcasting and the Public (Belmont: Wadsworth, 1966), p. 38.

its highest state of development as a result of the events leading up to and during the Second World War.³

Quaal and Martin agree as to the effect the war had on the rapid expansion of the industry, particularly in the post-war years:

Within the five-year period following the end of World War II, some 1800 new radio stations came into existence. In the year 1948 alone, 533 stations began operations. This was the largest number of new station authorizations in any single year since broadcasting had its birth.⁴

Traditional and long popular forms of entertainment were in short supply during the war years. Performers were not available to staff the great personal appearance shows that had won public acclaim in theatres and musical comedy houses all through the 1930's. Many entertainers were in the armed forces, or were devoting most of their time to troop entertainment. Travel facilities were greatly reduced. Attendance at available performances by large number of people seemed blasphemous during the critical years when nearly every American family was personally touched by tragedy of some form resulting from the conflict.

Summers and Summers comment on a specific role played by broadcasting which enhanced the popularity and growth of radio during the years of the war:

³Lawrence H. Rogers II, Television Station Management (Yale Roe, ed.; New York: Hasrings House, 1964), p. 17.

⁴Ward Quaal and Leo A. Martin, Broadcast Management (New York: Hastings House, 1968), p. 14.

... network schedules also reflected the need of listeners to forget for a time the problems of everyday living, accounts of battles in faraway places, and the tragedy of casualty lists. Programs offering escape increased in both numbers and popularity.⁵

St. John states that during those years of crisis, broadcasting served to unite the American people in a bond of oneness and understanding that was to have longlasting results.⁶

Another by-product of World War II was the improvement in technology which ultimately produced micro-circuitry.⁷ This development had three important manifestations: 1) it permitted the manufacture of much less expensive radio receivers so set ownership was greatly extended, 2) it allowed the creation of multi-set homes where nearly everyone in a household who wanted his own radio set could have it, thus making radio a "personal" medium, 3) it produced true portability, moving radio out of doors into all sorts of recreational activities and areas, and into many different phases of American life. St. John comments:

Thanks to transistors and car radios the actual or potential audience jumped by millions. From now on, most Americans, where ever they might go, would never be out of contact with their local radio station.⁸

⁵Summers and Summers, op. cit., p. 66.

⁶St. John, op. cit., p. 78.

⁷Quaal and Martin, op. cit., p. 15.

⁸St. John, op. cit., p. 74.

St. John also notes the second period of great growth in broadcasting which began in the early 1950's with the completion of the coast-to-coast coaxial television cable and the removal of the freeze on construction permits for stations by the Federal Communications Commission. While local television stations were experiencing regular and steady growth, the capability of networks to originate programs in New York City or Los Angeles and transmit them to all parts of the United States boosted both the sale of television sets and advertising expenditures.⁹

It is well to note, however, that throughout all of these times of technological advancement, innovation in programming, and increasing popularity of the media, development of management methodology was gained by the trial-and-error process. While technology, programming, and other phases of broadcasting have had their need for innovative accomplishment and refined methodology defined and met, management has not. Baker indicates, "As the scope of the station broadens and the commitment to community programming grows, so does the need for solid television know-how in management."¹⁰ Management techniques applicable to almost any other commercial enterprise have some degree of utility in broadcasting, quite obviously. It is sad to note,

⁹Ibid., p. 88.

¹⁰George A. Baker, Television Station Management (Yale Roe, ed.; New York: Hastings House, 1964), p. 87.

nonetheless, that a large number of broadcast station managers have neither the vocational background nor the formal training to ingrain broadcasting with profession-like purposes and ideals. St. John observes:

Station managers have come from all walks of life. Several who have been prominent in the industry were once airplane pilots or stunt flyers. Many were formerly lawyers. Others were engineers, salesmen, newspaper reporters, schoolteachers, editors.¹¹

Technical innovations and revised standards of technical performance had been produced and adopted by the industry in an increasing stream, but management techniques in broadcasting are another story, altogether. Since the early days of broadcasting, station management has attempted to resolve its problems, accept its challenges, and pursue its goals bereft of personnel trained in broadcast station management. Quaal and Martin note:

Much effective management has been accomplished in broadcasting. Most of it was learned by trial and error and often at a high degree of expense and frustration.¹²

While every broadcast operation has phases and facets unique unto itself, there exists a commonality of problems and processes in decision-making which would benefit from the tried and proven experiences of those who have trod the path previously. It would seem that no other facet of broadcasting has suffered from the lack of empirical data, or

¹¹St. John, op. cit., p. 370.

¹²Quaal and Martin, op. cit., p. 20.

previously tested and proven information, as has station management. Technical proficiency has been the fruit of widely published and disseminated data in the field, but management has come to whatever state of accomplishment it now enjoys, as Quaal and Martin point out, through expensive and wasteful methodology which has produced no data to be circulated within the industry.

A potential solution to the problem of untrained and unequipped management personnel has been available since the early 1930's with the establishment of the first broadcast curricula in colleges and universities. However, the history of broadcast education is liberally punctuated with talent-oriented and "how-to"-directed faculty and core curricula administered from Speech Departments which did not perceive broadcasting as having a need for personnel who had been educated as anything other than "doers." The training of "thinkers" is a relatively new accomplishment for broadcast educators, and today it would not appear that there is an over-abundance of colleges or universities involved in this activity. Quaal and Martin make the following observation:

The present managerial group, for the most part, did not find such courses available at the time they attended college; hence, the probable tendency not to equate the value of such training for careers in broadcasting.¹³

¹³Ibid., p. 24.

Extensive training of, and industry acceptance of, college or university trained managerial personnel can accomplish two objectives of import.

First, it can provide the industry with trained management personnel who have a first-hand knowledge of broadcast management in all of its known facets. It can provide a source of trained personnel who would be equipped to define and resolve the more basic and rudimentary problems of station management in both the mechanics of management and the philosophy of management. The expense of time and effort required to train management personnel in the trial-and-error method have already been noted by Quaal and Martin. There is no doubt but that some of this type experience would be not only necessary, but valuable. No neophyte in any broadcast operation could reasonably be expected to learn all of the vagaries of that operation without some degree of on-the-job training including the making of mistakes in both judgment and mechanics. However, the on-the-job training should not have to begin at the very beginning, starting with the most basic and fundamental principles of management. The on-the-job training, if utilized to refine and polish already acquired management knowledge and techniques, can be a most productive and rewarding experience. It can be a sound financial investment and can obviate some psychological pitfalls. Edgar Schein states:

... it is increasingly clear that because of rapid technological change jobs and roles in organizations are becoming, on the one hand, more complex, and, on

the other hand, more diffuse and uncertain. The typical training effort, therefore, faces the problem not only of how to teach a new employee the specifics of a complex job for today, but also how to create a learning situation in which that employee can develop his other capabilities by way of preparing for an uncertain future. In management training, the latter factor is paramount.¹⁴

The second accomplishment can be the provision for some meaningful station management standards that would be applicable throughout the entire broadcast industry. There are some broadcast educators and broadcasters who see broadcasting with professional status at some future date. If that is to become a fait accompli, then the establishment of standards, particularly in the area of station management, will be crucial.

In 1965, Eldon Campbell, Vice-President and General Manager of the WFBM Stations, said to the graduating seniors in broadcasting at the University of Illinois:

The profession of broadcasting needs nothing more and nothing so badly as individuals who are willing to approach this business as professionals; who are willing to establish through example, a code of ethics which ultimately will improve the breed of mass communicators. Broadcasting needs little more than young men and women who are willing to improve the product of the industry through performance and example; broadcasting at this point in its history needs nothing so badly as a Government willing to aid and assist an orderly growth instead of excoriating and stultifying it. And perhaps the greatest hope that broadcasting has for this idyllic future is that young men and women like you, through an enlarged sense of duty and opportunity can begin to breed trust from enlightened Government servants, instead of distrust. The instrument offers too much to the

¹⁴Edgar H. Schein, Organizational Psychology (Englewood Cliffs: Prentice-Hall, 1965), p. 40.

public good to be slaughtered by amateurs of either the regulated or regulators.¹⁵

With reference to an available source of trained persons dedicated to leading broadcasting to professional status, there can be little doubt that colleges and universities are the best equipped and staffed to produce such persons. In speaking to a group of broadcasters, Professor Leo A. Martin, of Michigan State University, said:

The chief source for people of this nature should be your colleges and universities. If those of us who are responsible for training your personnel of the future are alert, we can play a key role in your advancement.¹⁶

By no means are all of today's broadcast station managers incompetent or even unprofessional. But, there can be little doubt to the interested observer that the industry has its share of broadcasters who are more than ready to equate the broadcast license to a small business license for a neighborhood car wash or corner fruit stand. It is these individuals who regard the broadcast license as a source of profit and income to the exclusion of any other worthwhile motivating factor. Professor Martin points this out as a distinguishing characteristic of the non-professional broadcaster. He states:

¹⁵Speech by Eldon Campbell, A Broadcaster's View of Broadcasting, at the University of Illinois, June, 1965.

¹⁶Speech by Leo A. Martin, Broadcasting: A Profession? at the University of Alabama, October, 1962.

The difference between industry, as it exists today, and a profession is, then, simple and unmistakable. The essence of the former is that its only criterion is the financial return which it offers to its shareholders. The essence of the latter is that, though men enter it for the sake of a livelihood, the measure of their success is the service which they perform, not the gains which they amass.¹⁷

It would seem that the industry must desire professional status and rearrange its own house to some degree to achieve a state of professionalism. If this can be accomplished, then it will be up to the colleges and universities to provide first quality managerial candidates to the broadcasting industry.

Purpose of the Study

If existing institutions of higher education are to assume responsibility for producing well-trained, well-qualified candidates for future positions in broadcast management, it was deemed worthwhile to survey current educational capability for doing so, and to attempt to assess the strengths and weaknesses of current broadcast curricula.

The primary purpose of the research reported in this paper was to inventory and provide an overview of existing broadcast curricula, paying particular attention to its administration, content, faculty, emphases, and directions. Specific attention was paid to curriculum devoted to broadcast station management in an attempt to determine its strengths and weaknesses.

¹⁷Ibid.

There are two readily available sources of data on broadcast curricula, but they are, for the most part, only catalogs of information of the most general nature.

The Journal of Broadcasting published in its Winter edition of 1968-1969 a "Survey of Schools Offering Radio-TV Courses." This, the Eleventh Edition, is the current one, and its data are quite general. It provides information as to the name of the school, the name of the chief administrator of the broadcast curriculum, the number of courses available, number of faculty, and a very brief description of physical facilities. Nothing is mentioned as to specific courses, course content, or special emphases within the curriculum.

The National Association of Broadcasters publish with some regularity a report entitled "Radio-Television Programs in American Colleges and Universities." This work is done under the supervision of Dr. Harold Nevin. This survey provides more specific data than that provided by The Journal of Broadcasting regarding various broadcasting curricula, but it, too, is more attentive to administrative detail than to curricula particulars.

Neither the Journal of Broadcasting nor the N. A. B. reports delve to any degree into qualitative analysis of broadcast curricula. The study to which this paper is devoted dealt more with qualitative analysis of broadcast curricula than with the reporting of administrative details.

In addition to general probing in the entire area of broadcast curricula, specific details were sought as to which institutions currently teach broadcast station management. An attempt was made to determine specific treatment of the topic with reference to separate courses or as component parts of other courses. Course content was determined as well as available emphases in specialization. Based on the assumption that academic learning reaches a limitation in preparing a student for a career in broadcasting, an attempt was made to determine which institutions go to what lengths to provide students with exposure to the practical aspects of broadcasting through the maintenance of internships with broadcasters.

