

AN ANALYSIS OF THE RADIO-TELEVISION TRAINING
PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION

Thesis for the Degree of Ed. D.
MICHIGAN STATE UNIVERSITY

Dale N. Anderson
1960

**This is to certify that the
thesis entitled**

**AN ANALYSIS OF THE
RADIO-TELEVISION TRAINING PROGRAMS
IN INSTITUTIONS OF HIGHER EDUCATION**

presented by

Dale N. Anderson

**has been accepted towards fulfillment
of the requirements for**

Ed. D. degree in Education

Walter H. Hill
Major professor

Date May 16, 1960

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**AN ANALYSIS OF THE RADIO - TELEVISION TRAINING PROGRAMS
IN INSTITUTIONS OF HIGHER EDUCATION**

BY

Dale N. Anderson

AN ABSTRACT

**Submitted to the School for Advanced Graduate Studies of
Michigan State University of Argriculture and
Applied Science in partial fulfillment of
the requirements for the degree of**

DOCTOR OF EDUCATION

Department of Teacher Education

1960

Approved

Walker H Hill

This study is an exploration of the general character and validity of present-day radio and television education in leading colleges and universities as seen by representative groups of educators, graduates, and broadcasters.

Its purposes are to: (1) ascertain the objectives of radio and television training programs in a representative group of institutions, (2) identify and analyze the curriculums of the training programs, (3) compare the curriculum patterns to the personnel needs and preferred employment qualifications of radio and television stations, (4) appraise the training programs in terms of specific recommendations for more effective and expert instruction, and (5) discover how an organization such as the Association for Professional Broadcasting Education can best serve the radio and television training programs in institutions of higher learning.

The normative-survey technique was employed. Three separate, yet interrelated, questionnaires were prepared and sent to institutions, to former students, and to broadcasting stations.

The following findings are among the most important resulting from the study:

1. Seven objectives were reported for the radio and television training programs. The most often stated objective was "to develop professional competence within the student."

2. General agreement was found between the institutions and the former students regarding the frequency with which 26 radio and tele-

Dale N. Anderson

vision courses are offered
taken, and the importance
appeared in relationships
believed their colleges
emphasized others.

3. The institutions
and programming are the
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4. The majority
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were: (1) radio and tele-
and (3) radio and tele-

5. The most frequent
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and practices.

6. The majority
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had been favorably

7. Nearly 50%
and television training
training as excellent

8. Radio and
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The engineering depart-
stations, and pro-

9. Both radio
and engineering

vision courses are offered, the frequency with which these courses are taken, and the importance attached to them. However, dissimilarities appeared in relationship to several courses. The former students believed their colleges had over-emphasized certain areas and under-emphasized others.

3. The institutions and former students agreed that production and programming are the industry divisions most emphasized in the training programs.

4. The majority of former students felt that the most valuable parts of their college work in relation to their professional careers were: (1) radio and television workshops, (2) liberal arts courses, and (3) radio and television courses.

5. The most frequent criticism by former students was the lack of commercial orientation and training in specific commercial procedures and practices.

6. The majority of former students indicated that their over-all expectations of the broadcast industry as derived from their training had been favorably substantiated.

7. Nearly 50 per cent of the former students rated their radio and television training as good and nearly 24 per cent rated their training as excellent.

8. Radio and television broadcasters experience their greatest difficulty in securing qualified personnel for the sales division. The engineering division was rated second most difficult by radio stations, and production was rated second by television stations.

9. Both radio and television broadcasters listed sales, programming, and engineering as the three divisions that would profit most from

college-trained personnel--but not in the same order.

10. Substantial agreement was found between institutional and station respondents in rating the most essential qualifications for employment in the broadcast profession. However, the two groups disagreed on some qualifications.

11. The two most preferred services of a professional organization were: (1) "establish faculty-industry internships" and (2) "establish in-service scholarships for students."

Specific application of these findings to more effective instruction in radio and television is the predominant theme underlying the general conclusions of the study.

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Final Examination, December

Dissertation: An Analysis
in Insti

Index of Studies

Major Subject:
Minor Subjects

Biographical Items

Born, January

Undergraduate
Bachelor

Graduate Study
of Ar

Experience: Instruct
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Radio-7

Number of: Speech
Televis

Dale N. Anderson

Candidate for the degree of

Doctor of Education

Final Examination, December 23, 1959, Department of Higher Education

Dissertation: An Analysis of the Radio-Television Training Programs
in Institutions of Higher Education

Outline of Studies

Major Subject: Higher Education
Minor Subjects: Educational Administration, Radio-
Television Speech

Biographical Items

Born, January 6, 1925, Atlantic, Iowa

Undergraduate Studies, University of Nebraska, 1946-1950,
Bachelor of Arts, 1950

Graduate Studies, University of Nebraska, 1950-1951, Master
of Arts, 1951; Michigan State University 1953-1959

Experience: Instructor - Radio-Television, San Francisco State
College 1951-1953; Acting Director of Radio and
Television, San Francisco State College 1952-1953;
Instructor - Radio-Television, Michigan State Univer-
sity 1953-1957; Assistant Professor and Director of
Radio-Television, Humboldt State College 1957-present

Member of: Speech Association of America, Far-Western Radio-
Television Conference, Western Speech Association

The author wishes to
major professor, Dr. W.
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suggestions have played
period.

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acknowledge the assistance
and Dr. David F.
to this study. In addi-
tion, sincere thanks to Dr.
guidance committee and

Grateful acknowledgment
Professional Brokers

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The author wishes to express his sincere thanks to his major professor, Dr. Walker H. Hill. His unflagging cooperation, his generous devotion of time, his moral support, and his many suggestions have played an important part in making this study possible.

The writer deeply appreciates the work of the other members of his guidance committee, Professor Leo Martin, Dr. William Roe, and Dr. David Potter. Each has made a genuine contribution to this study. In addition, the writer wishes to express his sincere thanks to Dr. Robert C. Crawford, formerly a member of his guidance committee and now at Queens College, New York.

Grateful acknowledgement is also due the Association for Professional Broadcasting Education.

D. N. Anderson

PERSONAL DATA OF AUTHOR

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1 Giraud Chest
New York: Appleton-
2 _____, Bro
Inc., 1958), p. A-15.
3 Ibid., p. A-

CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

Broadcasting has been irrevocably woven into the fabric of twentieth century life, being at one and the same time the means by which our society functions and a reflection of the values and tensions of our contemporary world.¹

Few people realized in the early 1920's when broadcasting for the general public began in the United States, what an important part radio and television broadcasting would play in our present-day social, cultural, and business worlds.

It appears that this great new industry simply "grew like Topsy," until today it is a mature industry boasting of total time sales of \$516,409,000 for all radio stations and networks and total time sales of \$726,300,000 for all television stations and networks.² In addition, there are 48,900,000 radio homes (nearly 97 per cent of all homes) and 43,000,000 television homes (nearly 85 per cent of all homes) in the United States; and, as of August 1, 1958, there were 3,271 amplitude modulation stations, 552 frequency modulation stations and 495 commercial television stations in operation.³

¹Giraud Chester and Garnet R. Garrison, Radio and Television (New York: Appleton-Century-Crofts, Inc., 1950) p. 3.

²_____, Broadcasting Yearbook (Broadcasting Publications Inc., 1958), p. A-15.

³Ibid., p. A-15.

These stations
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¹ Charles F. L.
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² _____, Br
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³ Ibid., p. A

⁴ Chester and

These station statistics are a far cry from the figures presented as a result of the first census of radio broadcasting taken in 1936. This census was the first complete, formal presentation of the character and extent of the radio business, and the data presented represents the business of 561 stations operating on December 31, 1935. On that date, networks and stations together employed 14,561 persons with an annual payroll of \$26,911,392.¹ In 1958, the broadcasting industry engaged 86,348 fulltime employees and paid out an annual broadcast payroll of \$527,000,000.²

In addition, a number of service enterprises or related businesses could be interpreted to be a part of the broadcasting industry today. There are 607 advertising agencies placing national or regional advertising; 523 companies supplying program services to television; 160 companies supplying program services to radio; 47 companies providing research services to radio and television; 51 unions representing workers and performers in radio and television; 214 consulting engineers serving broadcasting; and 581 community antenna systems.³

While the preceding statements give some indication as to the size of the broadcasting industry and scope of the listening and viewing publics, it is well to recall what Herbert Hoover said in 1924, while Secretary of Commerce:⁴

¹Charles F. Lindsley, Radio and Television Communications, (New York: McGraw-Hill Book Company, Inc., 1952), pp. 48-49.

²_____, Broadcasting Yearbook (Broadcasting Publications Inc., 1958), p. A-15.

³Ibid., p. A-15.

⁴Chester and Garrison, op. cit., pp. 16-17.

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We may well be proud of this wonderful development, broadcasting for the general public, but in our self congratulations let us not forget that the value of this great system does not lie primarily in its extent or even its efficiency. Its worth depends upon the use that is made of it. It is not the ability to transmit, but the character of what is transmitted that really counts. Our telephone and telegraph systems are valuable only in so far as the messages sent from them contribute to the business and social intercourse of our people.

It is evident that if the broadcasting industry is to continue to improve in its program presentations and to flourish economically, it must attract and absorb a continuous flow of competent, educated, intelligent persons into its system. The leaders of the broadcasting industry, the instructors of radio and television in colleges and universities, and the critics of broadcasting have been aware of this need and have repeatedly spoken out about it. But how this need is being met and who is meeting it are vital considerations.

In the Spring of 1947, the National Association of Broadcasters created a committee within its organization entitled the Educational Standards Committee. This committee was formed as "evidence of the recognition of a need for additional competent, high specialized personnel in radio broadcasting." In addition, a group of Directors of Radio in certain colleges and universities, feeling a need for better standards in the teaching of radio and eager to work with the broadcasting industry in seeking out additional competent personnel, formed an organization in 1949 named the University Association for Professional Radio Education. In May of 1955, however, the UAPRE was dissolved and in its place the Association for Professional Broadcasting Education was created. This new organization united a number of institutions of higher education

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offering radio and television training with the National Association of Broadcasters in an effort to achieve more effective and applicable training of individuals for the broadcasting industry.

Frederick H. Garrigus,¹ Executive Secretary of the APBE, has this to say about the new organization:

This association has been set up to serve as the vehicle for the exchange of ideas and materials between the professional broadcaster and the educator. Its Board of Directors is composed of five practicing educators and five commercial broadcasters. The membership list already contains an impressive number of the nation's outstanding schools, and almost daily additions to the list testify to the willingness, even the eagerness, of educators to find a way to work more closely with the broadcaster and share the mutual talents and skills which could make for better programming for all.

Among its planned projects APBE envisions not only the exchange of printed material but the exchange of ideas as well. A printed journal, an employment exchange, industry internships for teachers of radio-television courses, and provision for a wider commingling of the one group with the other will, it is hoped, all contribute towards that mutual understanding which leads to a mutual appreciation and a willingness to work together for the common good.

From all indications this newly-formed organization will be able to reflect the needs and trends of the broadcasting industry as well as those of the educators and will be able to give guidance to both the broadcasters and the educators. In fact, this organization is dedicated to the continual improvement of broadcasting. Let us substantiate this statement of purpose by quoting from the Preamble of the APBE Constitution:

We recognize radio and television broadcasting as powerful and significant forces in the lives of our people, and the American system of broadcasting as particularly suited to their needs and desires;

¹Frederick H. Garrigus, "Cooperation In Our Time," The Journal of the Association for Education by Radio and Television, Vol. 15 - No. 6: 23-24, April, 1956.

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We believe that colleges and universities have both an opportunity and an obligation to advance broadcasting, both as an art and as an industry by preparing for the profession qualified men and women alert to their duties as citizens and capable of assuming productive and responsible roles therein;

We recognize the existence of a group of colleges and universities aware of these responsibilities and presently maintaining effective programs of professional broadcasting education; and further, we see growing evidence of increased interest on the part of other colleges and universities in the establishment of such professional programs;

We further recognize the awareness on the part of broadcasters of the necessity of continually improving the professional competency of persons entering the broadcasting industry;

And finally, we believe that many mutual advantages would flow from a continuing relationship established and maintained between such educational institutions and the broadcasters themselves.

But before any rapid gains may be made in advancing and improving radio and television training and in the exchange of ideas or in the creation of internships, or any other such items, we must seek the answer to the question, "What are the real facts with regard to the existing conditions?"

In accordance then with the creation of this cooperative organization dedicated to the exchange of ideas and materials and the seeking out of new paths of development, this study has endeavored to determine the existing pattern of radio and television training in colleges and universities and establish the personnel needs of the broadcasting industry.

The scope of this problem will include the following: (1) establish the objectives of the radio and television training programs in a representative group of institutions of higher education offering major work in radio and television, (2) identify and analyze the curriculums of the radio and television training pro-

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CHAPTER II

LITERATURE IN THE FIELD

Introduction

The basic nature of this dissertation is that of exploration -- exploration into the general character and validity of present-day radio and television broadcasting instruction within leading colleges and universities as seen by a representative group of educators, graduates and broadcasters.

It is true that some form of broadcast instruction has existed at the college and university level from the early 1930's and, as a result, it might be expected that a number of studies have preceded this research project which have dealt with broadcast training in the same manner as has been undertaken by the author; however, a careful examination of the existing studies fails to reveal a single study which includes the combined aspects of this study as outlined in Chapter I. In addition, most of the individual research projects previously done have dealt in a general manner with radio broadcast instruction and specifically with just one or two aspects of radio broadcast instruction.

The growing diversity and complexity of the broadcasting industry and broadcast instruction -- as exemplified by the rapid growth of television as a broadcast medium with the subsequent

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necessity to rapidly assimilate television instruction into radio broadcast training programs -- has made it difficult for educational research efforts to "keep pace" with the new developments. It is the hope of the author that this study will help "bridge the gap" in terms of a broader, more timely, and more penetrating analysis of existing radio and television training practices.

The early growth of institutions of higher learning. Because of the training characteristic as curriculum emphasis on rote learning, which have led to the ineffectiveness of instruction, as well as the national instruction.

Initially, but within that area of instruction in speech reasonable action:

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It was not until that was voiced. For controversy began to all radio course work

Donald W. ...
"Today," Quarterly
1939), p. 622.

The Historical Implications of Radio and Television Broadcasting Instruction

The early growth of radio and television instruction within institutions of higher learning appears to have been of a fortuitous nature. Because of the lack of any orderly development, certain training characteristics have emerged in conjunction with such things as curriculum emphases, course development, course content, among others, which have tended to either "help or hinder" the expertness and effectiveness of the individual institutional training program as well as the national scope and posture of institutional broadcast instruction.

Initially, broadcast instruction was most often installed within that area of colleges and universities responsible for student instruction in speech; and it seems that at the time this was a reasonable action:

The initial lodging of most of the early radio instruction in speech work was natural. Talking comprised most of the early programs, and so it was obvious that voice training would be one of the most important elements. When college officials found that students were needing, and asking for, training in the new art, those officials turned in most instances, to the speech, phonetic and drama people of their staffs.¹

It was not long, however, before criticism of this arrangement was voiced. For example, as radio training programs progressed, controversy began to arise in regard to the advisability of centering all radio course work within the speech area:

¹Donald W. Riley, "The Place of Radio In The Speech Curriculum Today," Quarterly Journal of Speech, Vol. XXIV, No. 4 (December, 1938), p. 622.

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1 ibid., pp. 6
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Finally, the present controversy over the particular subject matter belonging to the speech curriculum would have to be painted into the picture. Matters pertaining to voice training are universally allotted to speech. Dissension is rife, however, in many places, over such matters as the placing of script writing, drama, etc.¹

As a result of the almost universal assigning of broadcast instruction to speech areas, certain training emphasis became established that, in the eyes of many, limited the professional preparation of the broadcasting student. These limitations can be characterized by citing several, such as omission of commercial emphasis, inadequate production techniques, and others. A particularly effective discussion of this development has been presented by Dr. Sydney Head in his book, Broadcasting in America.

. . . Speech departments (which often also include drama) were the most active in introducing the early radio courses, no doubt because announcing is one of the most basic functions in radio. This more or less accidental linking of broadcasting with speech and drama training was unfortunate, because it tended to produce undue emphasis on the artistic aspects of broadcasting and to neglect its economic, social, and technical aspects. This inappropriate emphasis was a major cause of industry suspicion of and dissatisfaction with college training programs in its field. The average station manager regards his announcers as salesmen, and was understandably baffled by a college-graduate applicant for employment with specialized broadcast training who had no background in sales and regarded announcing as a form of dramatic art. This kind of misunderstanding was often compounded by educators who insisted on judging American broadcasting as though it were governed by the laws of aesthetics rather than by the laws of economics.²

But just what form did industry criticism take? Let us turn to several excerpts from an article written by John W. Tinnea, of Radio Station KWK, St. Louis, Missouri.

¹Ibid., pp. 626-627.

²Sydney Head, Broadcasting in America: A Survey of Television and Radio, Boston: Houghton-Mifflin, 1956, p. 413.

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¹John W. Tin
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²ibid.

³George C. B
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(April, 1947), p. 26

⁴Worthington,
Journal of Speech

The curriculum as I have seen it in most schools is too largely concerned with the production problems of radio. Too little attention is given to the economic phases of our rapidly growing industry . . .¹

Mr. Tinnea expanded on this point:

The question of what radio station operators expect of graduate students in radio is a challenging one. Although some colleges are giving the students a foundation in the microphone end of the broadcasting business, I do not believe that they have made any significant contribution towards the development and training of radio personnel.²

Nor did industry leaders have only their economic eye focused on the picture of institutional radio and television training programs. In 1947, George C. Biggar, then manager of WIBC, Indianapolis, wrote of the social challenge facing the broadcast industry:

In my opinion, there is no profession that offers more in opportunity for lucrative employment and for service to humanity than does radio broadcasting. Radio is crying for new ideas, new types of service to the public, and new techniques of program presentation. The possibilities of international broadcasting in creating greater world unity have hardly been touched. And from radio as we know it today we look forward to FM, Facsimile, and Television. Will our colleges be prepared?³

And three years later, in 1950, Worthington Miner, manager of Television Program Development for the Columbia Broadcasting System wrote:

Any discussion of training for television must take cognizance of the specialized equipment and ambition of the individual. It is important, however, to emphasize that, within any one of these specialized areas, there is no range of capacity, nor depth of knowledge, which television is not prepared to absorb . . .⁴

¹John W. Tinnea, "A Radio Station Manager to Teachers of Radio," Quarterly Journal of Speech, Vol. XXXIII, No. 3 (October, 1947), p. 334.

²Ibid.

³George C. Biggar, "What the Radio Station Manager Expects of the Colleges," Quarterly Journal of Speech, Vol. XXXI, No. 2, (April, 1947), p. 201.

⁴Worthington Miner, "Training for Television," Quarterly Journal of Speech, Vol. XXXVI, No. 4 (October, 1950), p. 351.

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Mr. Miner went on to say:

. . . It is my belief that television will, in time, be able to bring an extremely high standard of entertainment, education, and news into the American home -- a higher standard perhaps than has been achieved in any other branch of the entertainment or communications industries. But, if it be true that the standard of public taste will be raised by television, it is equally true that the standard of ability for the individual will be similarly raised -- that only by intensive training and by wide capacity will a person survive. Let the young hopeful take this to heart. Television cannot afford to train him on its own time. That he must do for himself. Be ready first; television will then be ready to welcome you; with open arms.¹

Obviously, the challenge which faces broadcasting instruction today is indeed a real one and it is unfortunate that an early remedy was not found to bridge the rather severe breach between educators and broadcasters which existed to plague the totality of broadcast instruction for a great number of years. But this was not to be for as Head pointed out, "generally speaking, the relations between the industry as a whole (there have been conspicuous exceptions) and education as a whole have been strained."²

Today, happily, it appears that these strained relations are subsiding; particularly in view of the creation of the Association for Professional Broadcasting Education. For as Head has stated:

The formation of APBE may be an indication of the allaying of old fears and prejudices and a step toward mutually beneficial relations between higher education and commercial broadcasting as a professional field.³

Much of the difficulty associated with the strained relations between the educators and broadcasters undoubtedly stemmed from the fact that broadcasting has, even yet, to reach its full maturity and as a result both groups have been feeling their way.

¹Ibid., p. 354

²Head, op. cit., p. 416

³Ibid.

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1 Ibid.