Finally, in an attempt to make some form of judgment as to the over-all effectiveness of today's broadcasting curricula, a survey was made among some specially selected broadcasters to elicit their candid reactions to the products of these curricula, and to the curricula, themselves.

CHAPTER II

METHODOLOGY

General Research Design

The research reported in this paper was exploratory in nature. Formal hypotheses were neither formulated nor tested. It was the intent of the research to survey colleges and universities in the contiguous United States as to their administration and presentation of broadcast curricula, and to bring particular focus upon the subject area of broadcast station management within each curriculum in the survey. It was determined, therefore, that the statistical population to be surveyed would be the colleges and universities in the contiguous United States which offer courses of study in broadcasting at either the undergraduate or the graduate levels.

It was decided that the previously-mentioned catalog of colleges and universities offering broadcast curricula, published by the National Association of Broadcasters in Washington, D. C., would be the frame from which the sample would be drawn. The Twelfth Report, dated 1970, was selected because it was the most recent publication in the series.

The sample drawn was not a random sample because it was considered necessary to the purposes of the study to obtain specific kinds of information from specific kinds of institutions. Some of the guidelines and criteria which were utilized in the drawing of the sample were:

Geographic Location--At least one institution from each state in the contiguous United States was to be surveyed. An attempt was made to include two institutions from each state, if more than one institution offered a broadcast curriculum.

Minimal Limitations--Certain minimal limitations were imposed as to the number of credit hours of broadcast studies offered by each institution. No institution was drawn for the survey sample which offered less than either fifty semester hours or fifty quarter hours of broadcast instruction according to the N. A. B. report. An exception was made in this qualification in the case where an institution was the only one in its state offering broadcast curriculum at all. In a few cases, two institutions offering less than the fifty credit hour minimum were selected in order to fulfill the two-school-per-state qualification.

Certain States--It was obvious from the initial perusal of the N. A. B. report that certain states had far more than two colleges and/or universities offering fifty credit hours of broadcast curriculum. The notable ones in this category were New York and California. In these two states, more than the minimum two institutions were drawn based on geographic location within the state as well as the minimum credit hour qualification. An attempt was made to select schools in as widely separated areas of the state as possible so that the sample schools would not be grouped into one relatively small geographic area.

No other factors entered into the selection of institutions to be surveyed. It was intended that there would be a fairly symmetrical ordering of the institutions by size of student enrollment, but no conscious attempt was made to produce this sort of grouping. While it could be expected

that certain commonalities might be found among institutions of similar size student bodies as far as broadcast curriculum was concerned, exact patterns and configurations relative to curriculum were left to be determined through analysis of the survey data.

The final sample numbered eighty-nine colleges and universities. It included both publicly-owned tax-supported institutions and privately-owned and privately-endowed institutions.

The curricula of the sample were administered on both the semester system and the quarter system, according to information available from the statistical population. Of the eighty-nine units in the survey, fifty-eight, or sixty-five percent, were on the semester system. Thirty-one of the units were on the quarter system; this represented thirty-five percent of the sample.

The statistical population also supplied information, as previously noted, on the number of credit hours of broadcast courses available at each school. Table I provides a complete analysis of these data.

There was a wide range in the number of credit hours offered by the units in the sample. The semester schools ranged from a low of twenty-five hours to a high of 176 hours. The quarter schools ranged from a low of twenty-three hours to a high of 132 hours.

TABLE I
COMPARISON OF CURRICULA AMONG THE
ELEMENTS OF THE SURVEY SAMPLE

| | Semester System | Quarter System |
|---|--------------------|-------------------|
| Total credit hours in sample | 6,253 | |
| Average credit hours per institution | 70.3 | |
| Number of schools in sample | 58 | 31 |
| Percentage of sample | 65% | 35% |
| Number of credit hours offered | 3,872 | 2,381 |
| Average credit hours/institution | 66.7 | 76.8 |

The survey of the colleges and universities was conducted by a mail questionnaire which had a cover letter explaining the purpose of the study. It was directed to the individual indicated by statistical population data to be the chairman of the department responsible for the administration of the broadcast curriculum. A stamped self-addressed envelope was enclosed for the return of the instrument.

At this juncture, it is believed noteworthy to point out that the writer was professionally involved in commercial broadcasting for more than twenty-two years. The last fourteen years were spent in the national media representative industry as an account executive with The Katz Agency, Incorporated, and with their sales subsidiary, Katz Television. As a result of this vocation, many close personal relationships with professional station management personnel were established.

While the major thrust of the paper is an effort to derive, through empirical methodology, information from educators relative to the teaching of broadcasting in the United States, it was felt that, in the final analysis, those best able to judge and comment upon the teaching of broadcasting, and broadcast station management in particular, would be those persons whose day-to-day vocational activities are devoted to broadcast station management.

Consequently, a second survey was undertaken among a select list of broadcast station managers with whom the writer had developed a close personal relationship over the years of professional association. The sample was not randomly drawn, though an effort was made to locate potential respondents in as wide-spread geographic locations as was possible. The intent was to include managers of broadcast facilities in markets of varying size. Another criterion for selection was management experience derived from both single ownership operations as well as group ownership of stations. It was hoped that the sample would be fairly evenly divided between these two categories.

As can be noted, the potential respondents were chosen on the basis of factors directly associated with commercial broadcasting. Another factor which was considered in respondent selection was the long-standing personal relationship to the writer. It was felt that this criterion for selection, though biased in nature, would produce unbiased responses of absolute candor.

The final sample was composed of sixteen station managers of television facilities. This instrument was also a mail questionnaire with a cover letter explaining the purpose of the survey. A stamped self-addressed envelope was enclosed for return of the instrument.

The Institution Instrument

This instrument was a two-part piece. Part I was designed to obtain data of a general nature as to the entire broadcast curriculum of each institution. Part II was devoted to obtaining data specifically related to the topic of broadcast station management within the context of each curriculum. Samples of the cover letter and the instrument are included as Appendix I.

Part I--Broadcast Curriculum

It was deemed necessary for purposes of comparison of the data to determine the size of the enrollment at each institution being surveyed. The initial question asked the respondent to supply the approximate number of students enrolled at the institution. It was felt that an exact statement of student body size was not desirable since a grouping of institutions into fairly large categories only was intended. Exact data as to student population size were therefore irrelevant.

The second question dealt with the locale of the administration of the broadcast curriculum. It was noted from previous experience and from a study of the N. A. B. report while compiling the sample, that broadcast curricula appeared to have their administration locales in a variety of situations. Some appeared to be situated as a separate department whose sole responsibility was broadcast curriculum; some appeared to be a cognate of another discipline and

administered as a constituent part of the discipline. In other instances, the administrative locale was completely indeterminate.

Respondents were given these three choices of response: a separate department; a constituent of another department; or another locale other than these two. They were asked to indicate which applied to their particular case, and, in the third instance, were asked to indicate the specific locale and briefly describe it.

The third question asked the respondent to supply the exact title of the department from which the broadcast sequence was administered.

Numbers of students in the broadcast sequence was the subject of the next inquiry. Most institutions, it was assumed, offered "major" courses of study in broadcasting, but it was already known that not all colleges and universities offer "minor" courses of study. The question was structured so that the respondent could not only indicate whether or not both majors and minors in broadcasting were offered, but could supply the numbers of students enrolled in each program. This information was requested for the undergraduate program and for graduate programs at both the master's and doctorate levels. It was to be assumed that an indication of no students enrolled would mean that such a program at the indicated level was not available in that particular curriculum.

A census of faculty involved with the broadcast sequence was deemed advisable, and the next two questions were designed for that purpose.

The respondent was asked to supply information as to the numbers of full-time faculty teaching in programs leading to degrees at the doctoral, master's, and bachelor's levels. Space was provided in each of the three cases for the respondent to supply the exact information. The next question asked for the exact type of information related to part-time faculty. Spaces were provided also for the inclusion of this information.

The faculty census was continued with the next several questions. The first in the series related to any professional broadcasting experience which might comprise the personal backgrounds of faculty. Rather than leave the issue to discussion or a respondent-drafted reply, each respondent was given a list of areas of broadcast station activity. He was asked to indicate which of these areas was represented in the professional experience in that particular faculty. The following eight areas were specifically mentioned in the instrument:

| | |
|------------------------|-------------|
| Management | Programming |
| Sales/Sales Management | News |
| Promotion | Writing |
| Production | Film |

The respondent was then asked to indicate other areas of professional background represented in the faculty, and was provided space in which to make these notations. No effort

was made in listing the categories to elicit exact expressions of various facets of these areas of experience, even though some areas have broad expanses of activity and could require slightly different talents and capabilities. For example, the area of promotion might well have been broken into station promotion, audience promotion, or industry promotion. It was felt, however, that promotional activities in any of these specific areas were similar enough within the general context of the subject to supply adequate data for this study. The same rationale applies to sales and sales management. Any individual with meaningful experience in sales activities at the station or national level normally acquires enough background and knowledge in sales management to be able to speak with a reasonable degree of authority on the subject. In both cases of sales/sales management and promotion, general activities in either area are not so dissimilar as to require further delineation for the purposes of this particular survey.

The next inquiry directed itself to the area of faculty-course specialities. Based on the premise that a faculty member with specific experience and background in one particular phase of broadcasting might well utilize that background and experience in teaching courses specifically designed to cover that subject area, the respondent was asked if faculty members did follow such a practice. The respondent was asked for a "yes" or "no" response to this

question. In the event that the practice was adhered to and that individual faculty did teach in areas of specialty, the respondent was asked to identify those areas and was provided space to do so.

Interrogation relative to specialities was carried from faculty to the area of curriculum to conclude Part I of the instrument. The last four questions directed the respondent's attention to any specialty provisions within the curriculum. The questions were posed to determine whether or not each institution administered its curriculum in broad or narrow focus. The interest of the questionnaire was in determining which curricula provided for special emphasis in both the undergraduate and graduate programs.

The respondent was asked if undergraduates and graduate students were allowed to "specialize" in specific areas of study. The specific areas mentioned were the same ones stated in the previous question relative to faculty professional background or experience. The list of areas of activities was repeated twice, and the respondent was asked to denote areas of specialization in both the undergraduate and graduate programs. Space was provided for and information requested for an indication of areas of specialization other than the eight areas delineated.

Part II--Broadcast Station Management

The second part of this instrument attempted to focus attention upon and elicit specific information relative to the presentation and content of course material devoted to the topic of broadcast station management.

The first two questions asked for information relative to the availability of courses specifically dealing exclusively with station management in the undergraduate and graduate programs. The purpose of the two questions was to determine if station management was presented in specific courses designed to cover that topic only, or if the topic is covered as a component part of courses more general in scope.

The first question asked whether station management was covered at the undergraduate and graduate levels as separate and distinct courses. The numbers of such courses was also asked for at the two levels.

The second question asked for the same information in the situation where station management was covered not as a separate topic, but as an integral part of other courses. The number of such courses was requested also in this instance.

Each respondent was then asked to list the titles of the courses in each of the two categories. It was believed that significant comparisons could be made between the two formats. Further, it was believed that some observations

could be made relative to each faculty's evaluation of the topic by any inferences indicated through the titles given to the various courses. It was believed that the same inferences could be made in the relative weight indicated by the number of courses in which management was the sole topic and in the number in which management was one topic among many presented in some courses.

From personal experience in the broadcast industry, the writer compiled a number of subject areas that either could, or should, be covered in any college or university courses dealing with the topic of station management. That list was presented in the instrument, and each respondent was asked to indicate which of them was the point of discussion or lecture in courses dealing with station management. The list of subject areas was:

- Personnel management
- Station policies formation
- Sales management
- Sales promotion
- Program promotion
- Rudiments of engineering
- Administrative organization
- Rate card structuring
- Industry regulations
- Government regulations
- Section 315
- Fairness doctrine
- License application and renewal
- Group operations
- Rep relations and operations
- Buying/selling properties

There was no particular rank ordering of the topics, either intended or indicated, nor was the respondent asked to allocate any relative degree of importance to the topics

either singly or as a group. It was expected that an accurate profile of each institution's approach to the subject of station management would be obtained from relative weights of response in each topic area. Rank ordering would have entailed the deriving of a judgment on the part of the respondent, and it was considered that some degree of bias would have been injected had rank ordering of importance to each curriculum been requested. It was felt that relative importance would be realized with the response limited to mere inclusion without requiring an attempt at evaluation upon the part of the respondent.

It was surmised at the outset that some schools might not offer subject matter dealing with station management. Based on this assumption, those respondents who indicated that they did not offer separate courses covering station management were asked if they felt that the subject was worthy of inclusion at some future date as far as their over-all curriculum was concerned. Respondents were provided space to check a "yes" or "no" response.

It was intended that some indication of each faculty's degree of pragmatism in the subject of station management could be drawn from the methodology utilized in the presentation of course material. A question was framed around the lecture vs. discussion and the lecture vs. seminar presentation of material.

Each respondent was asked to indicate what percentage of undergraduate courses on station management were presented in lecture form and what percentage were presented in discussion form. The same information was requested relative to courses at the graduate level, with the division being made between lecture and seminar.

In keeping with the belief that students, as prospective broadcasters, learn as well from example as from precept, the amount of student exposure to practicing professional broadcasters comprised the subject of the next question. Each respondent was asked if his faculty utilized outside speakers or resource persons in management courses. Opportunities were provided for "yes" or "no" responses.

Based on the same rationale, the next two questions attempted to gauge the amount of exposure each institution afforded its students as far as work-study programs were available. The respondent was asked if his institution made internships in broadcasting stations available for either undergraduate or graduate students. Opportunities for "yes" or "no" responses were made available in both cases.

Colleges and universities are centers for learning, and usually serve as podia for the exchange of ideas and philosophies. It was felt necessary to know whether the sample institutions made efforts to bring management personnel to the campus for study and exchanges of ideas and

information relating to trends, changes, and innovations within the industry. The balance of Part II was devoted to surveying institution activities in this area.

The first question in this sequence asked if each institution offered special lectures, seminars, or other study opportunities to persons currently involved in professional station management. Opportunities for either "yes" or "no" responses were made available. In the event of a "yes" reply, the respondent was asked to indicate whether these special study opportunities were usually well attended. Again, "yes" or "no" replies were requested.

It was felt that these responses would provide information in two areas. First, it would indicate whether there was an open line of communication between the institutions and its neighboring broadcasters. It would indicate also whether there was a desire on the part of the institutions to draw broadcasters to the campus. Another indication would be whether there were feelings of mutual cooperation and assistance between institutions and the broadcasters. The second group of data would be indications that the broadcasters realized the possibility of their own inadequacies, and that these might be alleviated through attendance at formal study opportunities on campus.

Another potential inference to be drawn would be that the broadcaster recognizes the contributions to be made by academicians and their facilities in increasing his over-all

knowledge of broadcasting in general, and management in particular.

In the event the respondent indicated that such study opportunities were not offered, he was asked if he knew whether broadcasters would attend these activities if they were available. "Yes," "no," or "don't know" choices were available. It was felt that the question would reveal further indications of relationships between institutions and broadcasters. It is conceivable that the lack of study opportunities on the part of institutions was primarily due to physical deficiencies such as funding or facilities. The lack could also be traced to a predetermined dearth of interest on the part of broadcasters. The institutions' knowledge of interest, or lack of it, on the part of the broadcasters would indicate that the institutions were making some effort to be of some service to broadcasters. It would also indicate that some degree of communication was existent between the two parties; that the two were not content to function within their respective environments oblivious to the needs of the other. It was felt that a "don't know" response would provide some indication that the respondents had no interest in determining the needs of their area broadcasters, or had no interest in establishing any lines of communication with them.

After gaining information relative to the respondent's attempts to bring broadcasters to the campus, it was deemed

to be of interest to determine if broadcasters made any effort to bring educators into their activities; also to find out if educators were concerned enough about their own professional skills that they made a conscious effort to maintain an open and informative rapport with broadcasters. The respondents were asked if they attempted to provide refresher courses for faculty in either commercial or public broadcasting. They were asked, also, if stations provided such an opportunity. In both instances, space was provided for either "yes" or "no" responses. It was believed that some conclusions could be drawn from these responses as to certain attitudes of faculty with reference to their interest in keeping current on their particular skills and interests. Further conclusions were deemed possible from determining if there was interest and/or effort on behalf of faculty to achieve a pragmatic orientation of management curriculum.

The Station Managers' Instrument

This instrument of fourteen questions was designed to obtain information relative to the graduates of various broadcast curricula. It was intended to elicit responses which would allow formation of conclusions relative to the quality of broadcast station management courses in the eyes of those who must attempt to utilize such graduates in commercial broadcast stations. Samples of the instrument and the cover letter are provided as Appendix II.

The first question put to the station managers was designed to determine if there were colleges or universities in their general vicinity which had broadcast curricula. An arbitrary radius of 400 miles was used to define "vicinity." Choices of responses offered were "yes," "no," or "don't know."

Those who responded in the affirmative were then asked whether the colleges or universities offered courses in station management. The same three responses were offered.

The next several questions were framed to determine whether the station managers received job applications from graduates of these schools, and in what volume.

After giving indications as to the frequency with which job applications were received, the respondents were given a list of five specific types of station activity. They were asked to indicate which of the areas attracted the most activity in terms of employment application. The five were:

| | |
|-------------|------------|
| Sales | News |
| Programming | Management |
| Production | Other |

Space was made available for listing types that fell in the "Other" category. It was thought that some interesting conclusions could be drawn from the number of types of specialization offered in broadcast curricula, and the numbers of job applicants for types of broadcast station activity.

The next series of questions requested information relative to station management with the request that the respondent indicate if there were current station employees who had received formal education in broadcast management. The respondents were also asked if employees had expressed any overt desire to enter employment with management as an ultimate career goal.

The final question in this series asked for a qualitative opinion from the respondent when he was asked if he felt that management aspirants on his staff had been adequately trained in college course work for station management.

In this entire series, the respondent was offered the choices of response of "yes," "no," or "don't know."

The next series of four questions were of the open-end variety, and asked for the respondent's opinions on specific topics.

In the basic belief that broadcast educators have as their ultimate goal the production of as good a "product" as their capabilities and student abilities will allow, it was deemed necessary to attempt to get an accurate appraisal of their efforts. The educator's appraisal of his student is quite often reflected for the most part in a grading system of some sort. The ultimate and final appraisal of the graduate will come, however, from those persons in the broadcast industry who will be called upon to utilize the product

of the broadcast curriculum. In this sense, the "final grade" will be given by time and station ownership.

Consequently, it was felt that those persons who are associated with the broadcast curriculum's end product in the pressurized environment of profit or loss are the most eminently qualified to comment upon the quality of the product. It was in the attempt to formulate such qualitative judgments that the four questions were posed.

In the first in this series, the respondent was asked if colleges/universities in their broadcast sequences adequately trained new personnel for professional careers in any phase of commercial broadcasting.

The next question addressed itself to broadcast curriculum; the respondents were asked to supply a list of topics or subjects that should be covered in courses dealing with broadcast station management.

The question of specialization was covered in the following question. The respondent was asked if, in the event broadcast curricula permitted students to specialize in a single phase of broadcasting, which specialty would he recommend to an entering freshman, and why.

The fourth question was essentially the same as the preceding one, with the information restricted to the graduate level.

A portion of the first instrument, directed to broadcast educators, sought information regarding the teaching of

broadcast station management. It was an attempt to determine if management was taught, what topics were covered, how they were covered, in what quantity, and to how many students. Attempts were also made to determine to what extent students were exposed to the pragmatic phase of their education process by exposure to practicing broadcasters, either on the campus or in the station; it was also an attempt to determine what relationships, if any, exist between educational institutions and broadcasters. The last question in the managers' instrument continued that specific quest. The respondent was asked if it were possible for him to attend special study opportunities on a college campus, what topics or subjects would attract him.

CHAPTER III

FINDINGS

Of the 89 schools in the original sample, 66 of them returned the questionnaire. This is a response rate of 74%, which was deemed sufficient for the drawing of significant conclusions.

Profile of Credit Hours

In the original sample, some observations were made as to semester vs. quarter system administration, and as to the number of credit hours offered in each group.

Of the respondents, 43, or 65%, were on the semester system. Quarter system respondents numbered 23, or 35%.

The respondents on the semester system offered an average of 66.8 credit hours of broadcast curriculum. The respondents on the quarter system averaged 76.8 credit hours of broadcast curriculum. Among all respondents, there was an average of 73.2 credit hours of broadcast curriculum. Table II demonstrates these comparisons.

TABLE II
ANALYSIS OF RESPONDENTS BY ACADEMIC YEAR

| | Semester System | Quarter System |
|--|--------------------|-------------------|
| Total Credit-hours offered by respondents | 4,830 | |
| Average credit hours per respondent | 73.2 | |
| Total number of respondents | 43 | 23 |
| Total number of credit-hours offered | 2,874 | 1,766 |
| Average credit-hours per school | 66.8 | 76.8 |

Part I: Broadcast Curriculum

Total Enrollment

At the initiation of this study, no data were available as to the total enrollment of each of the institutions in the sample. It was thought that some interesting comparisons of broadcast curricula might be made by dividing the respondents into specific groups based on enrollment.

The number of groups to be used and their respective sizes were the arbitrary choices of the writer. It was decided that three groups would provide sufficient comparisons for definite conclusions, and the group limitations were set up as follows:

| | |
|-----------|-----------------------------|
| Group I | 0 to 10,000 enrollment |
| Group II | 10,001 to 20,000 enrollment |
| Group III | 20,001 and over enrollment |

In response to the question, "What is the approximate size of the total student body of your institution?" the following data were gained.

The 66 respondents reported a total of 1,217,915 students on their main campuses. This was an average of 18,453 students per respondent. The respondents divided into the three enrollment groups, with averages for each group thusly:

| | | |
|-----------|------------|---------------------------|
| Group I | 17 schools | 7,270 average enrollment |
| Group II | 28 schools | 16,492 average enrollment |
| Group III | 21 schools | 30,120 average enrollment |

These data and attendant comparisons are made in Table III.

TABLE III
ANALYSIS OF TOTAL ENROLLMENT BY GROUPS

| | Group I | Group II | Group III |
|------------------------------|---------|----------|-----------|
| Number of respondents | 17 | 28 | 21 |
| Total enrollment | 123,591 | 461,800 | 632,524 |
| Average enrollment | 7,270 | 16,492 | 30,120 |
| Percent of total respondents | 26% | 42% | 32% |
| Percent of total enrollment | 10% | 39% | 51% |

As one might surmise, the range of the enrollment was quite wide. The smallest enrollment reported was 2,500, and the largest was 44,000.