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It is only recently that it has become possible to talk intelligently about a specific academic discipline for broadcasters. After all, the industry is still so young that some of the very people who started it are still actively engaged in it. Many generations of broadcasters will come and go before a solid tradition emerges. In the meantime, however, enough is known to make it possible to plan at least an interim curriculum for professional training in broadcasting.¹

But this immaturity does not excuse the educators and broadcasters for failing, many years ago, to cooperatively develop valid guidelines for effective and realistic broadcast instruction. This failure cannot be emphasized too much, particularly in view of industry comments such as the following:

Many of us have gained the impression that students are too frequently taught how radio should be rather than as it is at hundreds of stations. As a result, we are somewhat afraid that we will have to expend time and effort on a reconversion job when we employ college-trained men and women.²

In 1944, Dr. Armand L. Hunter, then Director of Radio and Television at Northwestern University and now Director of Broadcast Facilities at Michigan State University attempted to analyze the place and function of radio instruction in schools and universities. At that time, he wrote:

The place and function of a program of education for radio within the framework of the school and college is still a very live issue in the critical thinking of many educators and professional men. The educator often feels that courses in radio lack content, stature, and educational value, and that they are used primarily as a device to build enrollment by capitalizing upon student interest. The professional man tends to believe that a sound and practical training can be given only through actual experience in the daily routine of broadcasting, and that a limited 'market' argues against a widespread development of

¹Ibid., p. 412

²Biggar, op. cit., p. 197

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1. Armand L.
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2. Harry M.
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training programs in the schools and colleges. Whatever the basis for these criticisms and convictions may be, it is my belief that most of them arise from a misunderstanding and incomplete knowledge of the nature and scope of the work that has been developed, or is capable of being developed, within the educational structure.¹

To further explain those misunderstandings associated with broadcast instruction, let us turn to the 1948 annual report of the Radio Committee of the Speech Association of America as interpreted in the October, 1949, issue of Quarterly Journal of Speech. In this report, it was urged that definite steps be taken toward the establishment of concrete standards for a basic radio curriculum because of the lack of agreement in matters such as course work:

The Committee believed that a year's work has uncovered enough evidence to warrant a careful study of the courses now offered in that [radio] field. The multiplicity of titles to designate comparable courses, the wide range of credit value presented by these courses, the apparent lack of agreement in the content of courses with a similar title -- all indicated a chaotic condition. The report also found cause for study of the minimum limits of the physical facilities necessary for adequate instruction in this area. As a result, the Committee recommended that the Association take positive steps to establish sound standards for a basic curriculum in the field of radio.²

In addition, and perhaps more important, this same Committee pointed out that there was a lack of terminology holding a common meaning for all those concerned with the field of radio. It was suggested that to some people the phrase radio education indicated the training of students for a vocation in radio broadcasting while to others it apparently meant the use of preparation of radio broad-

¹Armand L. Hunter, "Education for Radio," Quarterly Journal of Speech, Vol. XXX, No. 3 (October, 1944), p. 299.

²Harry M. Williams, "The Status of Courses in Radio," Quarterly Journal of Speech, Vol. XXXV, No. 3 (October, 1949), p. 329.

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casting as a supplement for classroom teaching, while for others it carried a public relations implication. More specifically, the study revealed that radio as an area of the speech field apparently involved three rather distinct divisions at the college level:

1. Activities centered about the training of individuals to enter commercial radio;
2. Activities centered about training in appreciation of radio; and
3. Programs designed to train teachers both at the secondary and at the college level.¹

In addition, these three categories seemed to be championed by three types of institutions:

1. The professional training institution;
2. The liberal arts tradition institution; and
3. The teacher training institution.²

Valid as these preceding statements are in explaining the "misunderstandings," it is unfortunate that an overt and cooperative effort, on the part of educators and broadcasters alike to determine what is the proper training for radio and television students, has been so late in coming. For as Head points out, the training of radio and television students is a "communal task."

The task of professionalization is a communal task for the industry, the public, the government, the individual critic, and education. Education cannot reach the goal unaided. Nor can it succeed either by ignoring or by weakly deploring the present broadcasting service. Education should look at the broadcasting industry first for what it is as well as for what it may be and should be . . .³

¹Ibid., p. 329.

²Ibid.

³Head, op. cit., p. 415.

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While recognizing the fact that educators have not been completely realistic in their development and evaluation of curricular structures, it is also important to point out that the broadcast industry has failed to explicitly define its personnel needs.

Recently, Harold Fellows, President and Chairman of the Board of the National Association for Broadcasters spoke of the lack of an industry personnel training plan:

We have, in the years of our growth, taken a back seat to the other professions in the development of systems of formal education that will adequately train young people for careers in broadcasting -- although one hopefully notes that this condition is gradually changing and that our great educational institutions are becoming constantly more aware of the impact of broadcasting as a public medium and of the need for supplying broadcasters with competent personnel of good learning and aptitude.¹

And Richard Pack, Vice-President of Westinghouse Broadcasting Company, delivered a paper at the Twenty-Sixth Institute for Education by Radio-Television, in April, 1956, in which he stated:

Commercial broadcasters look to educational broadcasters for help in finding new talent, not just performing talent, but production and executive talent as well. We hope we can find it more and more among the educational stations and the departments of radio and television at the colleges and universities . . . We think that the kind of thoughtful, idealistic people who are concerned with content and with the effective use of the communications media can be found in the universities. We can use more of them, and we hope to find them.²

¹Harold Fellows, "Charting Broadcasting's Course," An address delivered at the Thirty-Seventh Annual Convention of the National Association of Broadcasters, Chicago, March 15-18, 1959.

²Richard Pack, "Implications for the Broadcaster," Serious Broadcasting Today, Columbus: Bureau of Educational Research, Ohio State University, 1957, pp. 59-60.

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But Professor Head made the most succinct appraisal when he wrote: "Broadcasting as an industry has hitherto paid remarkably little attention to its own personnel recruitment needs, . . ."¹ In expanding on this point Dr. Head wrote:

One of the major long-term problems of broadcasting is the systematic recruitment of well-educated personnel. Considering the importance of the industry, it is remarkable that it does so little to assure itself of continually improved education and methods of selection of staff employees. This condition is due, no doubt, to the fact that the broadcasting industry is so new that there has been no time to develop professional standards. Broadcasting started within the memory of many people still employed in the industry, and its workers were recruited from the widest possible variety of fields. Another problem is the fact that the station staff requires so many different types of personnel to carry out the four functions previously discussed. [General and Administrative, Technical, Program and Selling] Still another difficulty is the fact that the industry has not generally developed a rational system for the induction and development of executive personnel. It therefore lacks attraction for the kind of recruit it needs -- the most able, imaginative, creative, and ambitious of career-minded young people.²

In acknowledging the failure of the educators and broadcasters to assert themselves early to the task of developing a coordinated and cooperative instructional relationship (no matter what the reasons for not doing so), it is well to temper our thoughts with the realization that developing adequate broadcast instruction is a complex assignment.

At the same time, it is surprising that relatively few education-industry attempts have been made, by means of research, to determine broad training guidelines for the effective imparting of appropriate knowledge in broadcast education -- an area of instruction almost chaotically broad in nature.

¹Head, op. cit., p. 416

²Ibid., p. 274

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To give a brief but succinct indication as to the scope of the instructional "front," let us turn to a statement written by H. B. Summers, Director of Radio and Television Instruction at Ohio State University.

It is doubtful whether any other discipline in American universities shows variations from school to school in the objectives, organization and content of instruction as great as those which characterize instruction in radio and television. The differences which exist are the result of a number of causes: the fact that broadcasting is a relatively new area of instruction, the rapid changes which have taken place in the broadcasting industry in recent years, the absence of textbooks in many potentially important areas of instruction, and the varying types of departmental organization in which instruction is provided, all doubtless are important factors. Regardless of cause, the variations in the patterns of instruction which exist in different schools suggest strongly that as yet the men responsible for instruction in radio and television have come to no final collective decisions as to either the purposes and objectives of instruction on the one hand, or the types of courses which should be offered to provide a well-rounded program of undergraduate instruction, on the other.¹

It is the opinion of this author that it is this inadequacy of professional direction, as so ably described by Dr. Summers, that presents the broadcasting industry and educators with their greatest challenge and gives the real purpose to this research effort.

¹Harrison B. Summers, "Instruction in Radio and Television in Twenty-five Selected Universities," Journal of Broadcasting, Vol. II, No. 4 (Fall, 1958), p. 351.

Survey of Related Research

In 1937, Levenson¹ completed a study "concerned primarily with the elevation of the educational standards of radio through the training of the personnel in charge of program direction and production."² In the development of the problem, Levenson presented and analyzed the following four considerations:

First, the literature dealing with the general history and trends of radio broadcasting; second, the status and trends of educational programs; third, the duties, training, experience and traits of program directors and producers; and fourth, the curricular possibilities of formal training of persons directly employed in the preparation and presentation of educational programs.³

This study ranks among the very first of any formal research to be related to broadcast instruction in institutions of higher learning and it is of particular importance because it more fully establishes the "raison d'etre" for college and university broadcast instruction and gives substance to a theoretical, if not philosophical, approach to broadcast training as well as the practical.

In his study, Levenson was not primarily concerned with evaluating broadcast training in colleges and universities but recognized the presence of such instruction and its adequacy, as a positive means to insure the up-grading of the end product--that is, program production, of educational and commercial broadcasting.

¹William Levenson, "The Training of Radio Personnel: An Analytical Approach," (Unpublished Ph.D. dissertation, Department of Psychology, Western Reserve University, 1937).

²Ibid., p. 1.

³Ibid.

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4-id.

Specifically, Levenson concluded that the solution of the problem of elevating the standards of radio programs is through careful pre-service training of radio personnel and suggested a four-year plan of college training for persons engaged in radio program preparation and presentation with the objectives of the curriculum to be:

- (1) to elevate radio program standards through the development of an intelligent concept of the important role that radio broadcasting may play in modern life, (2) to explore the new and rapidly growing vocational activity of radio broadcasting, and (3) to acquire certain basic skills required in radio broadcasting.¹

In addition, Levenson pointed out this proposed curriculum should contain the following topics:

- (1) a survey of present day cultural agencies such as the press, motion pictures, radio and the school, (2) a study of radio as an educational and commercial medium, (3) an examination of the facts and theories of broadcasting as reflected in the duties of announcing, continuity writing, station operation, program planning, and publicity, and (4) practical laboratory training in the elements of radio engineering, program production, schedule management and music direction.²

In 1947, Halverson³ conducted a study directly concerned with the condition of broadcast instruction in institutions of higher education. The purposes of this study were as follows:

- (1) to obtain as comprehensive and as clear a picture as possible of similarities and differences in the general make-up of colleges offering degrees with a major in radio exclusive of engineering; and (2) to determine in so far as possible what is being done by these colleges to meet the needs of the radio industry in both the educational and commercial fields.⁴

¹Ibid., p. 163.

²Ibid., pp. 164-168.

³Woodrow F. Halverson, "A Survey of the Radio Instructional Organization in American Colleges and Universities Offering Degrees with Majors in Radio," (Unpublished Master's thesis, University of Denver, 1947).

⁴Ibid., pp. 7-8.

To achieve these purposes, Halverson sent a questionnaire to 110 American colleges and universities offering the Bachelor or Master of Arts or Science degrees with majors in radio.

Halverson's conclusions were among the most general to be found in any of the research reviewed, yet he was able to make several worthwhile observations about training facilities, instruction and curriculum in particular.

According to many authorities, the success of radio training in an institution or department depends to a great extent upon having adequate facilities which may be used for instructional purposes; high types of instructors that are educationally and professionally qualified; and a suitable curriculum that provides a broad, general background for both the cultural and professional levels.¹

In addition, Halverson's study raised the question of purpose and degree of efficiency of radio training programs:

Some authorities think that there have been examples of colleges venturing into radio training merely for promotional reasons. Others question whether the institutions that have their own broadcasting stations are utilizing them to the fullest extent for instructional purposes.²

Halverson pointed out, however, that the effective employment of facilities and the premise upon which a training program is to be built are considerations which are not easily established:

In justice to particular colleges, it is realized that it takes time and experience to gear effectively the departmental activities. Recognizing that radio is a leading and powerful influence in modern society, it should be predicted on that basis by all people concerned with its administration in an institution.³

¹Ibid., p. 69.

²Ibid., pp. 69-70.

³Ibid.

Another study completed in 1947, and which was directly concerned about the condition of radio broadcast instruction in colleges and universities was done by McReynolds.¹

The problem of this thesis was four-fold:

1. To examine the radio course offerings of a representative group of colleges and universities over a span of years broad enough to indicate the trend of education for radio;
2. To assay the trend in light of the recommendations of the Federal Radio Education Committee;
3. To examine facilities other than course content used in education for radio;
4. To discover what people working in radio think should be the academic training of students planning to enter the radio profession.²

McReynolds' study resulted in the following concluding statements:

Only after 1935 have our colleges and universities offered any appreciable number of radio courses.

Since 1935 there has been a marked increase in the number of radio courses offered.

Radio training facilities as offered through workshop organizations, privately owned stations, and state or college owned stations are being increased and improved.

It seems to be true that there is a trend to construct radio courses to be of value to those planning to enter some other profession as well as to those entering radio.

The trend appears to be toward establishing a division of radio under a related department.

As far as success in the radio industry is concerned, a formal education is important, but secondary. Success depends more upon experience, talent, and work.

It seems to be true that most of our colleges and universities have never offered a complete program in radio training.

¹Billy McReynolds, "An Analysis of the Radio Curricula in a Selected Group of Colleges and Universities from 1935 to 1945," (Unpublished Master's Thesis, University of Florida, 1947).

²Ibid., p. 9.

Training for radio should consist not only of courses covering the phases of broadcasting, but also subjects that have been traditionally given in a broad liberal education.

Educators have been concerned about a program of education for radio for a number of years, while the people of radio have been hesitant in recognizing the need for such a program.

Today the people in radio have come to realize that they need employees who have special training; however, there is but little agreement as to the method to be used in giving that training.

The people in radio are not satisfied with the training programs offered by our colleges and universities, and some are of the opinion that the place for training is not in colleges but in special schools conducted by the radio industry itself.¹

In summarizing his study, McReynolds stated:

The conclusions of this study indicate that though the facilities for radio training in our colleges and universities have been steadily improved since 1935, there is much room for further steady improvement and, in many instances, a definite need for additions to and revisions of the radio curriculum.²

McGrath's³ study, done in 1950, and quite similar to McReynolds' in scope, was designed to analyze the radio curriculum, exclusive of engineering, of 30 colleges and universities geographically wide-spread throughout the United States. It was the specific purpose of this study to "give a general view of the type of radio courses offered in the various schools and to give an indication of the trend radio training is taking in these institutions."⁴

¹Ibid., pp. 88-90

²Ibid., p. 90

³William McGrath, "An Analysis of the Radio Curricula (Exclusive of Engineering) of Thirty Colleges and Universities in the United States," (Unpublished Master's thesis, University of Washington, 1950).

⁴Ibid., p. 5.

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The answers to such questions as, "What is the dispersion of courses under the various departments?," "What are the types of courses offered, the credits allowed, and whether or not a major is offered?," were among the considerations dealt with in this study.¹

Listed below are the conclusions resulting from McGrath's study:

The most effective method of establishing a radio curriculum is not agreed upon by all colleges and universities. The policy of including radio courses in already established departments is the one in most general use. The study also indicated that a speech department is the most typical one to include radio courses, of those schools not having a separate radio department.

The study also reveals a lack of emphasis on courses in radio education (teacher training for radio, radio for classroom use, educational programming, etc.).

There are four areas of radio training in which a greater number of schools offer courses than in any of the others. Schools that offer credit in a number of radio courses tend to include Radio Speech, Radio Writing, Introduction to Radio, and Production and Direction of Radio Programs in their curricula.

As would be expected, the schools having departments of radio offer the most extensive program of radio training, although all ten areas of study [(1) introduction, (2) production and direction, (3) writing, (4) speech, (5) acting, (6) commercial, (7) education, (8) program planning and building, (9) workshop, and (10) seminar] are offered in departments of speech as well as in radio departments.

There are, by far, more writing courses offered among the thirty schools studied than any other type and the greatest number of these are offered in departments of journalism.²

As a result of his study, McGrath urged all schools to re-evaluate their training programs:

¹Ibid., p. 5.

²Ibid., pp. 58-59.

³Ibid., p. 59.

. . . This writer feels that every college and university offering courses in radio broadcasting should re-examine its radio curriculum re-establish its objectives, and re-organize its course work, where it is necessary, to offer a radio training program which fulfills the objectives it has announced. This must be done for the benefit of the student, the college or university, and the radio profession.¹

If this were timely advice at the time of McGrath's research, and all evidence argues that it was, then it is doubly important that this also be done now, in view of the inclusion of television instruction within the area of broadcast instruction since 1950.

A more specialized application of the research procedure and purposes employed by McGrath was made by Bailey² in relation to radio training in small liberal arts colleges. The objectives of Bailey's study were as follows:

(1) To determine the courses which are presently composing the 'basic curriculum' in the radio broadcasting area in the small liberal arts college, (2) To determine curriculum emphasis of representative liberal arts colleges, (3) To discover the over-all budget necessary to adequately finance the radio broadcasting area in the small liberal arts college . . . , (4) To survey facilities available in educational institutions for broadcasting purposes and/or workshop operations, (5) To set up a resource material bibliography in connection with the curriculum, and (6) To establish a typical basic curriculum for non-technical broadcasting courses in light of the survey results.³

Bailey's method of investigation included the reviewing of literature pertaining to the philosophy of the liberal arts colleges, and the distribution of a questionnaire to 238 small liberal arts colleges throughout the United States, of which 74, or 31.9 per cent, were returned.

¹Ibid., p. 59.

²James D. Bailey, "A Basic Curriculum in Radio Broadcasting for Small Liberal Arts Colleges," (Unpublished Master's Thesis, University of Denver, 1950).

³Ibid., pp. 1-2.

The conclusions resulting from Bailey's study were as follows:

. . . Although some colleges teach radio courses under a separate department of radio, the majority of colleges offer their radio instruction in the department of speech.

Few colleges offer a degree in the radio area. Many colleges offer a B.A. degree with a normal minor concentration in radio.

The majority of radio instructors hold the M.A. degree.

There is a wide range in the total budget allowed for the area of radio broadcasting in the small liberal arts colleges. Little finance is available for broadcasting purposes for the majority of the colleges.

A background of professional radio experience is essential, according to present instructors in radio, if one is to teach in the radio area of any college.

Although the majority of colleges do not train their students for professional radio or as instructors of radio courses, many of the graduates in the last three years have entered the professional and teaching aspects of radio work.

The major emphasis placed on radio broadcasting in the small liberal arts colleges is one of satisfying the social implications of radio broadcasting.

Local privately owned radio stations are extremely cooperative in providing facilities for the use of programs offered by the colleges.

A high percentage of colleges have their own campus radio stations. The indication is that more colleges are planning to establish campus radio stations of their own.

The predominant courses offered in small liberal arts colleges are Radio Production, Radio Writing, Radio Speech, Introduction to Radio Broadcasting, and Radio Workshop.

There is a definite lack of uniformity in course titles and course content in the small colleges.

It is quite evident that the small liberal arts colleges are offering a wide range of activity in the radio area. From this point of view, it may be observed that the smaller colleges are

taking advantage of the outlet radio provides from a public relations aspect and at the same time providing their students with training facilities necessary to adequately carry on instruction in radio.¹

All of the previously cited research has played an important part in helping to determine what the character of radio broadcasting instruction in institutions of higher learning should be, as well as what it has been. On the other hand, very little investigation has taken place in regard to broadcast instruction, since television has emerged as a national medium of communication for the general public, and has been installed within the broadcast curriculum.

As determined by the research survey made by this author, Marler's² study, made in 1956, represents the sole radio-television curriculum research activity.

Marler's study was limited to the procurement and analysis of a questionnaire designed to show how television was added to an existing radio curriculum and, interestingly, stemmed from the expressed need for a paper on television teaching by Marler's school, in order to help initiate a television curriculum in the Fall of 1957.³

The questionnaire designed by Marler was sent to 37 qualifying schools (those with radio curriculum that had added television) of which 20, or 54 per cent, were returned. The questionnaire,

¹Ibid., pp. 108-109.

²A. Kent Marler, "How Television Teaching was added to Radio Teaching in Twenty American Colleges," (Unpublished Master's thesis, Montana State University, 1957).

³Ibid., pp. 2-3.

among other items, considered the areas of teaching personnel, training objectives, curriculum dual (radio and television) facilities, and coordination of the training program within the school or university.¹

The more important conclusions gained from this study were as follows:

The only personnel conclusion that could be drawn was that generally, the present staff of the school when television was added to radio could handle the transformation.