Administrative Locale

The next question attempted to determine the exact location of the administration of each broadcast sequence. As previously mentioned in Chapter II, it appeared that there was no standardization in either the locale of the administration of the broadcast curricula, and obviously no commonality in entitlement of departments.

The respondents classified themselves into three categories of administration locale.

1. 22 were administered from a separate department constituted for that sole purpose. (33% of the total respondents.)
2. 37 were administered from a department whose sole purpose is not broadcast curricula responsibility. (56% of total respondents.)
3. 7 respondents fell into neither of these categories, and, in this case, were asked to identify their locale. (11% of total respondents.)

Name of the Department

An effort was made to get the respondent to identify the department responsible for the broadcast sequence by name or title. A wide variety of responses were received, and they were catalogued in accordance with the number of mentions for each. Among the titles of departments with sole responsibility for broadcast curricula, the most frequently mentioned title was "Department of Radio and Television";

5 out of 22 respondents mentioned it. Of the total respondents administering from a multi-purpose locale, the most frequently mentioned title was "Department of Speech"; 13 out of 37 respondents mentioned it. Of the respondents who placed themselves in the "neither" classification, the most frequently mentioned title was "Department of Journalism"; 2 out of 7 respondents mentioned it. A complete listing of all reported titles and their frequencies of mention is included as Appendix III.

Inventory of Undergraduate and Graduate Curricula

The next question attempted to inventory and assess broadcast curricula by determining offerings in various courses of study with regard to major and/or minor programs and both the undergraduate and graduate levels.

Of the 66 respondents, 62 indicated that they offered an undergraduate major in the discipline; 3 indicated the non-availability of an undergraduate major; and 1 did not respond.

In the area of undergraduate minor programs, 42 respondents indicated that they offered this type program; 15 indicated non-availability and 6 did not respond to the question.

The same data was requested in the graduate area. Of the 66 respondents, 42 said that graduate level major programs were offered; 20 said that they were not offered;

and 4 did not respond. The graduate minor program was reported to be offered at 30 institutions and not offered in 26 institutions. No reply was received from 10 institutions.

Expressed as percentages:

95% of respondents offer undergraduate major programs.

75% of respondents offer undergraduate minor programs.

68% of respondents offer graduate major programs.

54% of respondents offer graduate minor programs.

It should be noted that no cross referencing has been attempted. According to the above break-out, 5% of the respondents offer no undergraduate major in broadcasting, but this does not mean that they actually have no program in broadcasting. In this case, it means that they offer graduate study only, or, they offer undergraduate minor programs only. It was not deemed pertinent to the purposes of this paper to provide a detailed cross reference regarding institutions which offer graduate programs but not undergraduate programs and vice versa.

Inventory of Undergraduate and Graduate Enrollment

Each respondent was asked to supply the numbers of students enrolled in the broadcast sequence as either majors or minors at both the graduate and undergraduate levels.

Because these data are detailed, they are reported in Table IV. The data are reported for all respondents, and then are divided between the three student population groups. This latter information is reported in Table V.

Faculty Census

Where two or more are gathered together in the name of either elementary or secondary education, the conversation eventually turns to faculty-to-pupil ratio. The next question dealt with a portion of this topic by asking the respondent to indicate the numbers of full-time faculty and of part-time faculty teaching at the undergraduate level, and at both the master's and doctoral levels.

In the full-time faculty category, the 37 respondents offering a doctorate reported 129 faculty teaching at the doctoral level. The responses ranged in number from 1 to 18, and the average per respondent was 3.5. At the master's level, 50 respondents offering a master's reported a total of 201 full-time faculty, which is an average of 4 per respondent. The range of numbers reported ran from 1 to 28. At the undergraduate level, 28 respondents reported a total of 127 full-time faculty. The range was from 1 to 14, with each respondent averaging 4.5 each.

With reference to part-time faculty, 18 respondents reported a total of 35 faculty at the doctoral level. The replies ranged from 1 to 6, and produced an average of 2 per respondent. At the master's level, 37 respondents

TABLE IV
UNDERGRADUATE AND GRADUATE ENROLLMENT BY MAJOR/MINOR

| | Major | Minor |
|------------------------------------|--------|-------|
| <u>Undergraduate Program</u> | | |
| Number of respondents | 60 | 20 |
| Range of enrollment reported | 12-702 | 3-200 |
| Total enrollment reported | 9,406 | 680 |
| Average enrollment per respondent* | 157 | 34 |
| <u>Graduate Program--M.A./M.S.</u> | | |
| Number of respondents | 43 | 16 |
| Range of enrollment reported | 1-170 | 1-25 |
| Total enrollment reported | 1,110 | 96 |
| Average enrollment per respondent* | 26 | 6 |
| <u>Graduate Program--Ph.D.</u> | | |
| Number of respondents | 12 | 8 |
| Range of enrollment reported | 1-50 | 2-10 |
| Total enrollment reported | 168 | 37 |
| Average enrollment per respondent* | 14 | 5 |

*Averages have been rounded to eliminate fractions.

TABLE V

UNDERGRADUATE AND GRADUATE ENROLLMENT BY GROUPS

| | Group I | | Group II | | Group III | |
|------------------------------------|---------|-------|----------|-------|-----------|-------|
| | Major | Minor | Major | Minor | Major | Minor |
| <u>Undergraduate Program</u> | | | | | | |
| Number of respondents | 14 | 5 | 25 | 10 | 21 | 5 |
| Range of enrollment reported | 12-200 | 4-50 | 25-360 | 3-75 | 53-702 | 6-200 |
| Total enrollment reported | 1,106 | 117 | 3,225 | 251 | 5,075 | 312 |
| Average enrollment/respondent | 79 | 23.5 | 129 | 25 | 242 | 62 |
| <u>Graduate Program--M.A./M.S.</u> | | | | | | |
| Number of respondents | 5 | 4 | 23 | 8 | 15 | 4 |
| Range of enrollment reported | 3-15 | 1-2 | 3-66 | 1-25 | 1-170 | 1-20 |
| Total enrollment reported | 40 | 7 | 495 | 49 | 575 | 37 |
| Average enrollment/respondent | 8 | 1.25 | 21.5 | 6 | 38 | 9 |
| <u>Graduate Program--Ph.D.</u> | | | | | | |
| Number of respondents | 0 | 1 | 6 | 2 | 6 | 5 |
| Range of enrollment reported | 0 | 2 | 1-24 | 2-4 | 4-50 | 4-10 |
| Total enrollment reported | 0 | 2 | 79 | 6 | 89 | 29 |
| Average enrollment/respondent | 0 | 2 | 13 | 3 | 15 | 6 |

reported a total of 94 faculty, ranging from 1 to 8, and an average of 2.5 per respondent. At the undergraduate level, 37 respondents reported a total of 99 part-time faculty, which ranged from 1 to 10, and averaging 2.7 per respondent. Table VI reports faculty distribution among the three groups of respondents by student enrollment.

Professional Experience Among Faculty

In order to determine what professional background and areas of broadcasting experience might be represented among faculty, each respondent was given a list of possible areas of experience and was asked to identify the ones in which his faculty had worked professionally.

There was a total of 732 responses to this question as far as the areas supplied on the questionnaire was concerned. The areas of experience from which the respondent could choose in the professional inventory of his faculty were as follows, with the number of mentions for each indicated:

| | |
|------------------------|-----|
| Management | 75 |
| Sales/Sales Management | 43 |
| Promotion | 42 |
| Production | 177 |
| Programming | 122 |
| News | 87 |
| Writing | 99 |
| Film | 87 |

The respondents were also asked to indicate any other areas of professional experience represented among faculty which were not included in the given categories. These areas of experience and the number of mentions for each were:

TABLE VI
FACULTY CENSUS BY GROUPS

| | Group I | | Group II | | Group III | |
|----------------------------|---------|------|----------|------|-----------|-------|
| | F.T. | P.T. | F.T. | P.T. | F.T. | P.T.* |
| <u>Ph.D. level</u> | | | | | | |
| Number of respondents | 9 | 2 | 14 | 7 | 14 | 9 |
| Range of faculty reported | 1-3 | 1 | 1-9 | 1-5 | 1-18 | 1-6 |
| Total faculty reported | 14 | 2 | 51 | 15 | 64 | 18 |
| Average faculty/respondent | 1.5 | 1.0 | 3.6 | 2.0 | 4.5 | 2.0 |
| <u>M.A./M.S. level</u> | | | | | | |
| Number of respondents | 12 | 9 | 22 | 16 | 16 | 12 |
| Range of faculty reported | 1-4 | 1-5 | 1-0 | 1-8 | 1-28 | 1-4 |
| Total faculty reported | 26 | 22 | 87 | 47 | 88 | 25 |
| Average faculty/respondent | 2.0 | 2.5 | 4.0 | 3.0 | 5.5 | 2.0 |
| <u>B.A./B.S. level</u> | | | | | | |
| Number of respondents | 5 | 9 | 11 | 14 | 12 | 14 |
| Range of faculty reported | 1-6 | 1-5 | 1-12 | 1-4 | 2-14 | 1-10 |
| Total faculty reported | 16 | 26 | 36 | 26 | 75 | 50 |
| Average faculty/respondent | 3.0 | 3.0 | 3.0 | 1.6 | 6.0 | 3.5 |

* F.T. = Full-time
P.T. = Part-time

| | |
|------------------------|---|
| Sports | 2 |
| Engineering | 2 |
| Announcing | 3 |
| Advertising | 2 |
| Staging and lighting | 1 |
| Instructional media | 1 |
| Graphics | 1 |
| Advertising agency | 1 |
| Talent | 4 |
| Law | 1 |
| Research | 1 |
| Directing | 1 |
| Educational television | 1 |
| Performance | 1 |

There was a total of 22 "miscellaneous" areas of experience. These, added to the 732 mentions in response to the given list, produced a total of 754 mentions of professional experience in broadcasting among broadcasting faculty.

Faculty Academic Specialty

An effort was made to determine if there was a relationship between faculty professional experience and curriculum. It seemed rather natural that faculty with experience in some specific areas of broadcasting might utilize that experience in either the designing of courses for broadcast curricula or in the presentation of courses within the curriculum. Each respondent was asked to indicate whether or not faculty had areas of special emphasis in instruction, or an "academic speciality."

A total of 56 respondents indicated that this was the case, 7 indicated that this situation did not apply, and 3 did not respond to the inquiry. The 56 who responded in the affirmative represented 89% of the total respondents.

Respondents were asked to identify areas of "academic speciality," and the responses were numerous and varied. These are completely detailed as Appendix IV.

Areas of Specialization in Curricula

The next several questions were framed in order to obtain information about curricula with reference to areas of specialization in course work.

Each respondent was asked if it was possible for an undergraduate student to pursue a course of study in a specific area of broadcasting. All respondents replied, with 37, or 56%, of them supplying affirmative answers; 29, or 44%, of the respondents indicated that specialization in course work was not possible.