In seventy-five per cent of the schools television objectives were incorporated into radio objectives. This might, therefore, be the most desirable type of curriculum. Then there was a difference in radio and television objectives, training for professional radio was stressed more than training for professional television.

The addition of television to an existing radio curriculum did not change the radio objectives in ninety per cent of the schools and in the other ten per cent the change was not a major one.

The objectives for the teaching of radio and for the teaching of television were in some cases only slightly different. Generally, the objectives were similar.

In sixty-five percent of the schools, radio is not a prerequisite for television, and of the other thirty-five per cent where radio is a prerequisite, it is designed to prepare the student for television. Therefore, a knowledge of radio may not be necessary, generally, for the student of television, but it can be considered a helpful preparation.

Depending upon the type of curriculum that a school would want to initiate, it is possible for concentration in either radio or television to occur.

Unless a school specifically wants only students desiring to become professional radio and television people, it would be well for them to consider and make allowances for the students who want to take television for personal and social appreciation of the mediums.

¹Ibid., pp. 5-6.

Generally, television has been added to an existing radio curriculum by incorporation of TV into the radio course, or courses. It should be noted, however, that television courses can exist independently from radio, though not the rule.

Depending upon the type of curriculum that a school would want to initiate, it was apparently possible to initiate television without additional facilities, by the use of commercial station equipment, or by addition of a television studio.

A school initiating a television curriculum does not need to teach academic television engineering.

Television generally is under the department of speech.

It is generally considered important to have coordination with various departments.

Generally, it was shown that the department of speech gave the radio and television emphasis or degree.¹

¹Ibid., pp. 65-80.

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Summary

It is possible to conclude, as a result of this survey of related research, that much is still left to be done in establishing forthright and effective radio-television curriculums in institutions of higher learning. At the same time, it is obvious that the multitude of functions which can be assumed by radio and television instructional programs; the matter of broadcast industry needs -- technically and personnel-wise; and the ultimate social responsibility associated with broadcast instruction, complicate the development of universal standards and objectives.

These studies, however, represent a substantial start in the searching out for those training principles and practices which will give the broadcast industry alert, conscientious and imaginative personnel who, in turn, should contribute greatly to the betterment of radio and television which are dedicated to serve in the "public interest, convenience and necessity."

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CHAPTER III

METHODOLOGY

Procedure and Techniques of the Study

The initial planning and development of this exploratory study was done in conjunction with certain academic exercises associated with a seminar in higher education at Michigan State University in which the writer was enrolled during the winter quarter of 1955-1956. At that time, the general form of the study was developed and a prospectus¹ of the study was prepared for class analysis and evaluation. The broad skeletal form of the research was as follows:²

This study will be directed toward those institutions of higher education that offer a radio and/or television major. The list of such institutions will be derived from the 1954-55 Directory of College Courses in Radio and Television, published by the Office of Education, United States Government, Washington, D.C. This list will include both members and non-members of the Association for Professional Broadcasting Education with special emphasis on the member institutions.

In addition, the second part of the study will be directed toward a representative group of diversely sized and located radio and television stations operating commercially in the United States. The list of such stations will be compiled from the 1955-56 National Association of Radio and Television Broadcasters' Handbook, published by the NARTB, Washington, D.C., and the Broadcasting Yearbook-Marketbook 1956 and the Telecasting Yearbook-Marketbook 1956, published by Broadcasting Publications Inc., Washington, D.C.

¹See Appendix for a copy of the prospectus.

²Loc. cit.

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The specific investigatory steps within the study were also outlined in the prospectus:¹

1. Questionnaires will be sent to the radio-television training programs in institutions of higher education offering a major in Radio and/or Television.
2. Questionnaires will be sent to a representative group of Radio and Television Broadcasting stations.
3. Questionnaires will be sent to a representative group of graduates from the radio-television training programs in institutions of higher education offering a major in Radio and/or Television.

It was readily apparent to the author that a method of research was needed that made it possible to secure data from a large number of individuals, institutions and broadcasting stations located in all sections of the nation. It was essential "that the problems and methods of the research be mutually adapted to each other."² Because of this need, the normative-survey technique was utilized. The appropriateness of this technique is demonstrated by the following quotation taken from Good and Scates' text, *Methods of Research*:³

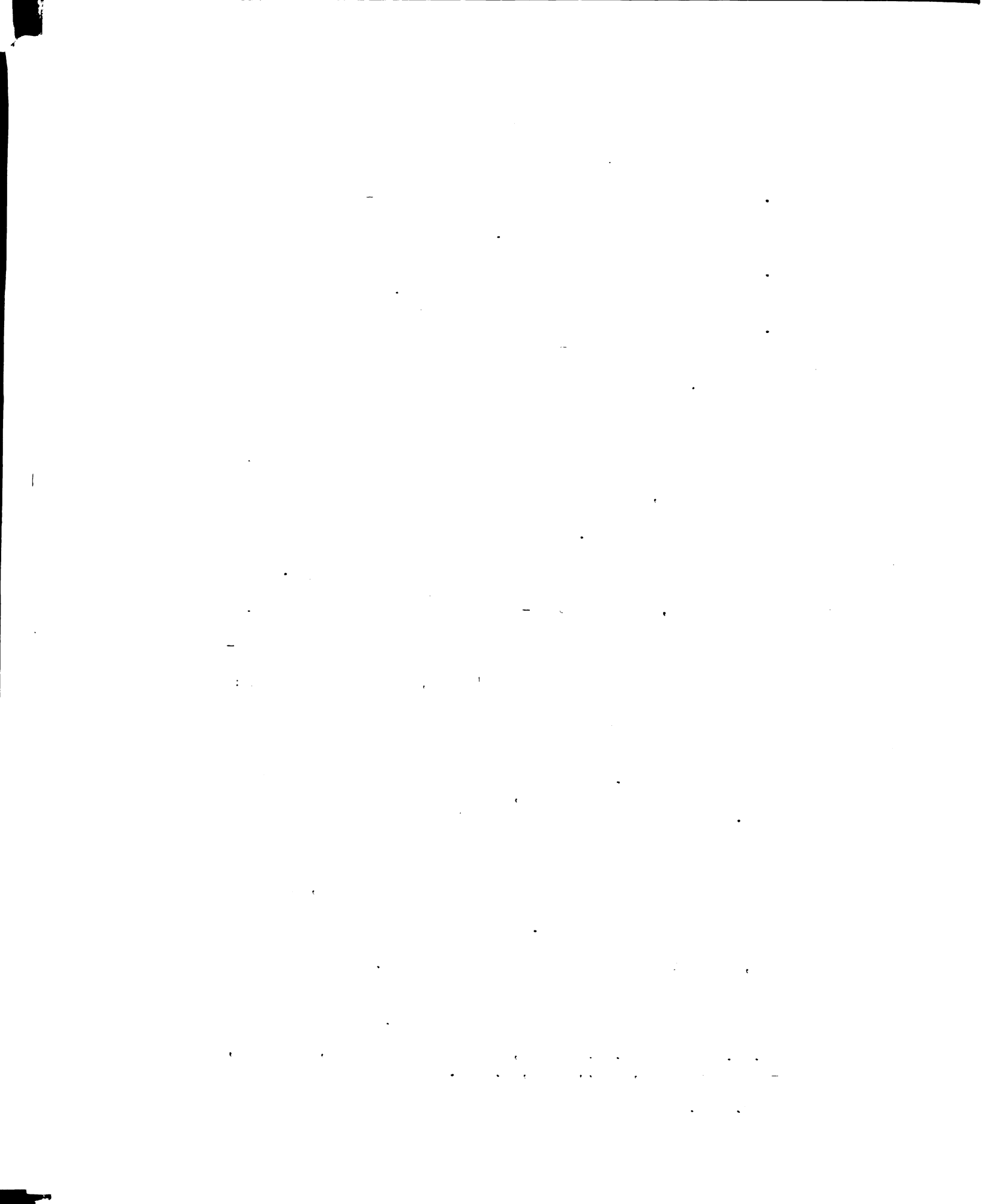
The questionnaire is particularly useful when one cannot readily see personally all of the people from whom he desires responses or where there is no particular reason to see the respondent personally. This technique may be used to gather data from any range of territory, sometimes international or national.

Even though the employment of the questionnaire technique made it possible for the author to collect data nationally, its use was not without possible penalties. The questionnaire technique is not a quick, easy or facile method of investigation. Good and

¹See Appendix for a copy of the prospectus.

²C. V. Good and D. E. Scates, *Methods of Research*, New York, Appleton-Century-Crofts, Inc., 1954, p. 605.

³Loc. cit.



Scates state the hardships as follows:¹

It [the questionnaire technique] is relatively slow, requires a large investment of time on the part of the investigator, and often gives results that are highly disappointing, because of their incompleteness, indefiniteness, and the generally hostile attitude of recipients toward the flood of appeals made for cooperation in answering questionnaires . . .

Careful consideration was given to the other procedures categorized as normative-survey techniques such as interview technique, but the questionnaire method repeatedly displayed itself to be the superior service for the purposes of this study.

At the time the skeleton form of the study was developed and discussed the structuring of the three questionnaires to be employed in the study was begun.

The several questionnaires were altered, edited, and otherwise repeatedly examined as the result of many hours of consultation with a number of leading radio and television educators and commercial broadcasters and several specialists within the area of educational research.

On April 15, 1956, the prospectus of the study was presented to the Association for Professional Broadcasting Education at the annual national meeting of that organization held in Chicago, Illinois. The presentation was made for the following reasons: first, this organization is the only nationally recognized organization which incorporates a membership of educational persons and commercial broadcasters professionally concerned about radio and television training; secondly, this organization could be an activating agent in the establishment of new training concepts,

¹Loc. cit.

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¹Loc. cit.

procedures, or services in relationship to radio and television training programs in colleges and universities; and thirdly, some institutions surveyed are active or associate members in the Association for Professional Broadcasting Education and it was felt APBE support would insure a more substantial return of questionnaires from this group of institutions.

A vote of confidence was extended to the writer and permission was granted to use the name of the association within the study.

The three final questionnaires¹ were produced by the mimeograph process.

The majority of the questions in each questionnaire were structured and each group of respondents were asked not only to check the answers which applied to their institutions or stations, but they were often asked to indicate a rank order of importance by assigning a 1, 2, or 3 rating, or, at times, a 1, 2, 3, 4, and 5 rating. In several instances within each questionnaire, questions were left unstructured because of the responses requested. In all questions, including those structured, an opportunity was made available for those who wished to write in additional comments.

During the last week in February, 1957, the institutional questionnaires along with an explanatory sheet² dealing with the APBE, were sent to 100 representatives of institutions reported in

¹See Appendix for a copy of each questionnaire.

²Loc. cit.

the Directory of College Courses RADIO and TELEVISION (1954-55)¹ to offer a degree in radio and television broadcasting. An effort was made to send the questionnaire to the Director of Radio and Television Training of the institutions.

By the end of March, slightly less than 60 institutional questionnaires had been returned. A reminder letter was sent out April 8. A total of seventy-seven, or 77 per cent, was received by June 1. A number of replies were received too late to be included. Replies were received from institutions in 33 states.

For the purpose of this study the questionnaires received from the seventy-seven colleges and universities were placed within four major groups or classifications. This was done to unite those schools with relatively common characteristics and to facilitate the comprehension of the data collected.

Thirty-nine schools, or 51 per cent of the total respondents, were placed within Group 1. This grouping included: twenty-one state universities, or 27 per cent of the total respondents; thirteen state universities and land grant colleges, or 17 per cent; and five land grant colleges, or 7 per cent of the total respondents.

Nine schools, or 12 per cent of the total respondents, were placed within Group 2. This grouping of colleges and universities included: five state colleges, or 7 per cent of the total replies; two state teachers colleges, or 3 per cent; one state college for

¹Gertrude Broderick, Directory of College Courses in Radio and Television 1954-1955 (United States Department of Health, Education, and Welfare).

women, or 1 per cent of the total; and one municipal university, or 1 per cent of the total respondents.

Seventeen schools, or 22 per cent of the total number of institutions returning questionnaires, were placed within Group 3. This group included: sixteen private colleges and universities, or 21 per cent of the total replies; and one private women's college, or 1 per cent of the total.

Twelve institutions, or 16 per cent of the seventy-seven responding institutions, were placed in Group 4. This group included twelve denominational colleges and universities.

These group classifications were employed from time to time in the writing of this paper and include the various institutional types as indicated above.

The average enrollment for the four groups was as follows: Group 1 - 6,000 to 10,000 students; for Group 2 - 2,000 to 4,000 students; for Group 3 - 4,000 to 6,000; and for Group 4 - 4,000 to 6,000 students. The median enrollment for all groups was 6,000 to 10,000 students.

The range of enrollment for each group was as follows: Group 1 - 2,000 to over 20,000; for Group 2 - 2,000 to 20,000; for Group 3 - under 500 to over 20,000; and for Group 4 - 500 to 15,000 students. The total range of enrollment was under 500 to over 20,000 students.

Table 1 shows the classification and enrollment of the participating colleges and universities.

The last question of the institutional questionnaire (VII-G) requested each institutional respondent to list the names and

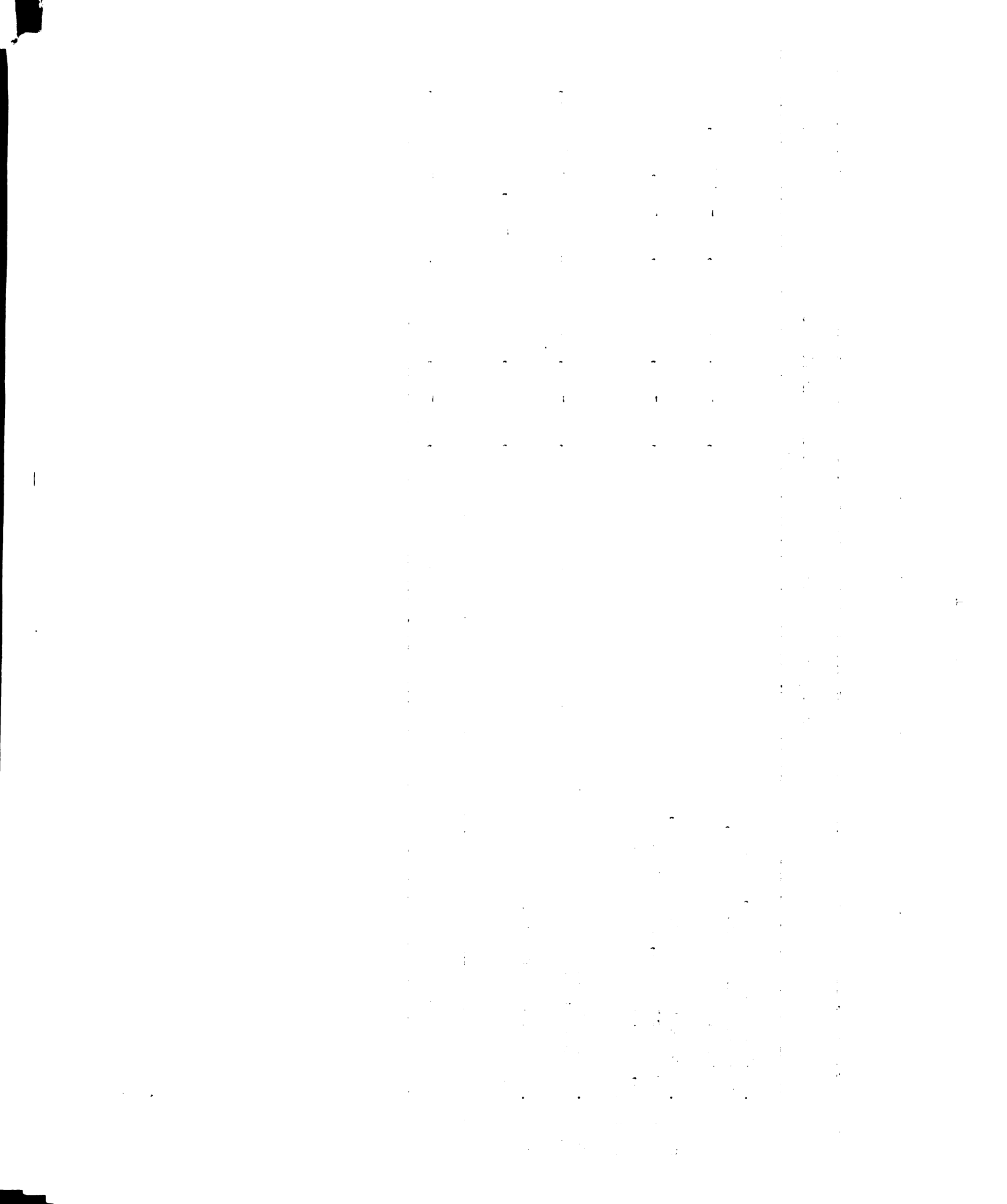
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Schools Reporting Per Cent Median Enrollment Range of Enrollment

TABLE 1

CLASSIFICATION AND ENROLLMENT OF PARTICIPATING COLLEGES AND UNIVERSITIES

	Schools Reporting	Per Cent	Median Enrollment	Range of Enrollment
Group 1. State universities, state universities and land grant colleges, and land grant colleges	39	51	6,000 - 10,000	2,000 - Over 20,000
Group 2. State liberal arts colleges, state teachers colleges, state colleges for women, and municipal universities and colleges	9	12	2,000 - 4,000	2,000 - 20,000
Group 3. Private colleges and universities and private women's colleges	17	22	4,000 - 6,000	Under 500 - Over 20,000
Group 4. Denominational colleges and universities	12	16	4,000 - 6,000	500 - 15,000
Totals	77	101	6,000 - 10,000	Under 500 - Over 20,000



addresses of five graduates of radio and television training who were employed on a full-time basis in any facet of the broadcast industry.

Of the 77 colleges and universities returning questionnaires, 59, or 77 per cent, supplied names and addresses of radio and television graduates employed in radio and television. A total of 296 names were recorded from the institutional questionnaires returned. A total average of five names per school was realized.

The schools included within Group 1 colleges and universities submitted 169 names and addresses, or 57 per cent of the total 296 names. Group 2 schools supplied 24 names, or 8 per cent; Group 3 schools listed 67 names and addresses, or 23 per cent; and Group 4 schools listed 36 names, or 12 per cent of the total 296 names and addresses.

Questionnaires were sent to these former students of radio and television training programs within the 59 colleges and universities that supplied names and addresses. The student questionnaires were sent out to the individual former students as their names were recorded from the replies received from the institutional respondents. This questionnaire mailing took place over the period of several months -- April, May, and June of 1957.

Of the 296 former students forwarded questionnaires to be completed, 175, or 59 per cent, were returned. One hundred completed questionnaires, or 57 per cent of the total 175 returned completed questionnaires, were received from former students of schools grouped in Group 1. Nine completed questionnaires, or 5 per cent of the total questionnaires received, were returned from former

students of schools included in Group 2. Forty-four questionnaires, or 25 per cent of the total questionnaires, were received from graduates listed by schools within Group 3. Twenty-two completed questionnaires, or 13 per cent of the total 175 returned questionnaires, were returned by students formerly attending colleges and universities found within Group 4.

It is important to point out that the majority of completed questionnaires were received from former students of the colleges and universities and land grant colleges and placed within Group 1 of institutions. In addition, the smallest number of completed questionnaires was received from students formerly attending schools classified within Group 2 - state liberal arts colleges, state teachers colleges, state colleges for women and municipal colleges and universities.

Table 2 clearly details the colleges and universities reporting names of former students in radio-television and the former radio and television students returning questionnaires.

In establishing the radio and television station sample in conjunction with this study, a number of factors was dealt with: (1) the number of amplitude modulation radio stations and television stations authorized to operate commercially by the Federal Communications Commission, (2) the size or power of the amplitude modulation radio stations, (3) the geographical location of the stations, (4) the combined-operation aspect, such as operating a radio station and a television station under common ownership, (5) membership in the National Association of Radio and Television Broadcasters, (6) the age of the various stations, (7) network affiliation, and (8) in

TABLE 2

COLLEGES AND UNIVERSITIES REPORTING NAMES OF FORMER STUDENTS IN RADIO-TELEVISION
AND FORMER RADIO-TELEVISION STUDENTS RETURNING QUESTIONNAIRES

	Number of Schools Responding	Number of Schools Reporting Names	Per- Cent	Number of Names	Per- Cent	Average Number of Names Per School	Number of Former Students Reporting	Per- Cent	Average Number of Students Reporting
Group 1 Schools	39	32	54	169	57	5.3	100	57	3.1
Group 2 Schools	9	6	10	24	8	4.0	9	5	1.8
Group 3 Schools	17	13	22	67	23	5.2	44	25	3.7
Group 4 Schools	12	8	14	36	12	4.5	22	13	3.3
Totals	77	59	77	296	100	5.0	175	100	3.1

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support informed decision-making.