The respondents were supplied a list of specific areas of broadcast activity, and were asked which of them were areas where specialization was possible. The areas mentioned were the same areas used in determining areas of faculty professional experience in a previous question. The areas of specialization were as follows, with the number of mentions for each indicated:

| | |
|-------------|----|
| Management | 15 |
| Sales | 12 |
| Production | 27 |
| Programming | 16 |
| Promotion | 1 |
| News | 22 |
| Writing | 21 |
| Film | 22 |

Areas other than those provided were requested, and the number of mentions for each of these reported is as follows:

| | |
|-------------------------|---|
| Educational television | 3 |
| Performance | 3 |
| Communication theory | 2 |
| Broadcast advertising | 1 |
| Staging and lighting | 1 |
| History of broadcasting | 1 |
| Criticism | 1 |

The graduate program was the subject of the same inquiry. Of the 66 respondents, 26, or 41%, indicated the availability of specialization within the graduate program; 37, or 59%, indicated that specialization was not available in the graduate program, and 3 respondents did not reply to the question.

The same areas of activity were utilized in this query, and the numbers of mentions for each is detailed here:

| | |
|-------------|----|
| Management | 13 |
| Sales | 4 |
| Production | 16 |
| Programming | 13 |
| Promotion | 1 |
| News | 11 |
| Writing | 10 |
| Film | 16 |

As in the question dealing with the undergraduate program, respondents were asked to supply information about areas of specialization other than those given. These responses and the numbers of mentions for each were as follows:

| | |
|----------------------------|---|
| Educational television | 4 |
| Research | 2 |
| Criticism | 2 |
| Advertising | 1 |
| Telecommunications | 1 |
| Instructional television | 1 |
| History of broadcasting | 1 |
| Regulations | 1 |
| International broadcasting | 1 |
| Communications theory | 1 |
| Broadcast law | 1 |

It should be noted in both cases, respondents were asked to indicate other areas of specialization than those listed in the instrument, and the reported responses listed heretofore are exact quotes from the replies. No effort was made to interpret the responses, to reclassify them into similar categories, or to edit them in any way.

Part II: Broadcast Station Management

Management Courses

An effort was made in the instrument to determine if broadcast station management was taught as a separate course, or courses, or as an integral part of other courses in the broadcast curriculum. Respondents were asked to supply this information for both the graduate and undergraduate programs.

There were 65 schools responding to the question of management courses at the undergraduate level. There were 48 schools which indicated that management was taught as separate courses, 17 said it was not, and there was 1 "no response." The 48 affirmative replies constituted 74% of the total responses to the inquiry.

In the graduate category, 31 schools indicated that management was taught as separate course material, 25 indicated that it was not separate material, and there were 10 "no responses." Of the 56 replies to this inquiry, the 31 affirmative replies constituted 55% of the total responses.

In the undergraduate curricula, respondents indicated that a total of 62 courses were available dealing with station management. The various responses ranged in total number of courses offered from 1 course to 3 courses.

In the graduate curricula, there was a total of 41 courses devoted exclusively to broadcast management, and these also ranged from 1 course to 3 courses among the respondents.

In the separate course of study area, respondents were asked to identify courses by title; this information was requested at both the undergraduate and graduate levels. There was a wide variety of course titles, and a complete listing of these titles by student population groups is available as Appendix V.

Courses which are devoted to other topics as well as broadcast station management were the subject of further inquiry. At the undergraduate level, 52 schools reported such courses as available, 11 indicated such were not available, and there were 3 "no responses."

At the graduate level, 36 respondents reported that station management was covered in other course material, 16 reported that it was not done in this manner, and there were 14 schools which did not respond.

At the undergraduate level, there was a total of 94 courses touching on the management topic, and, at the graduate level, there were 59 such courses.

Respondents were asked to supply titles of courses in which station management was an integral part. In this instance, also, there was a variety of titles, and these are reported by student population groups as Appendix VI.

Management Course Content

The next question supplied each respondent with an inventory of subjects that might be expected to be found as points of interest in courses dealing with station management. Each respondent was asked to indicate which of these points was covered in management courses.

The inventory of topics and the number of mentions each received from all respondents is as follows:

| | |
|--|----|
| Personnel management | 39 |
| Station policies formation | 52 |
| Sales management | 46 |
| Sales promotion | 38 |
| Program promotion | 45 |
| Rudiments of engineering | 15 |
| Administrative organization | 57 |
| Rate card structuring | 43 |
| Industry regulations | 60 |
| Government regulations | 61 |
| Section 315 | 56 |
| Fairness doctrine | 59 |
| License application and renewal | 54 |
| Group operations | 23 |
| Representative relations and operations | 29 |
| Buying/selling properties | 24 |

Desirability of Management in Curricula

In an attempt to obtain a measurement of the importance of station management as a part of a broadcast curriculum, respondents were asked if they had plans to add courses in

the subject if it was not a part of the current curriculum. There were 17 schools who did not offer the subject at all. Of these, 13 indicated that it would be a desirable addition to the curriculum, 2 said that it would not, and 2 did not respond to the inquiry.

Method of Presentation

One question was formulated to determine the methodology used in presenting course material in station management at the undergraduate and graduate levels.

At the undergraduate level, 18 of the total respondents supplied no information. Of the 48 respondents which did reply to this question, 54.5% of the respondents used the lecture method of presentation, and 45.5% used the discussion method.

At the graduate level, 32 of the total respondents offered information. Of these, 29.6% used the lecture method, and 70.4% used the seminar method.

Utilization of Resource Persons

The respondents were asked if outside resource persons or guest speakers were used in management courses. Of the 66 respondents, 59, or 95%, indicated the use of such persons, 3 indicated such persons were not used, and 4 respondents did not reply to the question.

Intern Programs

Availability of intern programs was the subject of the next question. At the undergraduate level, 21 respondents indicated that there were internships available, 43 indicated no internships available, and 2 did not respond.

As for the availability of internships at the graduate level, 15 indicated such were available, 39 indicated non-availability, and 12 did not reply.

Industry Involvement

The next several questions attempted to determine the manner in which each institution might be involved with the broadcasting industry in its area, and to what extent.

Of the 66 respondents, 18 institutions offer special lectures or seminars for persons already professionally occupied in broadcasting. Forty-seven respondents do not offer such programs, and one respondent did not offer any information.

As to attendance at these special study opportunities, of the 18 who offer them, 15 said that they were well attended; 1 indicated that such occurrences were not well attended, and two did not comment on attendance.

Interest in attending such opportunities where they were not offered produced the following data: 15 schools said they knew that management personnel in their areas would be interested in attending special study opportunities were they available, 2 said personnel would not be interested

in attending, and 42 respondents indicated that they did not know whether management personnel would be interested in attending special study opportunities. Seven did not reply.

Inquiry into faculty internships, or "refresher courses" and their availability indicated that 10 respondents had broadcast facilities in their area that cooperated in providing opportunities for faculty to update various skills in the industry. No such opportunities were available to 54 respondents, and 2 respondents supplied no information in this area.

The Second Instrument

There were 18 instruments submitted to the study, and 13 of them were returned, a response rate of 81%.

Experiences and Relationships With Broadcast Curricula

The first question asked each respondent if there was a college or university within a 400-mile radius of his station which offered courses in broadcasting. All 13 respondents replied in the affirmative.

The second question asked the respondent if he knew whether or not these institutions offered courses in broadcast station management. Seven of the respondents indicated that such courses were offered, 5 indicated that such courses were not offered, and 1 responded "don't know."

All 13 of the general managers indicated that they receive job applications from persons who indicate that they have obtained higher education as either majors or minors in a broadcast curriculum.

The next question asked the respondents to indicate the frequency with which they receive application for employment from broadcast sequence alumni. Two managers indicated that they receive "several per month," 7 indicated the receipt of "1 or 2 per month," and 4 indicated applications were received from "several per year."

The respondents were then asked to identify areas of broadcast station activity in which the employment applicants expressed interest. The areas receiving expressions of interest from applicants were as follows, with the numbers of mentions each by the respondents indicated:

| | |
|-------------|----|
| Sales | 3 |
| Programming | 6 |
| Production | 13 |
| News | 11 |
| Management | 0 |
| Others | 0 |

All 13 respondents did indicate that they have had applicants for employment in management, or who expressed an interest in pursuing a career in broadcast management.

When asked if the applicants who had expressed interest in management had received college/university training in the field, 8 respondents indicated that the applicants had received such training, 2 indicated that applicants had not received such training, and 4 were in the "don't know" category.

A question asked if the respondents knew of present employees who had received college training in management. Six respondents replied in the affirmative, 7 replied in the negative.

A qualitative evaluation was requested of the respondents by the question which asked if those persons who had indicated the receipt of college training in station management were adequately trained. One respondent replied "yes," five replied "no," one replied "don't know," and six did not respond to the question.

Opinions of Broadcast Curricula

The next several questions asked the managers to state their opinions in various areas relative to broadcast curricula. These opinions will be reported here verbatim.

The first question asked the respondent if he felt that colleges/universities provided adequate training in any area of commercial broadcasting. Here are the responses:

In some areas--primarily production and public relations.

- - - - -

Some do, some don't. The key word here is adequately. The University of Georgia, for example, has an excellent television department in its journalism school and does a marvelous job in all phases of broadcasting in training its students to enter the profession. Other schools apply a mere surface finish, with little substance underneath.

- - - - -

No. Do not teach the political aspects of broadcasting. Very few graduates interested in the free enterprise system of American broadcasting.

- - - - -

Limited mostly to program production; some news and commercial continuity writing.

- - - - -

Yes--news and production.

- - - - -

It is difficult to give a definitive answer. We presently have three graduates of colleges or universities where their major was broadcasting. Two are in news and they are very good. One is in Programming and he is very good but we have had students from the same schools who were really not qualified at all. It would appear to us that colleges are offering courses that are worthwhile but the pass-fail situation does not really tell us how well the graduate will adapt in a real situation.

- - - - -

I feel that Denver University, for example, has a good broadcast-communications course. However, it is mainly geared to programming and production.

- - - - -

They are helpful in that they expose young people to broadcasting and give them an opportunity to decide whether they wish to pursue it as a career. They do not adequately prepare a graduate for any position except the beginning ones in a large market station.

- - - - -

Not really. The closer they are to practical application, the more valuable--a lot depends upon who is teaching the course and whether he has had any practical experience.

- - - - -

No. They have an aura of trade schools. The criteria for setting up "courses" seems to be the size of appropriation and quantity of space and equipment.

- - - - -

Yes, but they need substantial on-job training to get prepared for real management jobs. They must compete with long term employees with great experience.

- - - - -

I have great reservations.

- - - - -

News. Program-production.

- - - - -

The respondents were asked to state their opinions as to what topics or subjects should be included in courses dealing with station management. The replies were as varied as the respondents, but the majority of the replies mentioned economics, accounting, marketing, personnel management, F.C.C. regulations, labor relations, renewal procedures, station representation, community affairs and needs, broadcasting economics, broadcast research, and one respondent replied, "The full spectrum of station management."

"Specialization" in broadcast curricula was the subject of the next question. The respondents were asked what phase of broadcasting should merit consideration by an entering freshman in the event "specialization" was possible.

One respondent made no recommendation. The most frequently mentioned area was "news"; however, 4 of the respondents indicated that the basic talents and capabilities of each student should be the determining factor in selecting an area for specialization.

The same inquiry was framed with reference to graduate students, and the responses fell into three general categories.

The first category included those respondents who made specific recommendations as to areas of study, but there was no commonality among the replies. The second category included those whose responses was generally negative with reference to graduate work in broadcasting. Most felt that as much could be learned in preparing an individual for a career in broadcasting in on-the-job training in a station as could be learned in a graduate program. One respondent indicated that he thought that graduate study was meaningful only for the individual who contemplated a career in teaching broadcasting. The third category was a reprise of the responses to the same question aimed at the undergraduate; that is should depend entirely on each individual's talents and innate abilities.