3. The third part of the document focuses on the role of technology in modern data management. It discusses how advanced software solutions can streamline data collection, storage, and analysis, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data security and privacy. It provides guidance on implementing robust security measures to protect sensitive information from unauthorized access and breaches.

5. The fifth part of the document discusses the importance of data quality and integrity. It outlines strategies for identifying and correcting errors or inconsistencies in the data to ensure that the information used for analysis is accurate and reliable.

6. The sixth part of the document explores the various applications of data analysis in different industries. It provides examples of how data insights can be used to optimize performance, identify trends, and make strategic decisions.

7. The seventh part of the document discusses the ethical considerations surrounding data collection and analysis. It emphasizes the need for transparency, informed consent, and responsible use of data to protect individual privacy and rights.

8. The eighth part of the document provides a summary of the key points discussed throughout the document. It reiterates the importance of data in driving organizational success and the need for a comprehensive data management strategy.

9. The final part of the document offers concluding thoughts and recommendations for future research and practice. It encourages continued exploration of new data management techniques and the integration of data insights into organizational processes.

the case of television stations, whether the station is a very high frequency (vhf) or an ultra high frequency (uhf) station.

No attempt was made to include any frequency modulation radio stations or educational amplitude modulation and television stations in the study sample. These were felt to be somewhat specialized broadcast forms; and the purposes of this study were somewhat broader in nature. Specifically, the study has as its directed emphasis the investigation of student preparation for eventual commercial employment in the more universal commercial aspects of broadcasting -- amplitude modulation and television stations.

The present influx of frequency modulation station broadcasting had not taken hold at the time this study was designed, but it is well to point out that 41 stations surveyed on the basis of their amplitude modulation or television facilities also had frequency modulation facilities; 11 returns of the questionnaire were from broadcast businesses operating both an amplitude modulation station and a television station; and 15 returns were from broadcast businesses operating an amplitude modulation station, a frequency modulation station and a television station within the same market.

The factor of membership or non-membership in the National Association of Broadcasting was felt to have some bearing on station attitudes. This organization is comprised of voluntary membership, and it was felt that such membership indicates a certain awareness, on the part of the broadcaster, of certain performance and employment standards that might not be found in non-member stations. With

this factor in mind, 50 per cent of the station sampling was made up of stations holding NAB membership. This percentage was felt to reflect the number of the nation's broadcasting stations that hold membership in the National Association of Broadcasters. The total number of amplitude modulation stations and television stations authorized by the Federal Communications Commission, as of December 15, 1956, was 3,705 and as of January 1, 1956, 1,522 radio and television stations were members of the National Association of Broadcasters.

After careful examination, it was decided that the factors of station age, network affiliation, and vhf or uhf transmission were arbitrary in nature and in no way affected the sampling; thus they were discarded as specific criteria for station selection.

The National Association of Broadcasters divisions of radio and television broadcast stations were utilized in the study: (1) small stations (250 watts or less), (2) medium stations (250 watts to 5,000 watts), (3) large stations (5,000 watts to 50,000 watts), and (4) television stations.

In order to ascertain the number of each type of broadcast facility operating in the United States, the December 15, 1956, report of the Federal Communications Commission Station Authorizations was consulted and it was determined that 1141 small stations, 1808 medium stations, 143 large stations, and 613 television stations were in existence. A 10 per cent sampling of each type or size of station was felt to be more than adequate for the purposes of the study. Thus, 114 small stations, 181 medium stations, 14 large stations, and 61 television stations were believed to be representa-

tive. An adjustment was made to this sample, however, and is discussed in the next paragraph.

The matter of insuring equal geographical distribution of the station sampling was achieved by employing the 17 districts of the National Association of Broadcasters. These districts include the 48 states and the District of Columbia. In an effort to secure the equal distribution of questionnaires throughout the country, some adjustment was necessary to the 10 per cent sampling explained earlier. The adjustment made was one of a somewhat higher percentage sample.

The final sample arrived at, per National Association of Broadcasters district, was as follows: (1) 7 small stations, (2) 11 medium stations, (3) 2 large stations, and (4) 4 television stations. This made a total of 24 stations per district. The total number of stations surveyed was 408. This represented the total for the 17 NAB districts.

The total sample included 119 small stations, or 29 per cent of the total 408 stations surveyed; 187 medium stations, or 46 per cent of the sample total; 34 large stations, or 8 per cent; and 68 television stations, or 17 per cent of the total sample. It should be noted that the number of large radio stations surveyed per district and totaling 34 stations represents a doubling of the original percentage of large stations. The reason for this increase in the large station sample was to insure a more respectable percentage of returns from that group.

On April 29, 1957, station questionnaires were sent to 408 randomly selected stations. Approximately one month later, a

reminder letter was sent to those stations not yet returning replies. A total of 210, or 52 per cent was received. A number of replies were received too late to be included.

The distribution of the responding stations was as follows: A total of 58 small radio stations, or 28 per cent of the 210 total replies, responded to the questionnaire; 97 medium station replies, or 46 per cent of the total 210, were received; 18 large station replies, or 9 per cent, were returned; and 37 television stations, or 18 per cent of the 210 stations reporting, returned completed questionnaires. These percentages closely parallel the percentages of the various divisions of stations as established in the sample.

Over-all, approximately 12.4 returns were received from each National Association of Broadcasters District, for a 52 per cent return from each district.

Table 3 shows the composition of the station sample and the distribution of station respondents.

The data derived from the objective questions of the three questionnaires were recorded on large master tabulating sheets by hand count. The subjective questions were placed in categories by the writer and conclusions were drawn from them.



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COMPOSITION OF THE RADIO AND TELEVISION STATION SAMPLE AND THE RETURNS

	Number of Stations Surveyed	Per Cent	Number of Responding Stations	Per Cent
Small Stations (Radio)	119	29	58	28
Medium Stations (Radio)	187	46	97	46
Large Stations (Radio)	34	8	18	9
Television Stations	68	17	37	18
				5
Totals	408	100	210	101



Limitations of the Study

It cannot be denied that any research is conditioned to a certain degree by limitations and this study is no exception. The limitations associated with this study are as follows:

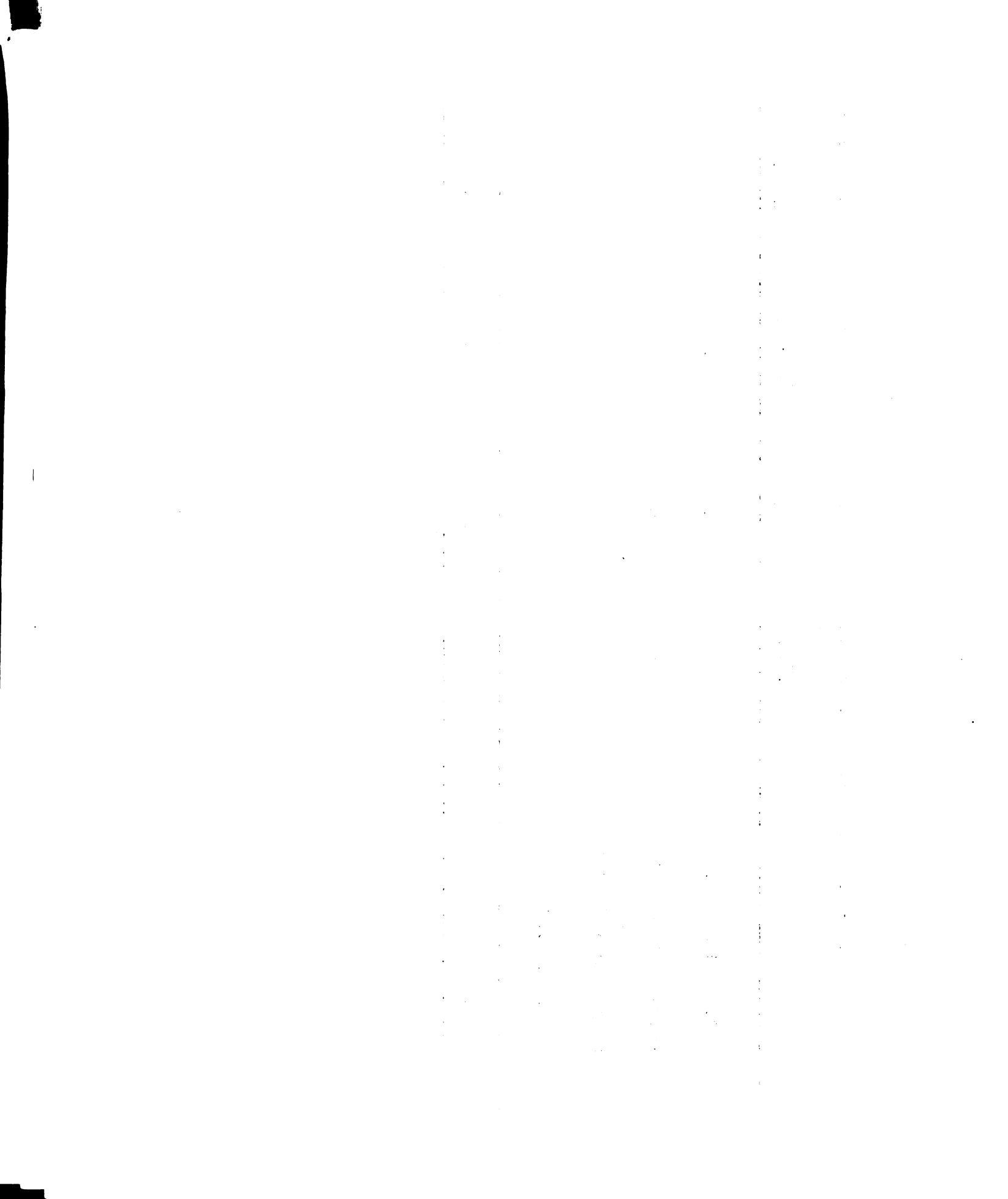
First, there is the limitation of number of returns. This limitation demands that the investigator be constantly alert to the samples in relationship to type, size, and locality.

Secondly, the limitation of the respondents -- to what extent they can speak for an institution or station. It is assumed that the director of radio and television does and can speak for the institution which he represents and that the manager of the radio and/or television station does and can speak for the station which he represents and that his opinions are representative of the total management of the station.

Third, there is the limitation of the questionnaires themselves. Were they clear and concise instruments? Were they sufficiently objective? Were the respondents unintentionally steered to give certain answers? Was there adequate question alignment between the institutional, station, and graduate questionnaires?

Fourth, there is the limitation of tabulating the responses to unstructured questions. The interpretation of such data is dependent upon the discrimination, judgment, and experience of the investigator.

Fifth, there is the limitation represented by the respondents themselves. What are their biases, their vested interests, the degree to which they are interested in the subject, the extent to which they operate on a policy level (in the case of the institu-



Limitations of the Study

It cannot be denied that any research is conditioned to a certain degree by limitations and this study is no exception. The limitations associated with this study are as follows:

First, there is the limitation of number of returns. This limitation demands that the investigator be constantly alert to the samples in relationship to type, size, and locality.

Secondly, the limitation of the respondents -- to what extent they can speak for an institution or station. It is assumed that the director of radio and television does and can speak for the institution which he represents and that the manager of the radio and/or television station does and can speak for the station which he represents and that his opinions are representative of the total management of the station.

Third, there is the limitation of the questionnaires themselves. Were they clear and concise instruments? Were they sufficiently objective? Were the respondents unintentionally steered to give certain answers? Was there adequate question alignment between the institutional, station, and graduate questionnaires?

Fourth, there is the limitation of tabulating the responses to unstructured questions. The interpretation of such data is dependent upon the discrimination, judgment, and experience of the investigator.

Fifth, there is the limitation represented by the respondents themselves. What are their biases, their vested interests, the degree to which they are interested in the subject, the extent to which they operate on a policy level (in the case of the institu-

tional and station respondents) and the accuracy of the replies of
all respondents?

LOCATION OF RESPONDING INSTITUTIONS

State	Number of Responding Institutions
1. Alabama	1
2. Arizona	1
3. Arkansas	1
4. California	8
5. Florida	3
6. Georgia	1
7. Idaho	1
8. Illinois	4
9. Indiana	4
10. Iowa	2
11. Kansas	2
12. Kentucky	1
13. Louisiana	1
14. Maryland	1
15. Massachusetts	1
16. Michigan	4
17. Minnesota	1
18. Mississippi	1
19. Missouri	4
20. Nebraska	2
21. New York	4
22. North Carolina	1
23. North Dakota	1
24. Ohio	7
25. Oklahoma	2
26. Oregon	2
27. Pennsylvania	2
28. South Dakota	1
29. Texas	6
30. Utah	2
31. Washington	2
32. West Virginia	1
33. Wisconsin	2

CHAPTER IV

A DESCRIPTIVE PROFILE OF THE INSTITUTIONAL BROADCAST TRAINING PROGRAMS; THE PROFESSIONAL AND PERSONAL CHARACTERISTICS OF THE FORMER BROADCAST TRAINING STUDENT RESPONDENTS; AND, A DESCRIPTIVE PROFILE OF THE BROADCAST STATION PERSONNEL NEEDS

Introduction

The purpose of this chapter is three-fold. First, it is the purpose of this chapter to bring into focus the existing administrative, faculty and equipment "facts" associated with radio and television instruction in colleges and universities. If an effective and articulate picture is drawn of the basic tools commonly used in conjunction with radio and television training programs in institutions of higher learning, then a sound foundation will have been established upon which a more effective analysis and evaluation of the objectives, curriculums and other practices can be developed. Second, it is the purpose of this chapter to report the "vital statistics" of the former radio and television students returning completed questionnaires. It would seem that if meaningful interpretations and analyses are to be made of the data collected from the 175 former radio and television students of colleges and universities in relationship to the effectiveness and total worth of their

radio and television training, it is essential to know the nature of the critic. Third, it is the purpose of this chapter to determine what divisions of radio and television stations lack most for qualified personnel, to ascertain the reasons for the scarcity of personnel and to establish what divisions of radio and television stations would profit most from employees with college training in radio and television, and to determine what sources are used to secure station personnel.

It is not the purpose of this chapter to make any major analysis of any item or items included in any of the questionnaires; in fact, a sincere attempt has been made to refrain from such action; however, certain data impel the insertion of some interpretive comments from time to time. The substance of analysis will follow, in the main, in the later chapters.

A Descriptive Profile of the Institutional
Broadcast Training Programs

Question IIA of the institutional questionnaire was, "Within what department, or equivalent division, of your institution is your radio and/or television training program located?"

Of the 77 institutions responding to this question, 45, or 58.4 per cent, indicated that radio and television training was located in the Department of Speech or its counterpart. Eleven schools, or 14.3 per cent of the total respondents to the question, listed a Department of Radio, Department of Radio and Television, or a Department of Radio, Television and Film. Eleven other institutions indicated that radio and television training was an Inter-discipline program. This latter departmental category included such structures as: Department of Mass Communications, Department of Journalism and Communications, and Department of Telecommunications. One school, or 1.3 per cent of the total respondents, indicated that radio and television training was located in the Department of Journalism. Nine schools, or 11.7 per cent, reported that they had no departmental classification in relationship to radio and television training.

Examination of the departmental classification in relationship to the four school groups showed that the departmental assignment of radio and television was predominantly within the Department of Speech in each instance.

Of the 39 institutions in Group 1, 23 schools, or 59.0 per cent, reported radio and television training to be a part of the Department of Speech; in Group 2, six institutions, or 66.7 per cent

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of the 9 schools in that group, stated that radio and television training was located within the Department of Speech; in Group 3, 7 schools, or 41.2 per cent of the 17 schools in that group, indicated that radio and television training was in the Department of Speech, and 75.0 per cent of the 12 schools placed in Group 4, or 9 schools, stated that radio and television training was a part of the Department of Speech.

The assigning of radio and television training to the Department of Speech was the majority classification in the case of each group of institutions. It is important, however, to point out that in the case of the Group 3 schools, 6 schools or 35.3 per cent of the 17 institutions located within this group, indicated that radio and television training was located within the Department of Radio, Department of Radio-Television, or Department of Radio-Television-Film. This departmental classification was the second most often mentioned departmental assignment. Table 4 graphically shows the departmental classification of the radio-television programs.

Question IIB of the Institutional questionnaire was, "Within what school, college, or equivalent division of your institution is your radio and/or television training program located?"

It was found that of the 75 schools answering this question, 48 or 64.0 per cent, indicated that the radio and television training program was located within the College or School of Arts and Sciences. The next most often mentioned college or school was the School of Speech with 9 colleges and universities or 12.0 per cent of the total respondents. Six colleges and universities, or 8.0 per

ADMINISTRATIVE CLASSIFICATION OF THE RADIO-TELEVISION TRAINING PROGRAMS ON DEPARTMENTAL LEVEL

Department of Speech*	Per-Cent	Department of Radio TV, Film**	Per-Cent	Interdiscipline***	Per-Cent	Department of Journalism	Per-Cent	No Department****	Per-Cent
Group 1. State universities, land grant colleges, state universities and land grant colleges (39)	23	4	10.3	6	15.4	-	-	6	15.4
Group 2. State teachers colleges, liberal arts colleges, women's state colleges, and municipal colleges and universities (9)	6	1	11.1	-	-	-	-	2	22.2
Group 3. Private colleges and universities, private women's colleges (17)	7	6	35.3	3	17.7	-	-	1	5.9
Group 4. Denominational colleges and universities (12)	9	-	-	2	16.7	1	8.3	-	-
Totals	45	11	14.3	11	14.3	1	1.3	9	11.7

*Includes: School of Speech, Department of Dramatics, Department of Dramatic Arts, Department of Theatre Arts

**Includes: Department of Radio, Department of Radio & Television

***Includes: Department of Mass Communications, School of Communication, Communication Arts Department, Department of Telecommunications, Department of Journalism and Communications

****Includes: Those schools where there is no administrative echelon equivalent to the aforementioned departments

Results obtained from responses to question IIA of the institutional questionnaire.

The following table shows the results of the experiment. The first column is the number of trials, the second column is the number of correct responses, and the third column is the percentage of correct responses. The fourth column is the number of trials in which the subject was uncertain, and the fifth column is the percentage of uncertain trials. The sixth column is the number of trials in which the subject was wrong, and the seventh column is the percentage of wrong trials. The eighth column is the number of trials in which the subject was right, and the ninth column is the percentage of right trials. The tenth column is the number of trials in which the subject was uncertain, and the percentage of uncertain trials. The eleventh column is the number of trials in which the subject was wrong, and the percentage of wrong trials. The twelfth column is the number of trials in which the subject was right, and the percentage of right trials.