The last question requested information in the professional seminar area. Each respondent was asked to indicate what topics or subject areas he would like to pursue should the opportunity to attend such sessions at a college or university be made available to him.

Three general categories of response were noted.

The first category included those respondents who specified topics which would fall within the broadcast area. While there was no one subject area that was dominant among the responses, broadcast law and management procedures were most prominent.

The second category was composed of specific study areas generally outside the field of broadcasting. Tax law,

personnel motivation, and general law were the most frequent responses. One respondent's reply was somewhat editorial in nature. "Constitutional law--the Feds have us surrounded."

The third category was composed of those respondents who did not feel that their attendance at such study sessions or seminars would be worth the investment of time, or that they already received as much up-dating as they needed through the activities of the National Association of Broadcasters and the Television Bureau.

CHAPTER IV

SUMMARY AND CONCLUSIONS

As a primary undertaking, this paper set out to report certain findings relative to the teaching of broadcasting in American colleges and universities, with specific focus on the teaching of broadcast station management.

The opening statements in Chapter I attempted to point out that commercial broadcasting has made tremendous progress since its inception, and has accomplished many noteworthy things in the area of technology. The tracing of radio receivers, for example, from the early crystal sets with their necessary headphones through the cumbersome sets with many vacuum tubes and heavy transformers to the advent of micro-circuitry which produced excellent receivers no larger than a pack of cigarettes has shown the vast improvement in hardware produced by the industry's technocrats.

The broadcasting industry grew up, as it were, during the years of World War II, and changed from a medium of pure entertainment into an informational link not only between people, but between cultures. The hideousness of warfare was made real to a populace which had not seen armed conflict on its own continent in more than a century. The pioneer

newscasters William L. Shirer, Edward R. Murrow, and Hans von Kaltenborn not only informed the world, but became its re-educators.

Television became almost a national pasttime in the late 1940's and early 1950's. The horizons of man were expanded beyond his own physical capabilities of line of sight. It became an intercellular link between cultures when a farmer in Georgia witnessed the crowning of a British queen; when an insurance agent in Idaho was present at the assassination of an assassin; and when the medium's crowning achievement in technology permitted the world to occupy a frontrow seat when mankind took his "giant step" on the moon.

The great achievements of a great man come from his own desires to obtain fame or fortune, or from the inner drive to express himself through examples of his creative genius. But what about the ordinary man? What spurs him on to achievement? Often it is leadership provided by other men, and thus leadership provided by man for man becomes a chain-like process.

Many of the achievements of commercial broadcasting over the past forty years have come from great men. Most of broadcasting's achievements, however, have come from ordinary men who have been provided with great leadership.

The question now is: what has been the source of this leadership, and, more importantly, what is to be the source of the leadership of the future?

The writer initiated this work with the personal belief that there should be two sources of leadership for commercial broadcasting. The data derived from this study pointedly suggests that one of those sources is "weighed and found wanting." The industry, itself, has long been the most productive source of leadership, or management personnel. It has recruited its own, trained its own, and managed not only to survive, but prosper. The colleges and universities which should be the other source of broadcast management have been something less than spectacular in rising to the occasion as a source of input to a system that has consumed leadership, and will increase its consumption at a fantastic rate. It was a main purpose of this paper to attempt to determine what role, if any, colleges and universities are playing as a source of supply of management personnel for the commercial broadcasting industry today.

It was patently obvious from the outset that there was certainly no dearth of broadcasting curricula. The original sample of 89 colleges provided a total of 6,252 credit hours of instruction in broadcasting, an average of 70.3 per institution. These were just a portion of all the institutions offering some measure of broadcasting curricula. Such curricula are available in all the United States, in institutions of all sizes of student body, from faculties of varied size and professional backgrounds. A third of the institutions which responded to the instrument have engaged themselves in

the teaching of broadcasting to such an extent that they administer their curricula from a separate department which was constituted for that sole purpose. Over half of the respondents have their curricula administered as an integral part of a department involved in the discipline. It would seem that there is more than ample opportunity for students to obtain college/university training in broadcasting at either the undergraduate or graduate level.

There can be little doubt that much of the day-to-day functioning of a contemporary commercial broadcasting facility relies heavily on the simple manual dexterity of numbers of people. These activities range from the skillful manipulation of complicated apparatus in studio, projection room, transmitter site, traffic department, craft shop, and office to the astute utilization of human personality traits and characteristics on the sales call and in labor negotiation; and the exposure to personal jeopardy on the news assignment.

But these skills are basically "how to's." They unquestionably involve some amount of innate capabilities and the acquired ability to develop and employ these capabilities and talents to a high degree of efficiency. It would appear from the data that most institutions are well staffed with faculty whose educational and professional backgrounds qualify them to assist students to recognize their abilities in these various areas, and to develop them to their fullest. Of the 732 responses to the question which delved into faculty

professional background, 614 of them reflected experience in "how to" areas such as programming, production, writing, promotion, etc.

In the area of specializations open to students, 80% of the responses indicated specialities in the "how to's" of production, news, writing, and film. The same percentage was reported for the graduate level.

Space need not be devoted excessively to reasons why the areas of "how to" should be a proper part of any broadcast curriculum. Excellence in these areas is critical to the operation of any commercial facility, and it is the undeniable responsibility of educators to provide students with acceptable levels of competence in these activities.

With all of this, the training of potential station managers, a most essential area of concern, remains untouched. The question persists: where do writers, producers, directors, newsmen, cinematographers, engineers, various technicians, and other critical staff personnel obtain the leadership essential to creative, efficient, utilitarian performance? Who sets their goals? Who sets the over-all criteria of acceptable performance? Who provides the philosophy of utilization and accomplishment that welds all of these diverse talents, ideas, inspirations, and innovations into a functioning, viable unit whose ultimate accomplishment must be community service and commercial success? The obvious answer is management.

Management is not altogether removed from "how to" in certain respects; but, it is also beset with certain intangibles that are not always of paramount concern in some of the other areas of broadcast curriculum; the chief of these intangibles is philosophy, and many a broadcasting facility has failed because of the lack of an adequate philosophy of management prevalent at the top echelon of the organization.

From the data gathered from the survey, it would appear that contemporary broadcast faculty and curricula are most susceptible to indictment in the teaching, or lack of teaching, in broadcast station management.

In professional background, management and sales/sales management accounted for only 15.6% of the mentions of areas of faculty professional background, certainly an indication that most educators' experience has not been in the area of ultimate responsibility.

In the areas of student specialization, undergraduates can specialize in management in only 15 out of 66 curricula; at the graduate level, the possibility is reduced to only 13 opportunities for specialization in management.

One parenthetical conclusion which might be drawn is that it would appear that most administrators and faculty do not support a belief in student specialization. This could be the subject of another paper, itself; therefore, space will not be devoted to that subject here.

It was noted that 48 out of 66 institutions (73%) do place sufficient interest and emphasis on broadcast management

to warrant separate courses dealing with the subject. However, it should be pointed out that these institutions offer only a total of 62 separate courses in management at the undergraduate level; this is an average of 1.3 courses per institution. It would not appear that 1.3 courses in broadcast management in a curriculum devoted to broadcasting would amount to what might be termed any degree of special emphasis in the subject area.

It was thought that further delving into the numbers of separate management courses offered by size of student population might shed additional light on the question, or, at least, provide some keener insight into the situation. One might readily assume that a smaller institution with a smaller enrollment might draw the average number of management courses downward, and, conversely, the larger institutions might have an offsetting effect. This did not prove to be the case.

Group I--average enrollment of 7,270--offered undergraduates a total of 20 management courses. With 17 schools in the group, this averaged 1.18 management courses per school.

Group II--average enrollment of 16,492--offered undergraduates a total of 25 management courses. With 28 schools in the group, this averaged .9 management courses per school.

Group III--average enrollment of 30,120--offered undergraduates a total of 17 management courses. With 21 schools

in the group, this averaged .81 courses in management per school.

One conclusion to be drawn is that the smaller institutions place more emphasis on broadcast management than do the larger institutions, according to the number of courses in the subject available to undergraduates.

Graduate courses fared no better as far as emphasis on management was concerned. Thirty-one respondents indicated that separate courses covering station management were offered, and the total of these courses was 41. This also computes to 1.3 separate courses offered in graduate programs.

It was felt that an analysis of course titles might provide additional insight into the relative importance attached to the subject of management by various schools. No empirically-derived conclusions are possible, of course, without detailed content analysis, but the writer is hard pressed to conclude that such courses as "Media Management," "Survey of Mass Media," "Advertising," "Advanced Television," and "Programming and Audience," which are reported titles of courses devoted exclusively to broadcast station management, will produce either graduates or undergraduates who have a well-grounded, basic grasp of the complexities and complications of management of a commercial broadcast facility.

It was noted that a number of topics deemed critical to contemporary management practices were covered in

management courses. Federal and industry regulations were the most frequently mentioned topics, and information derived from the station managers' questionnaires concurred in this degree of emphasis.

There were some noted shortcomings, however, in such important areas as personnel management, sales promotion, group operations, representative relations, and buying and selling of properties. It is suggested that the omission of these topics might be due to the fact that a large portion of the various faculties have had little or no broadcast station management experience. It takes no specific insight to determine that contemporary broadcasters are grossly involved with governmental and industrial regulations; the most casual reader of any of a number of trade publications could accurately reach that conclusion. It must be noted, however, that only an individual who had been deeply involved in day-to-day station management details would have an accurate appraisal of the importance of representative relations, rudiments of engineering, and buying and selling properties.

It is indeed unfortunate that these latter topics receive lesser coverage in management courses than do some others. Station management is essentially a "people business," and most managerial candidates would undoubtedly benefit greatly from exposure to personnel administration emphasis. Indeed, the manager-respondents indicated that such would be

high on the list of desirable refresher courses in special study seminars.

It is not at all unusual for some local television facilities to derive as much as 50% of their income from the area of national spot sales; it should behoove any fledgling manager to have a thorough knowledge of the working of the national representative firm and how relations with such firms and their account executives are established and maintained for the mutual benefit of both station and representative.

The area of engineering received the least number of mentions of the topics covered in management courses. Most contemporary station managers rely heavily on their chief engineers for technical data and expertise with reference to complex and expensive broadcasting gear. However, Quaal and Martin note:

Managerial knowledge of the field of engineering can make a difference in profit or loss for the future. There is no more useful pursuit for station managers than the spending of an hour or two each week over a period of six months or more acquiring at least a familiarity with the engineering field, its equipment and attendant problems.¹⁸

One fairly consistent comment made by the station managers in their criticisms of broadcast curricula was the fact that too many graduates had little or no practical experience in the industry, and required a considerable

¹⁸Ward Quaal and Leo A. Martin, Broadcast Management (New York: Hastings House, 1968) p. 126.

amount of on-the-job training in spite of their formal education in the field.

The data support this claim by reflecting that only 34% of the respondent institutions maintain intern programs in management for undergraduates, and only 28% do so for graduates.

While this percentage is appallingly low, it was determined that the smaller institutions do a better job of interning their students than do the larger ones.

In Group I, eight of seventeen (47%) maintain internships for undergraduates, and five (29%) maintain them for graduates.