Trial	Correct	% Correct	Uncertain	% Uncertain	Wrong	% Wrong	Right	% Right	Uncertain	% Uncertain	Wrong	% Wrong	Right	% Right
1	1	100	0	0	0	0	1	100	0	0	0	0	1	100
2	1	100	0	0	0	0	1	100	0	0	0	0	1	100
3	1	100	0	0	0	0	1	100	0	0	0	0	1	100
4	1	100	0	0	0	0	1	100	0	0	0	0	1	100
5	1	100	0	0	0	0	1	100	0	0	0	0	1	100
6	1	100	0	0	0	0	1	100	0	0	0	0	1	100
7	1	100	0	0	0	0	1	100	0	0	0	0	1	100
8	1	100	0	0	0	0	1	100	0	0	0	0	1	100
9	1	100	0	0	0	0	1	100	0	0	0	0	1	100
10	1	100	0	0	0	0	1	100	0	0	0	0	1	100
11	1	100	0	0	0	0	1	100	0	0	0	0	1	100
12	1	100	0	0	0	0	1	100	0	0	0	0	1	100
13	1	100	0	0	0	0	1	100	0	0	0	0	1	100
14	1	100	0	0	0	0	1	100	0	0	0	0	1	100
15	1	100	0	0	0	0	1	100	0	0	0	0	1	100
16	1	100	0	0	0	0	1	100	0	0	0	0	1	100
17	1	100	0	0	0	0	1	100	0	0	0	0	1	100
18	1	100	0	0	0	0	1	100	0	0	0	0	1	100
19	1	100	0	0	0	0	1	100	0	0	0	0	1	100
20	1	100	0	0	0	0	1	100	0	0	0	0	1	100
21	1	100	0	0	0	0	1	100	0	0	0	0	1	100
22	1	100	0	0	0	0	1	100	0	0	0	0	1	100
23	1	100	0	0	0	0	1	100	0	0	0	0	1	100
24	1	100	0	0	0	0	1	100	0	0	0	0	1	100
25	1	100	0	0	0	0	1	100	0	0	0	0	1	100
26	1	100	0	0	0	0	1	100	0	0	0	0	1	100
27	1	100	0	0	0	0	1	100	0	0	0	0	1	100
28	1	100	0	0	0	0	1	100	0	0	0	0	1	100
29	1	100	0	0	0	0	1	100	0	0	0	0	1	100
30	1	100	0	0	0	0	1	100	0	0	0	0	1	100
31	1	100	0	0	0	0	1	100	0	0	0	0	1	100
32	1	100	0	0	0	0	1	100	0	0	0	0	1	100
33	1	100	0	0	0	0	1	100	0	0	0	0	1	100
34	1	100	0	0	0	0	1	100	0	0	0	0	1	100
35	1	100	0	0	0	0	1	100	0	0	0	0	1	100
36	1	100	0	0	0	0	1	100	0	0	0	0	1	100
37	1	100	0	0	0	0	1	100	0	0	0	0	1	100
38	1	100	0	0	0	0	1	100	0	0	0	0	1	100
39	1	100	0	0	0	0	1	100	0	0	0	0	1	100
40	1	100	0	0	0	0	1	100	0	0	0	0	1	100
41	1	100	0	0	0	0	1	100	0	0	0	0	1	100
42	1	100	0	0	0	0	1	100	0	0	0	0	1	100
43	1	100	0	0	0	0	1	100	0	0	0	0	1	100
44	1	100	0	0	0	0	1	100	0	0	0	0	1	100
45	1	100	0	0	0	0	1	100	0	0	0	0	1	100
46	1	100	0	0	0	0	1	100	0	0	0	0	1	100
47	1	100	0	0	0	0	1	100	0	0	0	0	1	100
48	1	100	0	0	0	0	1	100	0	0	0	0	1	100
49	1	100	0	0	0	0	1	100	0	0	0	0	1	100
50	1	100	0	0	0	0	1	100	0	0	0	0	1	100
51	1	100	0	0	0	0	1	100	0	0	0	0	1	100
52	1	100	0	0	0	0	1	100	0	0	0	0	1	100
53	1	100	0	0	0	0	1	100	0	0	0	0	1	100
54	1	100	0	0	0	0	1	100	0	0	0	0	1	100
55	1	100	0	0	0	0	1	100	0	0	0	0	1	100
56	1	100	0	0	0	0	1	100	0	0	0	0	1	100
57	1	100	0	0	0	0	1	100	0	0	0	0	1	100
58	1	100	0	0	0	0	1	100	0	0	0	0	1	100
59	1	100	0	0	0	0	1	100	0	0	0	0	1	100
60	1	100	0	0	0	0	1	100	0	0	0	0	1	100
61	1	100	0	0	0	0	1	100	0	0	0	0	1	100
62	1	100	0	0	0	0	1	100	0	0	0	0	1	100
63	1	100	0	0	0	0	1	100	0	0	0	0	1	100
64	1	100	0	0	0	0	1	100	0	0	0	0	1	100
65	1	100	0	0	0	0	1	100	0	0	0	0	1	100
66	1	100	0	0	0	0	1	100	0	0	0	0	1	100
67	1	100	0	0	0	0	1	100	0	0	0	0	1	100
68	1	100	0	0	0	0	1	100	0	0	0	0	1	100
69	1	100	0	0	0	0	1	100	0	0	0	0	1	100
70	1	100	0	0	0	0	1	100	0	0	0	0	1	100
71	1	100	0	0	0	0	1	100	0	0	0	0	1	100
72	1	100	0	0	0	0	1	100	0	0	0	0	1	100
73	1	100	0	0	0	0	1	100	0	0	0	0	1	100
74	1	100	0	0	0	0	1	100	0	0	0	0	1	100
75	1	100	0	0	0	0	1	100	0	0	0	0	1	100
76	1	100	0	0	0	0	1	100	0	0	0	0	1	100
77	1	100	0	0	0	0	1	100	0	0	0	0	1	100
78	1	100	0	0	0	0	1	100	0	0	0	0	1	100
79	1	100	0	0	0	0	1	100	0	0	0	0	1	100
80	1	100	0	0	0	0	1	100	0	0	0	0	1	100
81	1	100	0	0	0	0	1	100	0	0	0	0	1	100
82	1	100	0	0	0	0	1	100	0	0	0	0	1	100
83	1	100	0	0	0	0	1	100	0	0	0	0	1	100
84	1	100	0	0	0	0	1	100	0	0	0	0	1	100
85	1	100	0	0	0	0	1	100	0	0	0	0	1	100
86	1	100	0	0	0	0	1	100	0	0	0	0	1	100
87	1	100	0	0	0	0	1	100	0	0	0	0	1	100
88	1	100	0	0	0	0	1	100	0	0	0	0	1	100
89	1	100	0	0	0	0	1	100	0	0	0	0	1	100
90	1	100	0	0	0	0	1	100	0	0	0	0	1	100
91	1	100	0	0	0	0	1	100	0	0	0	0	1	100
92	1	100	0	0	0	0	1	100	0	0	0	0	1	100
93	1	100	0	0	0	0	1	100	0	0	0	0	1	100
94	1	100	0	0	0	0	1	100	0	0	0	0	1	100
95	1	100	0	0	0	0	1	100	0	0	0	0	1	100
96	1	100	0	0	0	0	1	100	0	0	0	0	1	100
97	1	100	0	0	0	0	1	100	0	0	0	0	1	100
98	1	100	0	0	0	0	1	100	0	0	0	0	1	100
99	1	100	0	0	0	0	1	100	0	0	0	0	1	100
100	1	100	0	0	0	0	1	100	0	0	0	0	1	100

cent, indicated that the radio and television training program was to be found within the School of Fine Arts. Other colleges or schools mentioned included: Inter-discipline control, College of Business, Administration, School of Journalism. Three schools, or 4.0 per cent, indicated no college or school classification.

The stratification of the training programs, in terms of school or college classification, can be seen in Table 5.

Question IIC of the Institutional questionnaire was, "Within what other departments, schools, or colleges, or equivalent divisions of your institution are radio and/or television courses taught?"

Thirty-one institutions, or 30.7 per cent of the total respondents, listed Journalism; 24 schools, or 23.8 per cent, named none; 11 institutions, or 10.9 per cent, cited Business; 10 schools listed Education, or 9.9 per cent; and 8 schools, or 7.9 per cent, cited Engineering. Other divisions were mentioned and were noted in Table 6.

Questions IID, IIE, and IIF of the Institutional questionnaire dealt with the number of years radio and television course work has been offered by the institutions. Specifically, question IID was, "How many years has your institution offered major work in radio?;" question IIE was, "How many years has your institution offered major work in television?;" and question IIF was, "How many years has your institution offered major work in radio and television?"

Seventy-four institutions indicated the number of years that major work in radio and the average number of years was 11.1.

ADMINISTRATIVE CLASSIFICATION OF THE RADIO-TELEVISION TRAINING PROGRAMS ON SCHOOL OR COLLEGE LEVEL

	College of Arts & Sciences*		Inter-Discipline**		School of Speech***		School of Fine Arts****		College of Business Administration		School of Journalism		No college or School	
	Re-sponses	Per-Cent	Re-sponses	Per-Cent	Re-sponses	Per-Cent	Re-sponses	Per-Cent	Re-sponses	Per-Cent	Re-sponses	Per-Cent	Re-sponses	Per-Cent
Group 1. State universities, land grant colleges, and state universities and land grant colleges. (39)	31	79.5	3	7.7	-	-	2	5.1	-	-	2	5.1	1	2.6
Group 2. State teachers colleges, state liberal arts colleges, women's state colleges, and municipal colleges. (9)	3	33.3	-	-	5	55.6	1	11.1	-	-	-	-	-	-
Group 3. Private colleges and universities, private women's colleges. (17)	7	41.2	2	11.8	3	17.7	2	11.8	2	11.8	-	-	1	5.9
Group 4. Denominational colleges and universities. (10)	7	70.0	-	-	1	10.0	1	10.0	-	-	-	-	1	10.0
Totals	48	64.0	5	6.7	9	12.0	6	8.0	2	2.7	2	2.7	3	4.0

*Includes: 15 Schools or Colleges of Liberal Arts

**Includes: 1 School of Journalism & Communications, 1 School of Communications, 1 College of Communication Arts, 1 School of Public Relations and Communications, and 1 School of Radio-TV-Film.

***Includes: 1 School of Dramatic Arts, 1 School of Theatre Arts, 2 Divisions of Creative Arts, 1 Division of Language Arts, 1 Division of Speech Arts

****Includes: 1 School of Humanities

Results obtained from responses to question IIB of the Institutional Questionnaire

ADMINISTRATIVE CLASSIFICATION OF THE RADIO-TELEVISION TRAINING PROGRAMS ON SCHOOL OR COLLEGE LEVEL

	College of Arts & Sciences*		Inter-Discipline**		School of Speech***		School of Fine Arts****		College of Business Administration		School of Journalism		No college or School	
	Re-sponses	Per-Cent	Re-sponses	Per-Cent	Re-sponses	Per-Cent	Re-sponses	Per-Cent	Re-sponses	Per-Cent	Re-sponses	Per-Cent	Re-sponses	Per-Cent
Group 1. State universities, land grant colleges, and state universities and land grant colleges. (39)	31	79.5	3	7.7	-	-	2	5.1	-	-	2	5.1	1	2.6
Group 2. State teachers colleges, state liberal arts colleges, women's state colleges, and municipal colleges. (9)	3	33.3	-	-	5	55.6	1	11.1	-	-	-	-	-	-
Group 3. Private colleges and universities, private women's colleges. (17)	7	41.2	2	11.8	3	17.7	2	11.8	2	11.8	-	-	1	5.9
Group 4. Denominational colleges and universities. (10)	7	70.0	-	-	1	10.0	1	10.0	-	-	-	-	1	10.0
Totals	48	64.0	5	6.7	9	12.0	6	8.0	2	2.7	2	2.7	3	4.0

*Includes: 15 Schools or Colleges of Liberal Arts

**Includes: 1 School of Journalism & Communications, 1 School of Communications, 1 College of Communication Arts, 1 School of Public Relations and Communications, and 1 School of Radio-TV-Film.

***Includes: 1 School of Dramatic Arts, 1 School of Theatre Arts, 2 Divisions of Creative Arts, 1 Division of Language Arts, 1 Division of Speech Arts

****Includes: 1 School of Humanities

Results obtained from responses to question IIB of the Institutional Questionnaire

TABLE 6

OTHER DEPARTMENTS, SCHOOLS, COLLEGES, OR EQUIVALENT DIVISIONS OF COLLEGES
AND UNIVERSITIES IN WHICH RADIO AND/OR TELEVISION COURSES ARE TAUGHT

Divisions	Responses	Per Cent
1. Journalism	31	30.7
2. None	24	23.8
3. Business	11	10.9
4. Education	10	9.9
5. Engineering	8	7.9
6. Music	4	4.0
7. Speech	4	4.0
8. Drama	2	2.0
9. General Studies	2	2.0
10. Extension	1	1.0
11. Cinema	1	1.0
12. Audio-Visual	1	1.0
13. English	1	1.0
14. Sociology	1	1.0
		100.2

Results obtained from question IIC of the Institutional
Questionnaire

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Sixty-nine colleges and universities reported the offering of major work in television and the average number of years such work was offered was 3.5 years. Seventy-one schools reported offering major work in radio and television and the average number of years such work has been offered was 4.6 years.

No particular group of colleges and universities was predominantly ahead in the offering of radio work. The range of years that radio course work has been offered within the four institutional groupings ranged from 9.2 years to 11.9 years.

In regard to major work in television, Group 3 institutions, private colleges and universities, indicated an over-all average of 5.9 years of concentration, while Group 2 institutions, state colleges and municipal schools, reported the length of time that major work in television has been in effect was .75 years. These were the two extremes noted in relationship to the total group average of 3.5 years.

The average number of years major work in radio and television was noted to be less than the average for radio and more than major work in television. This variance of 11.1 years for radio, 3.5 years for television, and 4.6 years for radio and television major work is believed to reflect the common practice to teach certain phases of television with or without television equipment; this was best exemplified in regard to the institutions in Group 2.

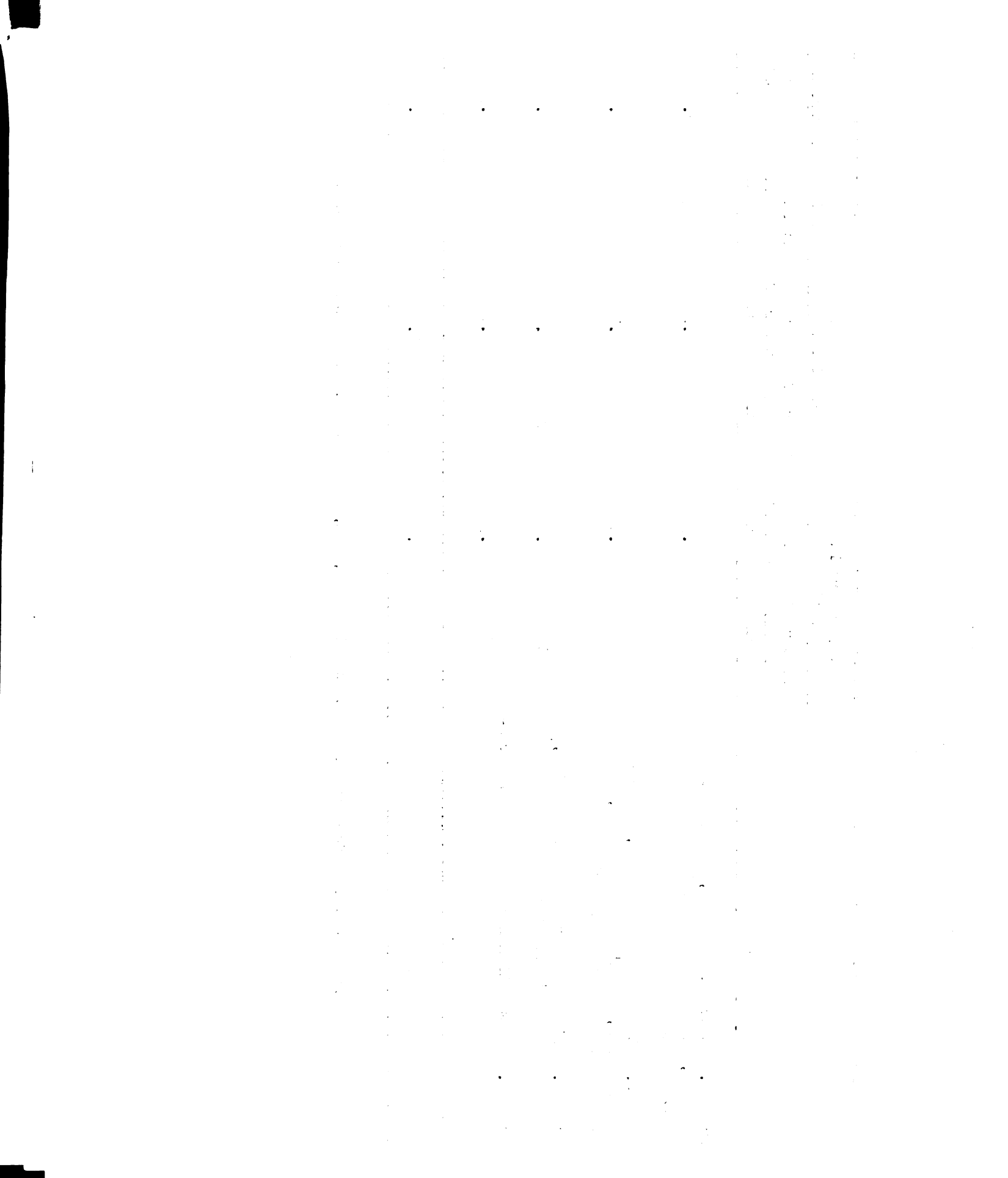
Table 7 shows the number of years major work in radio has been offered in colleges and universities.

In questions IIIA, IIIB, and IIIC of the Institutional questionnaire, the respondents were asked to indicate the number of

NUMBER OF YEARS MAJOR WORK IN RADIO AND TELEVISION HAS BEEN OFFERED IN COLLEGES AND UNIVERSITIES

	Major Work in Radio		Major Work in Television		Major Work in Radio & Television	
	Number of Schools Reporting	Average Number of Years	Number of Schools Reporting	Average Number of Years	Number of Schools Reporting	Average Number of Years
Group 1. State Universities, land grant colleges, and state universities and land grant colleges	37	11.9	36	3.25	35	4.4
Group 2. State teachers colleges, liberal arts colleges, women's state colleges, and municipal colleges and universities	9	9.2	8	.75	9	2.8
Group 3. Private colleges and universities, and private women's colleges	16	11.5	14	5.9	17	6.5
Group 4. Denominational colleges and universities	12	9.3	11	3.1	10	3.7
Totals	74	11.1	69	3.5	71	4.6

Results obtained from responses to questions IID, IIE, IIF of the Institutional Questionnaire



faculty members who were fulltime teachers of radio and television, the number of faculty members who were fulltime faculty but taught radio and television courses on a parttime basis, and the number of parttime radio and television faculty. In addition, the respondents were requested to indicate if the faculty taught radio courses only, television courses only, or radio and television courses. Seventy-four institutions replied to these questions.

The average number of fulltime faculty members teaching radio and television courses fulltime was 2.8 persons for the 74 institutions; the average number of fulltime faculty members teaching radio and television courses as partial teaching loads was 1.7 persons for the total respondents; and the average number of part-time faculty members teaching radio and television courses only was 1.4 persons. The total average number of faculty members teaching radio and television was 5.9 persons per school. (See Table 8.)

Of the 207 fulltime faculty members, reported by the institutions to be teaching radio and television courses only, 166 instructors, or 80.2 per cent, teach both radio and television courses; 26 faculty members, or 12.6 per cent, were reported to be teaching only radio courses; and 15 instructors, or 7.3 per cent, were reported to be teaching television courses only.

In each of the major groupings of the responding colleges and universities, the majority of fulltime faculty members teaching radio and television courses only, teach a combination of radio and television courses.

Table 9 readily shows the number of fulltime radio and television faculty members.

TABLE 8

NUMBER OF FACULTY MEMBERS IN RADIO - TELEVISION TRAINING PROGRAMS IN COLLEGES AND
UNIVERSITIES

	Number of Institutions Reporting	Faculty Total	Average Number of Faculty
1. Fulltime radio - television faculty	74	207	2.8
2. Fulltime college or university faculty teaching radio - tele- vision part time	74	125	1.7
3. Parttime radio-television faculty	74	104	1.4
Totals	74	436	5.9

TABLE 9

NUMBER OF FULLTIME RADIO AND TELEVISION FACULTY MEMBERS IN RADIO-TELEVISION PROGRAMS IN COLLEGES
AND UNIVERSITIES

	Teach Radio Only		Teach TV Only		Teach Radio & TV		Total
	Faculty Members	Per- Cent	Faculty Members	Per- Cent	Faculty Members	Per- Cent	
Group 1 - State Universities, land grant colleges, state universities and land grant colleges (38)	19	14.8	8	6.3	101	78.9	128
Group 2 - State teachers colleges, liberal arts colleges, women's state colleges, and municipal colleges and universities (9)	3	21.4	3	21.4	8	57.1	14
Group 3 - Private colleges and uni- versities, private women's colleges (15)	2	4.1	3	6.1	44	89.8	49
Group 4 - Denominational colleges and universities (12)	2	12.5	1	6.3	13	81.3	16
Totals	26	12.6	15	7.3	166	80.2	207

Results obtained from question IIIA of the Institutional
questionnaire

Of the 125 fulltime faculty members, reported by the institutions to be teaching radio and television courses as partial teaching loads, 73 instructors, or 58.4 per cent, teach both radio and television courses; 26 faculty members, or 20.8 per cent, teach only radio courses and the same number of faculty members teach television courses only. Table 10 readily shows the number of fulltime faculty members teaching radio and television subjects parttime.

In each of the four major groupings of the responding colleges and universities, the majority of fulltime faculty members teaching radio and television courses as a partial teaching assignment, teach a combination of radio and television courses.

Of the 104 parttime faculty members, reported by the institutions to be teaching radio and television courses only, 61 instructors, or 58.7 per cent, teach both radio and television courses; 30 faculty members, or 28.9 per cent, teach television courses only; and 13 instructors, or 12.5 per cent teach radio courses only. See Table 11 for the number of parttime faculty with each group teaching radio-television courses.

With the exception of those institutions in Group 2, as noted in Table 11, the majority of parttime radio and television faculty members teach a combination of radio and television courses. In the case of Group 2 schools, 3 instructors, or 75.0 per cent of the parttime faculty reported, teach television courses only.

In questions IIID, IIIE, and IIIF of the Institutional questionnaire, the respondents were asked to indicate the number of fulltime faculty members and parttime faculty members with commercial or educational radio and/or television experience.

Of the 125 fulltime faculty members, reported by the institutions to be teaching radio and television courses as partial teaching loads, 73 instructors, or 58.4 per cent, teach both radio and television courses; 26 faculty members, or 20.8 per cent, teach only radio courses and the same number of faculty members teach television courses only. Table 10 readily shows the number of fulltime faculty members teaching radio and television subjects parttime.

In each of the four major groupings of the responding colleges and universities, the majority of fulltime faculty members teaching radio and television courses as a partial teaching assignment, teach a combination of radio and television courses.

Of the 104 parttime faculty members, reported by the institutions to be teaching radio and television courses only, 61 instructors, or 58.7 per cent, teach both radio and television courses; 30 faculty members, or 28.9 per cent, teach television courses only; and 13 instructors, or 12.5 per cent teach radio courses only. See Table 11 for the number of parttime faculty with each group teaching radio-television courses.

With the exception of those institutions in Group 2, as noted in Table 11, the majority of parttime radio and television faculty members teach a combination of radio and television courses. In the case of Group 2 schools, 3 instructors, or 75.0 per cent of the parttime faculty reported, teach television courses only.

In questions IIID, IIIE, and IIIF of the Institutional questionnaire, the respondents were asked to indicate the number of fulltime faculty members and parttime faculty members with commercial or educational radio and/or television experience.

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In questions IIID, IIIE, and IIIF of the Institutional questionnaire, the respondents were asked to indicate the number of fulltime faculty members and parttime faculty members with commercial or educational radio and/or television experience.

TABLE 10

NUMBER OF FACULTY MEMBERS DEVOTING PARTTIME TO TEACHING IN RADIO-TELEVISION TRAINING PROGRAMS
IN COLLEGES AND UNIVERSITIES

	Teach Radio Only		Teach TV Only		Teach Radio & TV		Total
	Faculty Members	Per-Cent	Faculty Members	Per-Cent	Faculty Members	Per-Cent	
Group 1. State Universities, land grant colleges, state universities and land grant colleges (38)	19	22.4	18	21.2	48	56.5	85
Group 2. State teachers colleges, liberal arts colleges, women's state colleges, and municipal colleges and universities (9)	2	28.6	1	14.3	4	57.1	7
Group 3. Private colleges and universities, private women's colleges (15)	-	-	3	20.0	12	80.0	15
Group 4. Denominational colleges and universities (12)	5	27.8	4	22.2	9	50.0	18
Totals	26	20.8	26	20.8	73	58.4	125

Results obtained from responses to question IIIB of the Institutional questionnaire



Year	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024																																												
Q1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	5.0	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	6.0	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	7.0	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	8.0	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	9.0	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9	10.0
Q2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	5.0	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	6.0	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	7.0	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	8.0	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	9.0	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9	10.0	
Q3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	5.0	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	6.0	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	7.0	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	8.0	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	9.0	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9	10.0		
Q4	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	5.0	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	6.0	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	7.0	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	8.0	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	9.0	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9	10.0			

TABLE 11

NUMBER OF PARTTIME FACULTY MEMBERS IN RADIO-TELEVISION TRAINING PROGRAMS IN COLLEGES AND UNIVERSITIES

	Teach Radio Only		Teach TV Only		Teach Radio & TV		Total
	Faculty Members	Per-Cent	Faculty Members	Per-Cent	Faculty Members	Per-Cent	
Group 1. State universities, land grant colleges, state universities and land grant colleges (38)	6	20.0	9	30.0	15	50.0	30
Group 2. State teachers colleges, liberal arts colleges, women's state colleges, and municipal colleges and universities (9)	1	25.0	3	75.0	-	-	4
Group 3. Private colleges and universities, private women's colleges (15)	5	9.3	14	25.9	35	64.8	54
Group 4. Denominational colleges and universities (12)	1	6.3	4	25.0	11	68.8	16
Totals	13	12.5	30	28.9	61	58.7	104

Results obtained from responses to question IIIIC of the Institutional questionnaire



Of the 332 fulltime faculty members teaching radio and television courses either fulltime or parttime, 178 instructors, or 53.6 per cent, indicated they had commercial broadcast industry experience and 206 instructors, or 62.1 per cent, indicated educational broadcast industry experience.

Within the parttime radio and television faculty category, 94 instructors, or 90.4 per cent of the total 104, indicated commercial broadcast industry experience and 50 instructors, or 48.1 per cent, indicated educational broadcast experience.

The percentage of fulltime faculty members teaching radio and television courses fulltime or parttime and having commercial broadcast industry experience was relatively the same for each of the four major groups of schools. Approximately 50.0 per cent of the fulltime faculty within each group indicated such experience. The range for the groups was from 47.6 per cent for Group 2 schools to 64.7 per cent for Group 4 schools.

The number of fulltime faculty members possessing educational broadcast experience was somewhat higher, as noted previously, and this greater degree of educational broadcast experience was found to be true within each grouping of schools with the exception of Group 4 schools. Equal commercial and educational broadcast industry experience was noted for that grouping. The range for educational experience in broadcasting was from 56.3 per cent of the fulltime faculty for Group 1 schools to 81.0 per cent of the fulltime faculty for Group 2 schools.

In the case of the parttime faculty, the percentage of faculty having commercial experience was understandably higher. The

average for the entire group was 90.4 per cent. The range was found to be from 76.7 per cent for Group 1 faculty to 100.0 per cent for the Group 2 faculty.

At the same time, the parttime faculty had a substantial amount of educational broadcast industry experience. Fifty of the 104 parttime faculty members, or 48.1 per cent, registered educational broadcast experience. The number of parttime radio and television faculty having educational experience ranged from 43.8 per cent for Group 4 schools to 75.0 per cent for Group 2 schools. Table 12 clearly shows the extent of radio-television faculty commercial and educational broadcasting experience.

In conjunction with the questions dealing with the number of faculty members having commercial and educational broadcast experience, the representatives of the surveyed institutions were requested to indicate the divisions of the radio and television industry in which faculty members had been or are employed. A listing of the various divisions of the industry were included within the questionnaire.

It was found that the predominant divisions of the broadcast industry in which the fulltime and parttime faculty members had gained commercial and educational experience in broadcasting were strikingly similar.

In the case of the fulltime faculty, the five most often mentioned industry divisions were: (1) commercial radio station, (2) educational radio station, (3) commercial television station, (4) educational television station, and (5) radio network. (See Table 13.)

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TABLE 12

RADIO-TELEVISION FACULTY COMMERCIAL AND EDUCATIONAL BROADCASTING EXPERIENCE

	Total Faculty	Faculty with Commercial Experience		Faculty with Educational Experience	
		Number	Per Cent	Number	Per Cent
Fulltime radio & television faculty and fulltime college & university faculty teaching radio and/or television part-time					
Group 1 -----	213	105	49.3	120	56.3
Group 2 -----	21	10	47.6	17	81.0
Group 3 -----	64	41	64.6	47	73.4
Group 4 -----	34	22	64.7	22	64.7
	332	178	53.6	206	62.1
Parttime radio and television faculty					
Group 1 -----	30	23	76.7	16	53.3
Group 2 -----	4	4	100.0	3	75.0
Group 3 -----	54	53	98.2	24	44.4
Group 4 -----	16	14	87.5	7	43.8
	104	94	90.4	50	48.1
TOTALS	436	272	62.4	256	58.7

Within the parttime faculty group the five most often mentioned industry divisions were as follows: (1) commercial radio station, (2) commercial television station, (3) educational television station, (4) television network, and (5) radio network. The only division not listed within the first five divisions of the parttime faculty listing that was mentioned within the first five of the fulltime faculty was (2) educational radio station. This, however, was number 6 in frequency of mention within the parttime group. (See Table 13.)

The most often mentioned industry divisions in the combined listing of fulltime and parttime faculty was as follows: (1) commercial radio station, (2) educational radio station, (3) commercial television station, (4) educational television station, and (5) radio network. (See Table 13.)

In questions IVC and IVD of the Institutional questionnaire, the respondents were asked to indicate, "What degrees can be earned by undergraduate students of radio and/or television at your institution?" and "What graduate degrees are offered in conjunction with your radio and/or television training program at your institution?"

Seventy-three responses were received in conjunction with these questions and the following distribution of degrees was established and are shown in Table 14. Twenty-two institutions (30.1 per cent) indicated that they award the bachelor degree only; 38 institutions (52.1 per cent) indicated that they award both a bachelor and master degree; and, 13 institutions (17.8 per cent) indicated that they award a bachelor, master, and doctor degree. The majority of the 73 responding institutions offer the bachelor and master degrees.

Industry divisions

	Federal Reserve		Federal Reserve		Federal Reserve		Federal Reserve	
	Number of	Percent	Number of	Percent	Number of	Percent	Number of	Percent
	institutions		institutions		institutions		institutions	
1. Commercial radio station	177	24.3	1	1	134	26.8	1	18.9
2. Educational radio station	111	15.3	2	2	92	18.4	2	8.4

DIVISIONS OF THE RADIO-TELEVISION INDUSTRY IN WHICH RADIO-TELEVISION FACULTY
OF COLLEGES AND UNIVERSITIES HAVE BEEN EMPLOYED

Industry divisions	TOTAL FACULTY			FULLTIME FACULTY			PARTTIME FACULTY		
	Re- sponses	Per- Cent	Rank	Re- sponses	Per- Cent	Rank	Re- sponses	Per- Cent	Rank
1. Commercial radio station	177	24.3	1	134	26.8	1	43	18.9	1
2. Educational radio station	111	15.3	2	92	18.4	2	19	8.4	6
3. Commercial television station	100	13.7	3	66	13.2	3	34	15.0	2
4. Educational television station	90	12.4	4	62	12.4	4	28	12.3	3
5. Radio network	47	6.5	5	25	5.0	5	22	9.7	5
6. Television network	39	5.4	6	12	2.4	8	27	11.9	4
7. Advertising agency	28	3.9	7	20	4.0	6	8	3.5	8
8. Government broadcast agency	25	3.4	8	20	4.0	6	5	2.2	9
9. Public Relations & Promotion Organization	22	3.0	9	19	3.8	7	3	1.3	11
10. Station service organization	20	2.8	10	12	2.4	8	8	3.5	8
11. Independent film production company	20	2.8	10	8	1.6	10	12	5.3	7
12. Independent radio or television program production company	15	2.1	11	11	2.2	9	4	1.8	10
13. Survey & Market Research Company	12	1.7	12	8	1.6	10	4	1.8	10
14. Equipment manufacturer	7	1.0	13	2	.4	12	5	2.2	9
15. Prizes and Premium Company	5	.7	14	5	1.0	11	-	-	-
16. Union & Labor Organization	4	.6	15	1	.2	13	3	1.3	11
17. Personnel Service	1	.1	16	1	.2	13	-	-	-
18. Communications Attorney	1	.1	16	-	-	-	1	.4	12
19. Consulting engineering firm	1	.1	16	-	-	-	1	.4	12
20. Educational radio-television consultant	1	.1	16	1	.2	13	-	-	-
21. Educational film producer	1	.1	16	1	.2	13	-	-	-
22. Municipal radio station	1	.1	16	1	.2	13	-	-	-
Totals	728	100.2	-	501	100.2	-	227	99.9	-

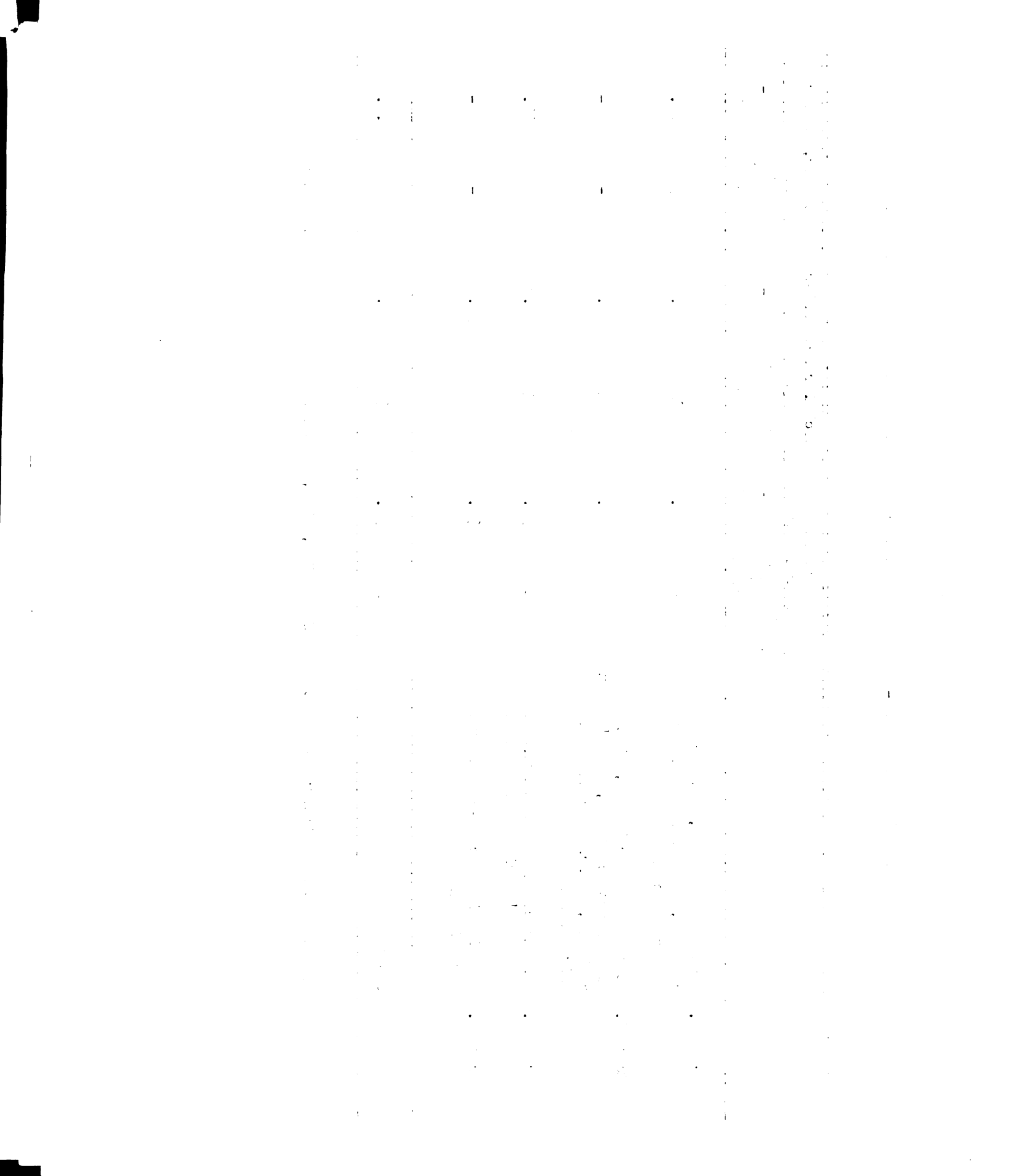
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TABLE 14

ACADEMIC DEGREES OFFERED IN RADIO-TELEVISION TRAINING PROGRAMS IN COLLEGES AND UNIVERSITIES

	Bachelor degree only		Bachelor and Master degrees only		Bachelor, Master and Doctor degrees	
	Number of Schools Reporting	Per-Cent	Number of Schools Reporting	Per-Cent	Number of Schools Reporting	Per-Cent
Group 1. State universities, land grant colleges, state universities and land grant colleges (39)	9	25.0	18	50.0	9	25.0
Group 2. State teachers colleges, state liberal arts colleges, women's state colleges, municipal colleges and universities (9)	3	33.3	6	66.7	-	-
Group 3. Private colleges and universities and women's private colleges (17)	6	35.3	7	41.2	4	23.5
Group 4. Denominational colleges and universities (12)	4	33.3	7	58.3	-	-
Total	22	30.1	38	52.1	13	17.8

Results obtained from responses to questions IV C, IV D, of the Institutional Questionnaire



The majority of institutions, within each institutional group, responding to questions, indicated the offering of the bachelor and master degrees. Eighteen institutions (50.0 per cent) of the institutions in Group 1 indicated that they offer a bachelor and master degree. Six institutions (66.7 per cent) of the schools in Group 2 indicated that they offer a bachelor and master degree. Seven institutions, (41.2 per cent) of the institutions in Group 3, indicated that they offer bachelor and master degrees, and seven institutions (58.3 per cent) of the colleges and universities in Group 4 indicated that they offer a bachelor and master degree in conjunction with their radio and television training.

Only two of the four institutional groups indicated the offering of bachelor, masters, and doctoral degrees. These two groups were Group 1 and Group 3.

Nine institutions (25.0 per cent) of the Group 1 institutions reported the offering of the 3 types of degrees and 4 institutions (23.5 per cent) of the Group 3 schools reported the offering of the 3 types of degrees.

Table 15 indicates the complete breakdown of degree offerings in relation to the 4 institutional groupings.

Question IVE of the Institutional questionnaire was, "How many undergraduate students are 'majoring' in radio and/or television at your institution as of Fall, 1956?"

Seventy responses were recorded for this question and the average number of undergraduate "majors" was 54.6 students.

Within the 4 groups of colleges and universities, substantially larger numbers of "majors" were recorded for schools in

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TABLE 15

ACADEMIC DEGREES OFFERED IN RADIO-TELEVISION TRAINING PROGRAMS IN COLLEGES AND UNIVERSITIES

Degrees	Group 1	Group 2	Group 3	Group 4	Total
1. Bachelor of Arts	4	2	2	3	11
2. Bachelor of Science	4	-	2	-	6
3. Bachelor of Fine Arts	-	-	1	-	1
4. Bachelor of Arts and Bachelor of Science	1	1	-	1	3
5. Bachelor of Science and Bachelor of Fine Arts	-	-	1	-	1
6. Bachelor of Arts and Master of Arts	9	3	2	4	18
7. Bachelor of Science and Master of Arts	-	-	-	1	1
8. Bachelor of Science and Master of Science	1	-	1	-	2
9. Bachelor of Science and Master of Fine Arts	1	-	-	-	1
10. Bachelor of Fine Arts and Master of Fine Arts	-	-	2	-	2
11. Bachelor of Arts, Bachelor of Science and Master of Arts	5	2	-	1	8
12. Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts and Master of Arts	-	-	1	-	1
13. Bachelor of Arts, Bachelor of Science, Master of Arts, and Master of Science	2	1	1	1	5
14. Bachelor of Arts, Master of Arts, Doctor of Philosophy	2	-	2	-	4
15. Bachelor of Arts, Bachelor of Fine Arts, Master of Arts and Doctor of Philosophy	1	-	-	-	1
16. Bachelor of Science, Master of Science, Master of Television, and Doctor of Philosophy	1	-	-	-	1
17. Bachelor of Fine Arts, Master of Arts, Master of Fine Arts, and Doctor of Philosophy	1	-	-	-	1

TABLE 15 -- Continued

Degrees	Group 1	Group 2	Group 3	Group 4	Total
18. Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, and Doctor of Philosophy	2	-	1	-	3
19. Bachelor of Arts, Master of Arts, Doctor of Education and Doctor of Philosophy	2	-	-	-	2
20. Bachelor of Science, Master of Arts, Master of Science, Doctor of Education, and Doctor of Philosophy	-	-	1	-	1

Groups 1 and 3 than for schools in Groups 2 and 4. Group 1 schools had an average number of 53.9 undergraduate "majors" and Group 3 schools had an average number of 95.0 undergraduate "majors." Group 2 schools had an average number of 26.5 undergraduate "majors" and Group 4 schools had an average number of 21.6 undergraduate "majors."

This enrollment difference is attributed, in part, to the fact that both Group 1 and 3 schools have larger total student body enrollments. Consequently, larger groups of "majors" might be expected in relationship to any field of study.