In Group II, nine of twenty-eight (32%) maintain internships for undergraduates, and six (21.5%) maintain them for graduates.

Group III had the worst record for maintaining internships. At the undergraduate level, only 4 schools out of 20 (20%) maintain internships, and at the graduate level 4 also maintain internships.

When asked if personnel on the station's staff had received adequate training in management in colleges or universities, only 1 manager of the 7 responding to the question replied in the affirmative. Of course, it is not possible to accurately trace inadequacies in management training by means of this study, but the lack of available internships would certainly merit consideration as a factor

of considerable contribution to the overall inadequacy; it is reasonable to assume that certain of the inadequacies might be eliminated were there more intern programs in management available to both graduates and undergraduates.

The lack of internships points toward another potential failing on the part of broadcast educators. It would appear from the data, that there is a serious lack of open and sustained communications between educators and broadcasters in a number of instances. It would be difficult if not impossible to fix the blame for the gap in communications that exist, but the broadcasters, by the large, did not indicate a specific disinterest in the activities of educational institutions in their respective areas and their programs. They exhibited specific knowledge of curriculum and an interest in attending study opportunities on the campuses, if available. They were quite definite in stating areas and/or topics of study in which they were interested, which would tend to indicate that they had given the matter some serious thought.

On the other hand, when the educational institutions were asked if they knew of interest on the part of broadcasters in their areas in attending study opportunities on the campus, the replies were something less than encouraging. Of the 66 respondents, 42 indicated that they did not know whether or not the broadcasters would be interested in such activities. This leads to a rather obvious conclusion that they have made no attempt to find out.

One encouraging note was struck in the educator's defense when 95% of the respondents indicated that they do employ outside speakers and/or resource persons in management courses.

An adage has it that, "There is no substitute for experience." It is a well-known fact that few competent men can wear two hats, as it were, and maintain any degree of efficiency under either of them. It is not reasonable to assume that full-time faculty can carry on their educational responsibilities and simultaneously keep their professional skills updated. It is felt, however, that a program wherein individual faculty members could be relieved of their teaching duties for short periods of recyclement into the broadcast industry might in some way retain the best of two worlds.

The institutions were asked if they made an effort to provide faculty with such refresher opportunities, and 54 out of 66 (82%) replied that they did not.

This is truly lamentable, for it would accomplish two most important goals. In the first place, there is the obvious benefit that would accrue to the faculty member by being placed into the mainstream of the industry. Not only would he be refreshed in some areas and on some points that might have been forgotten, but new ideas and other innovations would also pass into his general ken. In the second place, it would provide another channel of open and constant

communications between the broadcaster and the institution, and it is in this area where there seems to be genuine need.

It should be known to all concerned that learning can, and does, take place on the part of students in more than one way and under more than one set of circumstances, or in more than one type of environment. Seminars for broadcasters would not only improve their own capabilities and contribute to their overall knowledge, but would provide also an opportunity for free and open exchange between faculty and broadcasters, and between students and broadcasters. Professional education should be a joint venture between educators and professional or industrial practitioners. If broadcasting is to attain professional status, then the criteria must be formed as a joint effort of both educators and broadcasters. The attainment of professional status is not something which will be awarded--it will be attained, and attained only by the most diligent efforts on behalf of all concerned. Those concerned are, or should be, broadcasting educators, and the industrial practitioners. Of course, the students of broadcasting today will become the broadcasters of tomorrow, and it is on their shoulders that the load of professional attainment will fall as well as the ultimate reward.

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APPENDICES

APPENDIX I

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48824

DEPARTMENT OF TELEVISION AND RADIO • 322 UNION BUILDING

I am in the process of preparing a Master of Arts thesis here at Michigan State University. The field of research is broadcast curriculum, with special emphasis on broadcast station management. I returned to college for graduate work after a twenty-two year career in commercial broadcasting, the last fourteen years of which were spent in the national representative field with The Katz Agency, Inc.

I am enclosing a questionnaire covering the points of my interest. It would be of immeasurable assistance to me to have some knowledge of the administration of your broadcast sequence and curriculum content as indicated on the questionnaire.

I have aspirations of developing the thesis into a doctoral dissertation at some future date, and your contribution at this time will be most valuable,

A self-addressed stamped envelope is enclosed for your convenience.

Let me take this opportunity to express my sincere appreciation for your prompt reply and for your interest and cooperation.

Most cordially,

Arthur L. Savage, Jr.
Graduate Assistant

Enclosure: questionnaire

APPENDIX I

PART I. - BROADCAST CURRICULUM

1. What is the approximate size of the total student body of your institution?

- 2 Please indicate the administrative locale from which your broadcast sequence is administered.

_____ From a separate department constituted for that specific purpose.

_____ From another department wherein the broadcast sequence is a constituent part.

_____ Neither of these. Please explain briefly the locale of the administration of your broadcast sequence.

3. What is the title of that department? _____

4. Do you offer major and/or minor programs in broadcasting in the following categories?

UNDERGRADUATE MAJOR - YES _____ NO _____

UNDERGRADUATE MINOR - YES _____ NO _____

GRADUATE MAJOR - YES _____ NO _____

GRADUATE MINOR - YES _____ NO _____

5. Please indicate the approximate number of students currently in each course of study, where appropriate.

UNDERGRADUATE MAJOR _____ UNDERGRADUATE MINOR _____

GRADUATE MAJOR (Masters) _____ GRADUATE MINOR (Masters) _____

GRADUATE MAJOR (Ph. D.) _____ GRADUATE MINOR (Ph. D.) _____

6. Please indicate the number of full-time faculty that teach at the following levels.

Ph. D. _____ M.A./M.S. _____ B.A./B.S. _____

7. Please indicate the number of part-time faculty that teach at the following levels.

Ph. D. _____ M.A./M.S. _____ B.A./B.S. _____

8. If any of your **faculty** have **professional** experience in either **commercial** or **public broadcasting**, please indicate the fields and **how many** in each.

MANAGEMENT _____

PROGRAMMING _____

SALES/SALES MANAGEMENT _____

NEWS _____

PROMOTION _____

WRITING _____

PRODUCTION _____

FILM _____

OTHER (Please indicate) _____

9. Does any of your **faculty** have an academic "**speciality**" or an area of specific interest as regards the teaching of broadcasting?

YES _____ NO _____

If "yes", please indicate interest and describe briefly. _____

10. In your broadcast curriculum, is it possible for undergraduates to "**specialize**" in a specific area?

YES _____ NO _____

(If answer was "no", please skip to number 12.)

11. If your answer to number 10 was "yes", please indicate areas of "**specialization**" offered.

MANAGEMENT _____ SALES _____ PRODUCTION _____ PROGRAMMING _____

PROMOTION _____ NEWS _____ WRITING _____ FILM _____

OTHER (Please indicate) _____

12. Do you offer areas of "**specialization**" to graduate students?

YES _____ NO _____

(If answer is "no", please procede to Part II, omitting number 13.)

13. If your answer to number 12 was "yes", please indicate areas of "**specialization**" offered.

MANAGEMENT _____ SALES _____ PRODUCTION _____ PROGRAMMING _____

PROMOTION _____ NEWS _____ WRITING _____ FILM _____

OTHER (please indicate) _____

PART II. - BROADCAST STATION MANAGEMENT

1. Are there separate courses dealing with station management offered to either undergraduates or graduates? If so, how many in each curriculum, please?

UNDERGRADUATES - YES _____ NO _____ NUMBER OF COURSES _____

GRADUATES - YES _____ NO _____ NUMBER OF COURSES _____

2. Is management subject matter taught to either undergraduates or graduates within other courses, or as a specific component of other courses?

UNDERGRADUATES - YES _____ NO _____ NUMBER OF COURSES _____

GRADUATES - YES _____ NO _____ NUMBER OF COURSES _____

3. Please list courses where management is basic topic, if subject is treated in that manner.

4. Please list courses where management is component part of another course, if subject is treated in that manner.

5. In the courses where management is covered, which of the following topics are included? (Please check where appropriate.)

| | |
|-----------------------------------|-------------------------------------|
| PERSONNEL MANAGEMENT _____ | INDUSTRY REGULATIONS _____ |
| STATION POLICIES FORMATION _____ | GOVERNMENT REGULATIONS _____ |
| SALES MANAGEMENT _____ | SECTION 315 _____ |
| SALES PROMOTION _____ | FAIRNESS DOCTRINE _____ |
| PROGRAM PROMOTION _____ | LICENSE APPLICATION & RENEWAL _____ |
| RUDIMENTS OF ENGINEERING _____ | GROUP OPERATIONS _____ |
| ADMINISTRATIVE ORGANIZATION _____ | REP RELATIONS & OPERATIONS _____ |
| RATE CARD STRUCTURING _____ | BUYING/SELLING PROPERTIES _____ |

6. If you are not currently covering the subject of station management, do you feel the subject would be a desirable addition to your curriculum at a later date?

YES _____ NO _____

7. Please indicate the approximate percentage devoted to course presentation as divided between lecture and discussion/seminar, in management courses.

UNDERGRADUATE - LECTURE _____% DISCUSSION _____%

GRADUATE - LECTURE _____% SEMINAR _____%

8. Do you utilize outside resource persons and/or guest lecturers in management courses?

YES _____ NO _____

9. Are there intern programs in management available to either undergraduates or graduate students?

UNDERGRADUATES - YES _____ NO _____

GRADUATES - YES _____ NO _____

10. Do you offer special lectures, seminars, or other study opportunities to persons currently involved in professional station management?

YES _____ NO _____

(If answer is "no", please omit number 11. If answer is "yes", omit number 12.)

11. Are such study opportunities for current professionals usually well attended?

YES _____ NO _____

12. Do you know if station management personnel in your area would be interested in attending such study opportunities if they were available?

YES _____ NO _____ DON'T KNOW _____

13. Do you attempt to provide, and do stations in your area cooperate in providing, "refresher courses" for current faculty in either commercial or public broadcasting?

YES _____ NO _____

14. Any additional comments you wish to make in the space below with reference to your broadcast curriculum will be quite useful and most appreciated.

(YOUR NAME, PLEASE)

(TITLE)

(DEPT. OR COLLEGE)

(INSTITUTION)

Thank you very much for your time and interest.

APPENDIX II

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48923

DEPARTMENT OF TELEVISION AND RADIO • 322 UNION BUILDING

17 February 1971

Dear

The jump from the business side of the broadcasting industry to the educational side was not nearly as traumatic as I had anticipated it might be. There were some adjustments to make, to be sure, but the weeks since September have passed quickly. Leaving Katz and our home in Atlanta was not a decision that was easily come to, but I believe that it was the right one. I feel that my contribution to the commercial phase of the industry can be as meaningful and more far-reaching from the educational side.

One of the requirements for my Master of Arts is a thesis. I am writing it on broadcast station management as it is presented in the curriculum of several dozen colleges and universities.

The academic views of the subject I shall obtain from educators. Of equal import to me in the prosecution of my thesis is the commercial broadcaster's view of the subject. The enclosed questionnaire is going to a dozen specifically selected stations of pre-determined market size and geographic location. If you will take a few minutes to respond to these questions, I shall have a most valuable contribution to my research.

You will note that the questionnaire contains no provision or device for you to identify yourself. (A self-addressed stamped envelop is also enclosed.) Should you wish to preserve your anonymity, you may do so by not indicating on the questionnaire your name or station call letters. Of course, I should like to have the privilege of being able to quote you in the thesis for purely selfish reasons; it will lend considerable stature to my work and enhance its credibility. In either case, your replies will be of immeasurable assistance to me in the preparation of my paper. I should expect also to be a contribution to a future improvement in our industry.

Let me take this opportunity to thank you very much for your prompt reply and for your interest and cooperation in this undertaking.

Very best regards,

Arthur L. Savage, Jr.
Graduate Assistant

APPENDIX II

GENERAL MANAGER'S QUESTIONNAIRE

1. Is there a college or university in your general area (within a 400-mile radius) that teaches courses in radio/television broadcasting?

YES _____ NO _____ DON'T KNOW _____

IF YOUR ANSWER TO NUMBER 1 WAS "YES", PLEASE CONTINUE WITH QUESTION NUMBER 2.
IF YOUR ANSWER WAS "NO" OR "DON'T KNOW", PLEASE GO TO QUESTION NUMBER 3.

2. Do you know if those colleges/universities which have courses in broadcasting teach a course(s) in station management?

YES _____ NO _____ DON'T KNOW _____

3. Do you or your department heads get job applicants at your station who have either majors or minors in broadcasting?

YES _____ NO _____ DON'T KNOW _____

4. Please indicate, if possible, the frequency with which broadcast graduates apply to you for jobs?

FREQUENTLY (several per month) _____ SOMETIME (1 or 2 per month) _____

INFREQUENTLY (several per year) _____ HARDLY EVER (one per year or less) _____

5. Do these applicants apply for openings in: (circle appropriate area)

SALES PROGRAMMING PRODUCTION NEWS MANAGEMENT OTHER _____
(indicate)

6. Do you ever have applicants who state a desire to prepare for or pursue a career in management?

YES _____ NO _____ DON'T KNOW _____

7. Do you know if these applicants have had college courses in management?

YES _____ NO _____ DON'T KNOW _____

8. Do you have at the present time employees in your management areas who have had broadcast management courses in college?

YES _____ NO _____ DON'T KNOW _____

9. If you have such persons on your staff, do you feel that they were adequately trained in station management?

YES _____ NO _____ DON'T KNOW _____

OVER, PLEASE.....

THESE NEXT FEW QUESTIONS SOLICIT YOUR OPINIONS. PLEASE RESPOND AT AS MUCH LENGTH AS YOU FEEL NECESSARY. USE ADDITIONAL SHEETS OF PAPER, IF YOU LIKE.

10. Do you feel that college/university broadcast sequences adequately train new personnel for professional careers in any area of commercial broadcasting?

11. What topics or subjects, in your opinion, should properly be included in courses in station management?

12. If a college/university offers an opportunity for a student to "specialize" in one particular phase or area of broadcasting, which one would you recommend to an entering freshman, and why?

13. Should this same availability of "specialization" be offered at the graduate level, what direction would you give to a student seeking a graduate degree?

14. If it were possible for you to attend college/university "refresher courses" or seminars, what subjects or areas of study would you like to enroll in?

Thank you! You are hereby commended for the Doctor of Humane Letters!

APPENDIX III

LOCALE OF ADMINISTRATION BY STUDENT POPULATION GROUPS

GROUP I

From separate departments

| | |
|---|---|
| Department of Radio and Television | 3 |
| Department of Closed Circuit Television | 1 |
| Department of Broadcast and Film Arts | 1 |
| Department of Film and Television | 1 |

From another department

| | |
|--|---|
| Department of Communication Arts | 1 |
| Department of Communication | 2 |
| Department of Speech | 5 |
| Department of Journalism and Mass Communications | 1 |

Neither of the above

| | |
|---|---|
| Department of Radio and Television | 1 |
| Department of Journalism, Radio, and Television | 1 |

GROUP II

From separate departments

| | |
|---|---|
| Department of Television and Radio | 1 |
| Department of Radio, Television, and Cinema | 1 |
| Department of Radio, Television, and Film | 2 |
| Department of Telecommunications | 2 |
| Department of Radio and Television | 1 |
| Department of Radio, Television, and Motion Pictures | 1 |
| Department of Broadcast and Communication Arts | 1 |

From another department

| | |
|---------------------------------------|---|
| Department of Journalism and Speech | 1 |
| Department of Communications | 3 |
| Department of Speech | 5 |
| Department of Speech and Dramatic Art | 1 |
| Department of Communication Arts | 1 |
| Department of Mass Communications | 2 |
| Department of Journalism | 1 |

APPENDIX III--continued

| | |
|--|---|
| Department of Speech and Theatre Art | 1 |
| Department of Speech and Drama | 1 |
| Department of Communications and Theatre | 1 |
| <u>Neither of the above</u> | |
| Department of Journalism | 1 |
| Department of Broadcast Film | 1 |

GROUP IIIFrom separate departments

| | |
|---|---|
| Department of Broadcasting | 1 |
| Department of Radio and Television | 2 |
| Department of Telecommunications and Film | 1 |
| Department of Radio, Television, and Film | 2 |
| Department of Television and Radio | 1 |

From another department

| | |
|---|---|
| Department of Speech and Communications | 3 |
| Department of Speech | 3 |
| Department of Communications | 2 |
| Department of Speech and Dramatic Art | 1 |
| Department of Communication Arts | 1 |
| Department of Instructional Television | 1 |

Neither of the above

| | |
|---|---|
| Department of Journalism and Communications | 1 |
| From a series of coordinated options | 1 |
| Department of Drama | 1 |

These titles are exact quotations from the instruments. It would appear from some of the titles themselves that the respondent might have cataloged his department incorrectly, but no effort was made on the part of the writer to exercise any judgment in correcting what would appear to be erroneous responses.

APPENDIX IV

AREAS OF ACADEMIC SPECIALTY BY GROUPS

GROUP I

| | |
|-------------------------|---|
| Legal | 3 |
| Production | 6 |
| Mass communications | 1 |
| Film history | 1 |
| Announcing | 2 |
| Writing | 2 |
| Criticism | 2 |
| Educational television | 1 |
| Advertising | 1 |
| Performance | 2 |
| History of broadcasting | 1 |
| Programming | 1 |
| Management | 2 |
| Research | 1 |
| News | 1 |
| Film | 1 |

GROUP II

| | |
|-----------------------------------|---|
| Management | 8 |
| Educational television | 6 |
| Documentary film | 2 |
| Production | 8 |
| Instructional television | 3 |
| Advertising | 2 |
| Law | 7 |
| Writing | 4 |
| Film | 6 |
| News | 5 |
| International broadcasting | 3 |
| Programming | 4 |
| Film history and criticism | 2 |
| History of broadcasting | 4 |
| Research | 4 |
| Criticism of radio and television | 1 |
| Engineering | 1 |
| Policy | 1 |
| Promotion | 1 |
| Communication theory | 1 |
| Public affairs | 2 |

APPENDIX IV--continued

GROUP III

| | |
|----------------------------------|---|
| News | 6 |
| Advertising | 1 |
| Promotion | 1 |
| Communication theory | 2 |
| Educational television | 5 |
| Law | 5 |
| Writing | 6 |
| Production | 4 |
| Societal effects of broadcasting | 1 |
| International broadcasting | 3 |
| Drama | 1 |
| Programming | 2 |
| Directing | 2 |
| Film | 3 |
| History | 2 |
| Criticism | 1 |
| Instructional television | 2 |
| Performance | 1 |
| Management | 1 |
| Systems management | 1 |

APPENDIX V

TITLES OF COURSES DEVOTED EXCLUSIVELY TO MANAGEMENT

GROUP I

Station Management
Station Administration and Programming
Station Administration
Station Management
Commercial Station Management
Educational Television Management
Television Programming and Management
Broadcast Station Management
Government and Station Management
Legal Problems of Communications
Broadcast Management and Economics
Radio-Television Management
Media Management
Seminar in Commercial Problems
Broadcast Law
Broadcast Advertising

GROUP II

Broadcast Management
Program Planning
Seminar in Management
Radio-Television Station Management
Seminar in Broadcast Management
Broadcast Programming and Criticism
Television Programming
Television Station Management
Station Operations
Survey of Mass Media
Programming for Radio
Television Law
Criticism
Radio-Television Procedures
Seminar in Broadcast Management and Operations
Seminar in Station Management
Regulations
Policies
Programming and Audience
Advertising
Market Management
Sales and Sales Management
Station Organization and Operation

APPENDIX V--continued

Radio-Television Station Management
Broadcast Station Operations
Management
Problems in Broadcast Operations
Station Management

GROUP III

Seminar in Broadcast Programming
Broadcast Management
Regulation of Broadcasting
Radio Programming
Decision Making in Broadcasting
Advanced Radio
Advanced Television
Broadcast Station Management
Seminar in Management
Radio-Television Station Management
Mass Communications Management
Educational Television Program Policies and Management

APPENDIX VI

TITLES OF COURSES COVERING MANAGEMENT CO-INCIDENTALLY

GROUP I

Broadcast Law
Basic Concepts of Radio and Television
Radio and Television Sales
Law and Mass Communications
Society and Mass Communications
Radio and Television Advertising
Radio and Television Announcing
Media
Commercial Broadcasting
Broadcast Promotion
Educational Problems Administration
Problems in Radio
Problems in Television
History of Broadcasting
Broadcast Regulations and Policy
Communications in Continental America
Broadcasting and Government
Introduction to Broadcasting
Audio Technology
Broadcast Law and Regulations
Radio-Television Programming
Introduction to Radio
Seminar in Radio and Television
Introduction to Radio and Television
Radio-Television Senior Seminar
Radio-Television Training
Radio Programming
Television Production
Writing
News

GROUP II

Radio-Television News
Radio-Television Advertising
Development of Broadcast Film
Radio and Television Content and Programming
Television Programming
Television Directing
Broadcast Regulations
Introduction to Broadcasting
Radio Production

APPENDIX VI--continued

Television and Radio Advertising
 Television Research
 Television Pricing and Practices
 Foundations
 Patterns in Radio and Television
 Programming
 Broadcast Regulations
 Audience Measurement
 Marketing Management
 Television-Radio Programming
 Television-Radio Production
 Television-Radio Writing
 Broadcast Audience Analysis
 Broadcasting and the Public Interest
 Communications Law
 Regulations and Program Policies
 Broadcast Law
 Programs and Audiences
 Broadcasting and Film in the United States
 Economic Aspects of Broadcasting
 Seminar in Broadcast Advertising
 Radio and Television Theory and Techniques
 Seminar in Telecasting

GROUP III

Radio-Television Advertising
 Broadcast Problems
 Seminar in Programming
 Broadcast Law and Policies
 Advertising
 Survey of Broadcasting
 Radio-Television Production
 International Broadcasting
 Educational Television
 Television Programming
 Administrative Problems in Telecommunications
 Mass Media and Society
 Television and Radio Programming
 Economics of Film
 Mass Communications Effectiveness
 Law of Broadcasting
 Broadcasting Policy
 Communications and Society
 Broadcasting and Government
 Radio-Television Regulations

APPENDIX IV--continued

Principles of Radio and Television Broadcasting
TV News and Public Affairs
Television Programming and Criticism
Seminar on Special Problems in Broadcasting
Radio-Television-Film and Society
Broadcasting Regulations and Responsibilities
Elementals of Broadcasting
Comparable Systems of Broadcasting
Broadcast Problem Planning
Introduction to Radio-Television and Film
Educational Utilization of Mass Communications
Program Planning and Station Management
International Communications
Significant Issues
Freedom, Regulations, and Control
Sales Management

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