In question IVF of the Institutional questionnaire, the respondents were requested to indicate the number of graduate students enrolled in radio and television courses and were classified as "majors" or "minors."

Fifty-eight institutions reported the enrollment of graduate radio and/or television "majors" and the average number for the entire group was 6.3 "majors."

Within the 4 groups of colleges and universities, Group 3 schools showed a substantially greater number of graduate student "majors" with an average enrollment of 12.2 students. Group 1 schools indicated an average enrollment of 4.8 schools and Group 3 schools indicated an average enrollment of 7.0 students. Group 4 schools indicated an average enrollment of 2.0 graduate "majors."

Fifty-two institutions reported the enrollment of graduate radio and/or television "minors" and the average number of "minors" for the entire group was 4.2 students.

Within the 4 groups of colleges and universities, Group 2

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schools showed a substantially larger number of graduate "minors" with an average number of 13.7 students. Group 4 schools had the lowest number of graduate "minors" with an average of 1.2 students. Group 1 schools had an average enrollment number of 3.0 students and Group 3 schools had an average graduate "minors" enrollment of 3.5 students.

The enrollment figures for both undergraduate and graduate "majors" in terms of the 4 classifications of schools may be seen in Table 16.

In question VA of the Institutional questionnaire, the respondents were requested to indicate the type or types of radio studio facilities regularly used in relationship to radio and television training. A list of 6 different facility arrangements was included within the question.

Forty-two institutions (or 54.6 per cent) indicated that they employed (1) Institutionally owned and operated radio stations. Thirty-two institutions (or 41.6 per cent) indicated that they employed (2) Studio facilities with tape and/or disc recording equipment; 28 schools (or 36.4 per cent) indicated they used (3) Studio facilities with permanent lines to local commercial radio stations and tape and/or disc recording equipment; this same number of schools reported that they employed (4) Institutionally owned and operated wired-wireless radio stations. Six schools (or 7.8 per cent) reported the use of (5) Privately owned and operated commercial radio stations and two schools (or 2.6 per cent) indicated they employed (6) Studio facilities with permanent lines to local commercial radio stations. (See Table 17.)

Under-Graduate majors
Average

Graduate Majors
Average

Graduate minors
Average

Enrollment

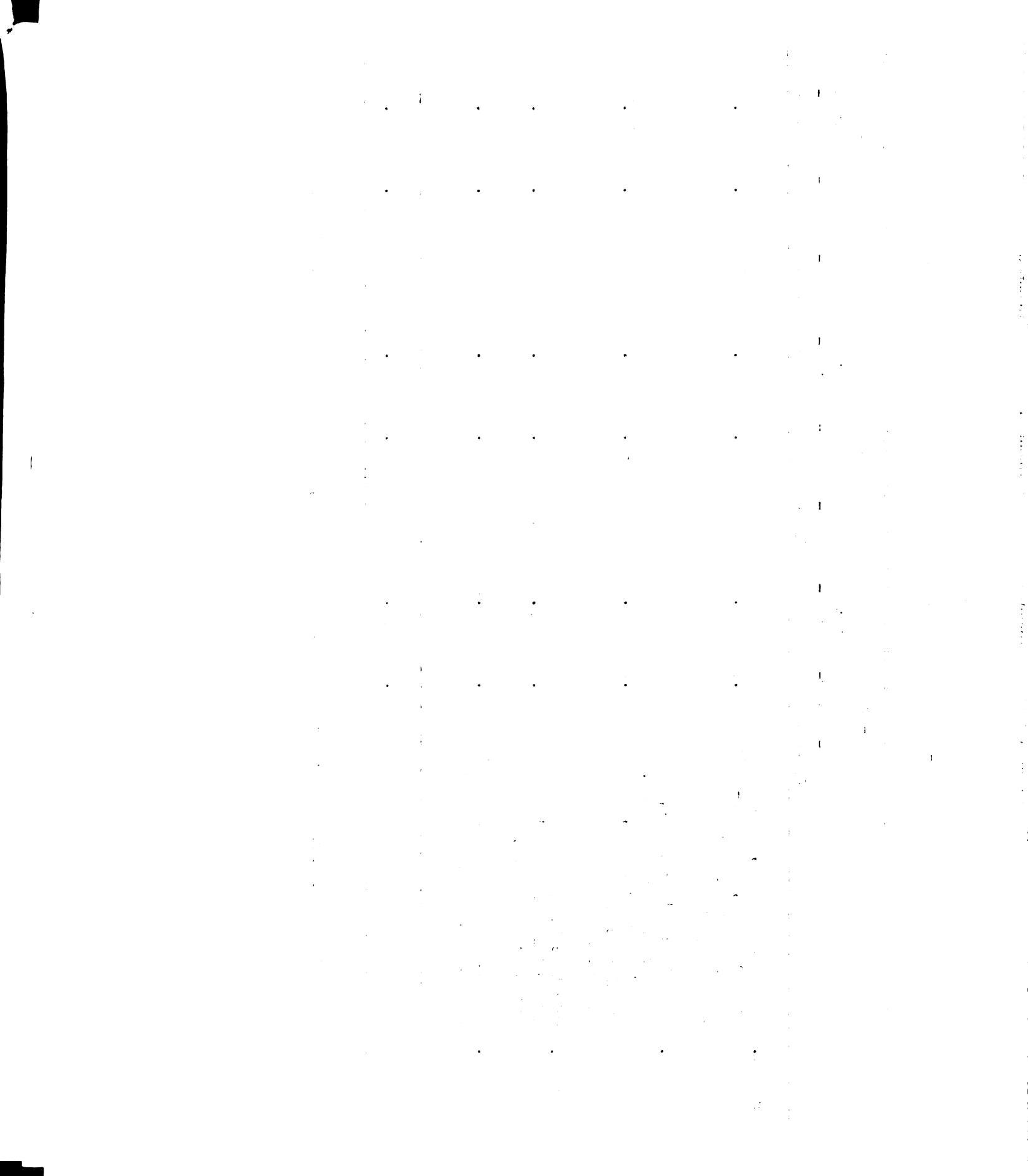
Enrollment

TABLE 16

ENROLLMENT IN RADIO-TELEVISION TRAINING PROGRAMS IN COLLEGES AND UNIVERSITIES*

	Under-graduate majors				Graduate Majors				Graduate Minors			
	Re- sponses	Per- Cent	Average Enroll- ment	Re- sponses	Per- Cent	Average Enroll- ment	Re- sponses	Per- Cent	Average Enroll- ment	Re- sponses	Per- Cent	Average Enroll- ment
Group 1. State universities, land grant colleges, state universities and land grant colleges (39)	36	92.3	53.9	32	82.1	4.8	30	76.9	3.0			
Group 2. State teacher's colleges, state liberal arts colleges, women's state colleges, municipal colleges and universities (9)	9	100.0	26.5	4	44.4	7.0	6	66.7	13.7			
Group 3. Private colleges and universities and women's private colleges (17)	15	88.2	95.0	14	82.4	12.2	10	58.8	3.5			76
Group 4. Denominational colleges and universities (12)	10	83.3	21.6	8	66.7	2.0	6	50.0	1.2			
Totals	70	90.9	54.6	58	75.3	6.3	52	67.5	4.2			

* Results obtained from responses to question IV F, of the Institutional questionnaire



RADIO STUDIO FACILITIES USED IN STUDENT TRAINING

	Group 1		Group 2		Group 3		Group 4		****	*****
	Number of Schools Reporting	Per-Cent	Number of Schools Reporting	Per-Cent	Number of Schools Reporting	Per-Cent	Number of Schools Reporting	Per-Cent		
1. Institutionally owned & operated radio station	27*	69.2	-	-	11**	64.7	4***	33.3	42	54.6
2. Studio facilities with tape and/or disc recording equipment	18	46.2	3	33.3	5	29.4	6	50.0	32	41.6
3. Studio facilities with permanent lines to local commercial radio station and/or disc recording equipment	11	28.2	6	66.7	8	47.1	3	25.0	28	36.4
4. Institutionally owned and operated wired-wireless radio station	13	31.3	3	33.3	5	29.4	7	58.3	28	36.4
5. Privately owned and operated commercial radio station	4	10.3	-	-	2	11.8	2	16.7	6	7.8
6. Studio facilities with permanent lines to local commercial radio station	2	5.1	-	-	-	-	-	-	2	2.6

*6 institutions indicated the operation of both an amplitude modulation and a frequency modulation station; 15 schools indicated the operation of a frequency modulation station only; and 6 institutions indicated the operation of an amplitude modulation station only.

**1 institution indicated the operation of both an amplitude modulation and a frequency modulation station; 10 schools indicated the operation of a frequency modulation station only.

***3 institutions indicated the operation of a frequency modulation station only; one institution indicated the operation of an amplitude modulation station only.

****Seven institutions (9.1%) indicated the operation of both an amplitude modulation station and a frequency modulation station. Twenty-eight institutions (36.4%) indicated the operation of a frequency modulation station only. Seven institutions (9.1%) indicated the operation of an amplitude modulation station only.

*****Percents based on 77 responses to question VA on Institutional questionnaire.

This order of frequency of use did not remain constant within each of the 4 major groupings of the colleges and universities. In the case of Group 1 and Group 3 schools, (1) Institutionally owned and operated radio stations were the most often mentioned radio studio facilities used in radio and television training. Twenty-seven schools (or 69.2 per cent) of Group 1 schools and 11 Group 3 schools (or 64.7 per cent) indicated this radio studio facilities arrangement.

The most often mentioned radio studio facilities arrangement mentioned by Group 2 schools, however, was (3) Studio facilities with permanent lines to local commercial radio stations and/or disc recording equipment. Six schools (or 66.7 per cent) indicated this arrangement.

And in the case of Group 4 schools, 7 schools (or 58.3 per cent) stated that the radio studio facilities arrangement most often employed was (4) Institutionally owned and operated wired-wireless radio station. (See Table 17.)

Question VB of the Institutional questionnaire asked, "How many hours of programming do your students present to the public over these radio studio facilities weekly?"

Seventy-six institutions responded to this question and the median number of programmed hours was 27.8. Group 3 schools indicated the largest number of median programmed hours with 40.0 and Group 2 schools indicated the smallest number of median programmed hours with 4.0. Group 1 and Group 2 schools had median programmed hours of 29.0 and 26.5.

The range of programmed hours for the entire group of respondents was 0.0 hours to 151.5 hours. (See Table 18.)

The most predominant type of program employed within these programmed hours was Music with a median of 22 hours per week with no other type of program offering substantially employed. (See Table 19.)

The itemization of radio equipment utilized in the radio and television training programs of the 77 responding institutions can be seen in Table 20.

In question VD of the Institutional questionnaire, the respondents were requested to indicate the type or types of television studio facilities regularly used in relationship to radio and television training. A list of 7 different facility arrangements was included within the question. Seventy-seven institutions responded to the question.

Twenty-eight institutions (or 36.4 per cent) indicated that they employed (1) Studio facilities with 16 mm. film camera equipment; 27 institutions (or 35.1 per cent) indicated that they employed (2) Studio facilities with closed-circuit television system for intra-school or intra-campus use only; 23 colleges and universities (or 29.9 per cent) employed (3) privately owned and operated commercial television stations; 15 colleges and universities (or 19.5 per cent) stated that they (4) had no television facilities; 14 schools (or 18.2 per cent) reported (5) Institutionally owned and operated television station and 14 schools reported (6) Studio facilities with kinescope recording facilities. Eight institutions (or 10.4 per cent) stated they used (7) Studio facilities with permanent

TABLE 18

STUDENT USE OF THE RADIO STUDIO FACILITIES*

Institutions	Number of Institutions Reporting Responses	Per Cent	Median Number Programmed Hours	Range of Programmed Hours
1. Group 1. State universities, land grant colleges, state universities and land grant colleges (39)	38	50.0	29.0	0.0 - 151.5
2. Group 2. State teachers colleges, state liberal arts colleges, women's state colleges, and municipal colleges and universities (9)	9	11.8	4.0	0.5 - 66.0
3. Group 3. Private colleges and universities, and private women's colleges (17)	17	22.4	40.0	0.0 - 138.0
4. Group 4. Denominational colleges and universities (12)	12	15.8	26.5	1.0 - 80.0
Totals	76	100.0	27.8	0.0 - 151.5

*As derived from the responses to Question VB of the Institutional questionnaire

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TABLE 19

PROGRAM TYPES EMPLOYED IN STUDENT TRAINING USE OF RADIO STUDIO FACILITIES*

Program Type	Number of Institutions Reporting Responses	Reporting Per Cent	Median Hours Programmed Hours	Range of Programmed Hours
1. Agricultural	5	1.6	0.50	0.0 - 1.00
2. Children's	18	5.8	0.50	0.0 - 7.00
3. Comedy	7	2.3	1.00	0.0 - 7.00
4. Discussion	36	11.7	1.25	0.0 - 1.25
5. Drama	39	12.7	1.00	0.0 - 10.00
6. Educational	26	8.4	3.50	0.0 - 36.00
7. Music	49	15.9	22.00	0.0 - 85.00
8. News	45	14.6	2.50	0.0 - 7.00
9. Quiz	7	2.3	1.00	0.0 - 3.00
10. Religious	25	8.1	1.00	0.0 - 10.00
11. Sports	5	1.6	3.00	0.0 - 4.00
12. Talks	32	10.4	1.50	0.0 - 15.75
13. Variety	14	4.6	1.50	0.0 - 20.00
		100.0		

*As determined from the responses to question VC of the Institutional Questionnaire

Year	Production	Consumption	Exports	Imports
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021

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TABLE 20

RADIO EQUIPMENT OWNERSHIP IN THE RADIO-TELEVISION TRAINING PROGRAMS OF 77
COLLEGES AND UNIVERSITIES

Equipment	Number of Schools Reporting	Per Cent	Average Number Owned	Range of Equipment Ownership
1. Radio studios	73	94.8	3.0	1 - 10
2. Radio control rooms	72	93.5	1.8	1 - 5
3. Radio audio consoles	73	94.8	2.1	1 - 5
4. Turntables	73	94.8	4.6	2 - 12
5. Microphones	72	93.5	9.6	2 - 26
6. Tape recorders	74	96.1	4.8	1 - 17
7. Radio receivers	63	81.8	3.2	1 - 20
8. Sound trucks	42	54.6	1.0	1 - 3
9. Disc recorders	11	14.3	1.4	0 - 3
10. Remote units	9	11.6	1.7	0 - 3
11. Facsimile	1	1.3	1.0	0 - 1
12. One-half watt transmitters	1	1.3	8.0	0 - 8
13. Tape editing console	1	1.3	1.0	0 - 1
14. Tape duplicating system	1	1.3	1.0	0 - 1



The following table shows the results of the tests conducted on the samples of the material under investigation. The data is presented in two columns, with the first column representing the test results for the first set of samples and the second column representing the test results for the second set of samples.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The data in the table above shows that the material under investigation exhibits consistent behavior across all test samples, with no significant deviations observed.

coaxial cable or microwave link to a local television outlet; 4 schools (or 5.2 per cent) stated they employed (8) Community owned and operated television stations; and 1 school (or 1.3 per cent) reported (9) Studio facilities with 35 mm. film camera equipment. (See Table 21.)

Within Group 1 schools, 19 institutions (or 48.7 per cent) indicated they employed (2) Studio Facilities with closed-circuit television system for intra-school or intra-campus use only. This percentage represented the largest number of Group 1 schools. The least used facilities of this group was (8) Community owned and operated television station. One school (or 2.6 per cent) indicated use of such facilities.

The most common studio facility arrangement for Group 2 and Group 4 schools was (3) Privately owned and operated commercial television stations. Five institutions within Group 2 (or 55.6 per cent) indicated this facility and 4 schools within Group 4 (or 33.3 per cent) indicated the employment of this facility arrangement.

Group 3 schools reported that the most often employed studio facility arrangement was (1) Studio facilities with 16 mm. film camera equipment. Seven institutions (or 41.2 per cent) reported this combination.

The number of schools within each of the 4 major groupings of institutions employing the various facilities arrangements can be seen in Table 21.

Question VE of the Institutional questionnaire asked, "How many hours of programming do your students present to the public over these television studio facilities weekly?"

TELEVISION STUDIO FACILITIES USED IN STUDENT TRAINING

Facilities	Group 1		Group 2		Group 3		Group 4		Per- Cent	
	Number of Schools Reporting	Per- Cent	Number of Schools Reporting	Per- Cent	Number of Schools Reporting	Per- Cent	Number of Schools Reporting	Per- Cent		
1. Studio facilities with 16 mm. film camera equipment	16	41.0	3	33.3	7	41.2	2	16.7	28	36.4
2. Studio facilities with closed- circuit television system for intra-school or intra-campus use only	19	48.7	2	22.2	4	23.5	2	16.7	27	35.1
3. Privately owned and operated commercial television station	8	20.5	5	55.6	6	35.3	4	33.3	23	29.9
4. No television facilities	7	18.0	2	22.2	4	23.5	2	16.7	15	19.5
5. Institutionally owned and oper- ated television station	10	25.6	-	-	3	17.7	1	8.3	14	18.2
6. Studio facilities with kinescope recording facilities	8	20.5	-	-	5	29.4	1	8.3	14	18.2
7. Studio facilities with permanent coaxial cable or microwave link to local commercial television station	4	10.3	-	-	3	17.7	1	8.3	8	10.4
8. Community owned and operated television station	1	2.6	1	11.1	1	5.9	1	8.3	4	5.2
9. Studio facilities with 35 mm. film camera equipment	-	-	-	-	1	5.9	-	-	1	1.3

* Percentages based on 77 responses to question V D on Institutional questionnaire

Seventy-four institutions responded to this question and the median number of hours programmed was 0.375 hours. Group 3 schools indicated the largest number of programmed hours with a median hour total of 0.75 hours and Group 4 schools indicated the smallest number of programmed hours with a median hour total of 0.125. Group 1 and Group 2 institutions had median hour totals of .50 and 0.25 hours.

The range of programmed hours for the entire group of responding institutions was 0.0 hours to 40.0 hours. (See Table 22.)

The most predominant types of programs employed within these programmed hours were Education and Music. Twenty-five institutions (or 34.7 per cent) reported a median hour total of 1.00 hours of Education and 5 schools (or 6.9 per cent) reported a median hour total of 2.00 hours of Music. (See Table 23.)

The itemization of television equipment owned and utilized within the radio and television training programs of the 74 responding institutions can be seen in Table 24.

In question VIIC of the Institutional questionnaire, the respondents were asked, "What are the training problems facing you today?" A list of 18 items were included to facilitate answering, with space provided for additional problems. In addition, the respondents were asked to rate on a 1, 2, 3 basis the most important training problems facing their institutions.

A total of 77 institutions answered the question and the 7 most frequently checked training problems were as follows: (1) equipment needs, (2) finance, (3) improvement of training facilities (physical plant), (4) faculty extra-curricular activity loads,

TABLE 22

STUDENT USE OF THE TELEVISION STUDIO FACILITIES*

Institutions	Number of Institutions Reporting Responses Per Cent	Median Number Programmed Hours	Range of Programmed Hours
1. Group 1. State universities, land grant colleges, state universities and land grant colleges (39)	36	0.5	0.0 - 40.0
2. Group 2. State teachers colleges, state liberal arts colleges, women's state colleges, and municipal colleges and universities (9)	9	0.25	0.0 - 4.5
3. Group 3. Private colleges and universities, and private women's colleges (17)	17	0.75	0.0 - 7.5
4. Group 4. Denominational colleges and universities (12)	12	0.125	0.0 - 40.0
Totals	74	0.375	0.0 - 40.0

* As determined from the responses to question V E of the Institutional questionnaire

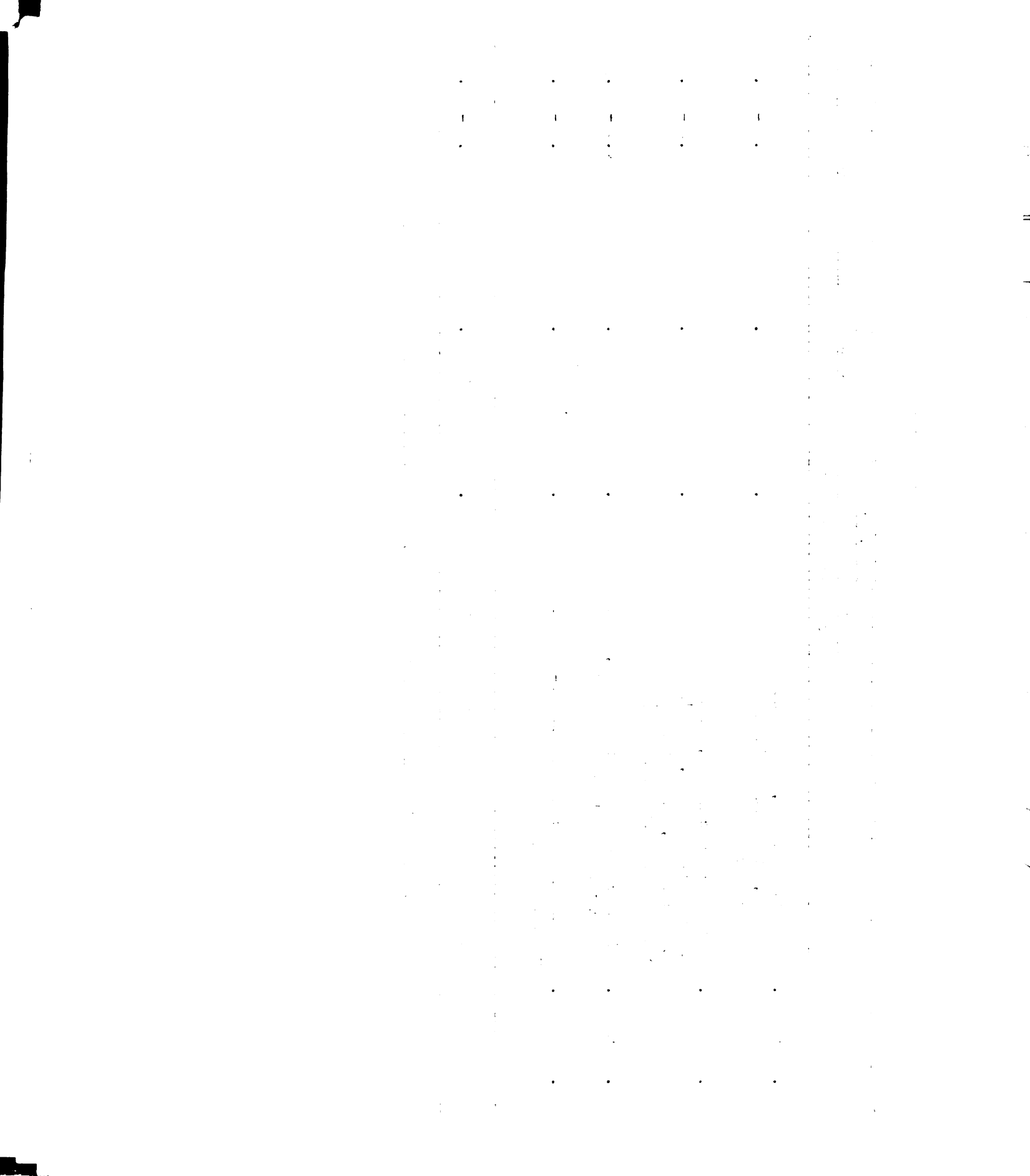


TABLE 23

PROGRAM TYPES EMPLOYED IN STUDENT TRAINING USE OF TELEVISION STUDIO FACILITIES*

Program Type	Number of		Median Number Programmed Hours	Range of Programmed Hours	
	Institutions Reporting Responses	Per Cent			
1. Agricultural	-	-	-	-	-
2. Children's	3	4.2	0.50	0.0 -	2.00
3. Comedy	2	2.8	0.25	0.0 -	0.25
4. Discussion	6	8.3	0.75	0.0 -	6.75
5. Drama	5	6.9	0.50	0.0 -	2.00
6. Education	25	34.7	1.00	0.0 -	22.50
7. Music	5	6.9	2.00	0.0 -	10.00
8. News	7	9.7	0.75	0.0 -	1.50
9. Quiz	2	2.8	0.375	0.0 -	0.50
10. Religious	2	2.8	0.25	0.0 -	0.50
11. Sports	-	-	-	-	-
12. Talks	5	6.9	0.50	0.0 -	0.50
13. Variety	10	13.9	0.50	0.0 -	6.00
99.9					

*As determined from the responses to question V F of the Institutional Questionnaire

TABLE 24

TELEVISION EQUIPMENT OWNERSHIP IN THE RADIO-TELEVISION TRAINING PROGRAMS OF 77
COLLEGES AND UNIVERSITIES

Equipment	Number of Schools Reporting	Per Cent	Average Number Owned	Range of Equipment Ownership
1. Television studios	48	62.3	1.7	0 - 4
2. Television control rooms	48	62.3	1.3	0 - 3
3. Television audio consoles	43	55.8	1.5	0 - 4
4. Television cameras	46	59.7	2.9	0 - 6
Image Orthicon cameras	27			
Vidicon cameras	29			
Film cameras	3			
5. Television camera mounts	43	55.8	2.9	0 - 6
Booms	8			
Pedistals	18			
Tripods	30			
Others (cranes)	17			
6. Television switching units	43	55.8	1.5	0 - 4
7. Microphones	41	53.2	6.0	0 - 15
8. Lighting panels	36	46.8	1.7	0 - 7
9. Kinescope recorders	21	27.3	1.0	0 - 1
10. Film cameras	37	48.1	2.9	0 - 10
33 mm. cameras	1			
16 mm. cameras (SOF)	27			
16 mm. cameras (Silent)	26			
11. Television receivers	38	49.4	4.5	0 - 15
12. Mike booms	5	6.5	1.2	0 - 2



TABLE 24 -- Continued

Equipment	Number of Schools Reporting	Per Cent	Average Number Owned	Range of Equipment Ownership
13. Projectors	17	22.1	1.4	0 - 3
16 mm. S.O.F. projectors	6			
Opaque projectors	2			
Balopticons	1			
2 x 2 slide projectors	2			
Multiplexers	3			
Rear screen projectors	2			
Telops	1			
14. Film editing units	6	7.8	1.2	0 - 2
15. Special Electronics Gear	5	6.5	1.0	0 - 1
Zoomar lenses (field & studio)	2			
Montage units	1			
Magnetic film recorders	2			
16. Remote trucks	2	2.6	1.0	0 - 1

(5) salaries, (6) curriculum construction, and (7) development of graduate program. (See Table 25.)

These 7 most frequently checked problems were also the 7 most important training problems facing institutions as determined by the composite score based on the reversed values of 1, 2, and 3 ratings. Ranking of the problems in terms of importance was as follows: (1) finance, (2) improvement of training facilities, (3) equipment needs, (4) faculty extra-curricular activity loads, (5) curriculum, construction, (6) development of graduate program, and (7) salaries. (See Table 25.)

In a breakdown by institutional groups on the basis of frequency of problem mention, Table 26 indicates that Group 2, Group 3 and Group 4 schools most frequently mentioned problem was equipment needs. In addition, Group 4 schools also listed faculty extra-curricular activity loads as the most frequently mentioned problem. Group 1 schools most frequently mentioned finance as a problem.

There was some variance in relationship to the second most frequently mentioned training problems among the 4 institutional groups. Group 1 schools cited equipment needs and improvement of training facilities as the second most frequently mentioned problems. Group 2 and Group 4 schools listed finance as the second most frequently mentioned problem and Group 3 schools placed salaries as the second most frequently mentioned training problem.

The least frequently mentioned training problem in the total ranking and among the 4 institutional groups was limitations of college enrollments.

Department

Finance

Improvement

Regulatory
Code

Selection

Curriculum

Development

Student

Administrative

Student

Security

Program

Library

Building

Transportation

Finance

Organize

United

Develop
television

Initiate

Result

Client

Total

TABLE 25

RADIO-TELEVISION TRAINING PROBLEMS FACING COLLEGES AND UNIVERSITIES AND THEIR IMPORTANCE

	Checked Problems*			Rated Importance**	
	Total	Per Cent	Rank	Total	Rank
1. Equipment needs	51	14.1	1	46	3
2. Finance	41	11.3	2	80	1
3. Improvement of training facilities	36	9.9	3	49	2
4. Faculty extra-curricular activity loads	35	9.7	4	38	4
5. Salaries	30	8.3	5	18	7
6. Curriculum construction	27	7.5	6	31	5
7. Development of graduate program	25	6.9	7	30	6
8. Student help budget	20	5.5	8	9	12
9. Administrative alignment	14	3.9	9	17	8
10. Student recruitment	11	3.0	10	10	11
11. Recruitment of competent teachers	10	2.8	11	12	9
12. Geographical location	7	1.9	12	7	13
13. Library facilities	7	1.9	12	3	15
14. Administrative acceptance	6	1.7	13	11	10
15. Updating of teaching staff	6	1.7	13	4	14
16. Placement of graduates	6	1.7	13	2	16
17. Outsized college enrollments	5	1.5	14	1	18
18. Limited size of teaching staff	4	1.1	15	12	9
19. Develop cooperation between radio-television educators & broadcasters	1	.3	16	-	-
20. Limitations of college enrollments	-	-	-	-	-

* Results obtained from responses to question VII C of the Institutional questionnaire

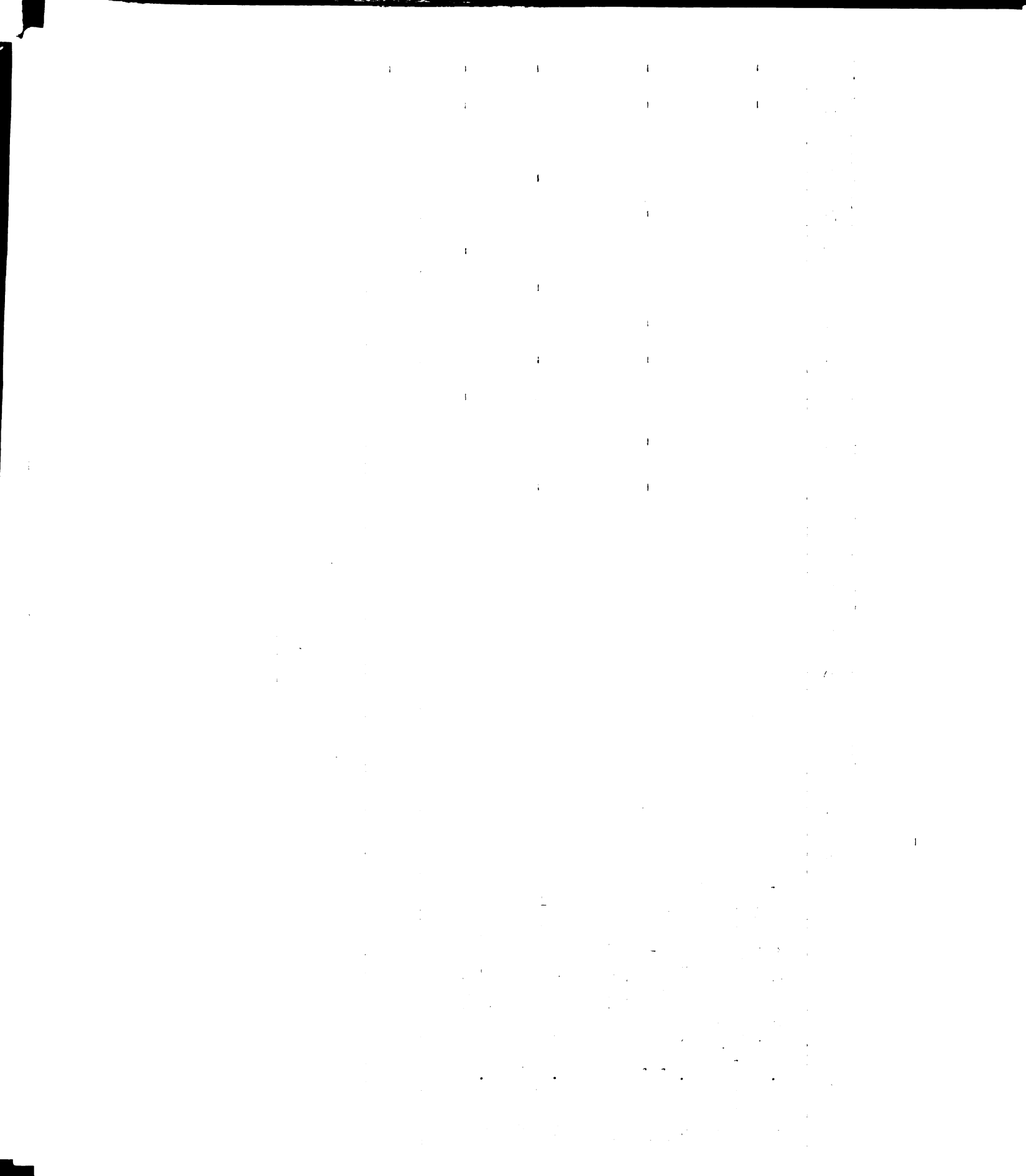
**Total score based on reversed values, 1 equals 3, 2 equals 2, and 3 equals 1

RADIO-TELEVISION TRAINING PROBLEMS FACING COLLEGES AND UNIVERSITIES

Problems*	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Group 1. State universities, land grant colleges or universities, state universities and land grant colleges (35)	20	21	20	15	14	14	14	7	11	8	7	6	3	3	4	3	2	1	-	-
Group 2. State teachers colleges, state liberal arts colleges, state women's colleges and municipal colleges and universities (8)	7	5	3	3	2	5	2	3	-	-	2	-	-	2	1	-	2	1	-	-
Group 3. Private colleges and universities and women's private colleges (17)	16	8	8	9	10	4	6	5	-	2	1	-	2	-	1	2	-	1	1	1
Group 4. Denominational colleges and universities (12)	8	7	5	8	4	4	3	5	3	1	-	1	2	1	-	1	1	1	-	-
Total	51	41	36	35	30	27	25	20	14	11	10	7	7	6	6	5	4	1	1	-

*Problems are numbered on the basis of TABLE 25

Results obtained from responses to question VII C of the Institutional questionnaire



In a breakdown by institutional groups on the basis of sum totals of 1, 2, and 3 ratings with the values reversed, Table 27 indicates that all institutional groups rated finance as the most important problem.

Second-rated problems varied very little among the institutional classifications. Group 1, Group 2, and Group 4 institutions rated improvement of training facilities as the second most important training problem. It is to be noted, however, that Group 4 institutions also rated equipment needs and development of graduate program to be second most important problems. Group 3 schools indicated equipment needs to be the second most important training problem.

The least important training problems as determined by the composite scoring ranking and the group totals were: develop cooperation between radio and television educators and broadcasters and limitations of college enrollments.

Question VIII D of the Institutional questionnaire was, "What is your concept of the ideal institutional administrative structure for a worthwhile radio and/or television training program?"

The most preferred or "ideal" structure element was found to be a separate radio and television department. Thirty-six responses, or 46.8 per cent, of the 77 institutions returning completed questionnaires, indicated this choice.

Of these 36 responses, 16 schools, or 20.8 per cent of the total 77 schools, carried their proposals no further than to indicate the need for a separate department. The following statements typify this thinking:

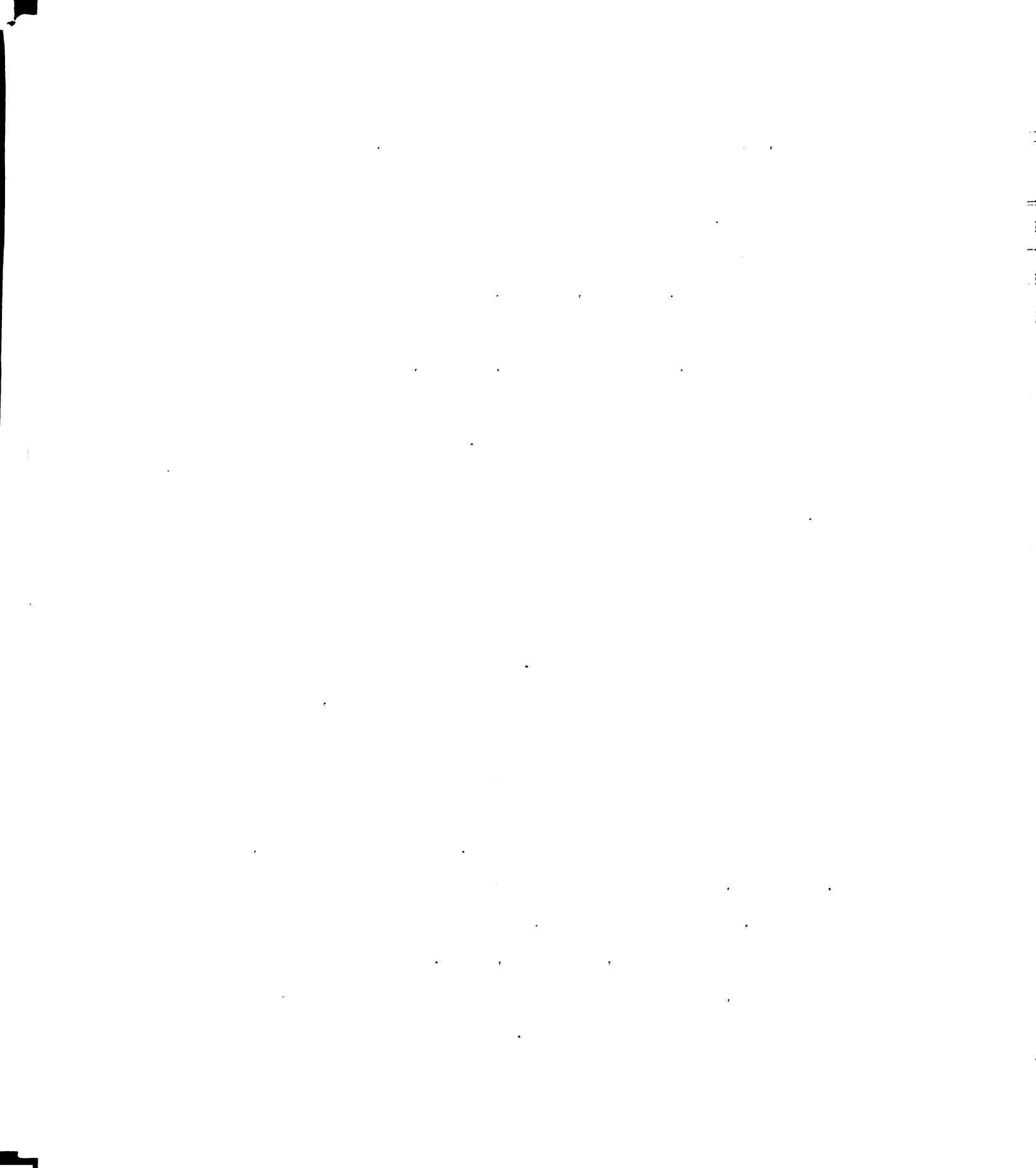


TABLE 27

MOST IMPORTANT RADIO-TELEVISION TRAINING PROBLEMS FACING COLLEGES AND UNIVERSITIES

Problems	1st Rating	2nd Rating	3rd Rating	Total*
1. Finance	21	5	7	80
2. Improvement of training facilities	8	7	11	49
3. Equipment needs	8	9	4	46
4. Faculty extra-curricular activity loads	6	7	6	38
5. Curriculum construction	5	5	6	31
6. Development of graduate program	4	7	4	30
7. Salaries	-	6	6	18
8. Administrative alignment	4	1	3	17
9. Recruitment of competent teachers	2	2	2	12
10. Limited size of teaching staff	2	3	-	12
11. Administrative acceptance	3	-	2	11
12. Student recruitment	1	3	1	10
13. Student help budget	2	1	1	9
14. Geographical location	1	2	-	7
15. Updating of teaching staff	1	-	1	4
16. Library facilities	-	1	1	3
17. Placement of graduates	-	-	2	2
18. Outsized college enrollment	-	-	1	1
19. Develop cooperation between radio- television educators & broadcasters	-	-	-	-
20. Limitations of college enrollment	-	-	-	-

*Total score based on reversed values, 1 equals 3, 2 equals 2, and 3 equals 1

Results obtained from responses to question VII C of Institutional questionnaire

The program should have at least departmental status with a director in complete charge of budget. Curriculum determined in consultation with administrative council. Broad powers of discretion for the director.

Depends upon the institution; however, I feel that the radio-television major work should be a separate administrative unit.

Five schools, or 6.5 per cent of the 77 institutions, indicated that not only should the curriculum responsibilities be included in the radio-television department, but it should also encompass and have complete authority over all broadcast functions of the college or university.

Exemplifying this preferred structure were the following comments:

As a matter of fact, I think we have it -- namely, a single department in which is centered the responsibility for the institution's broadcast teaching and the institution's broadcasting activities.

The best administrative structure would be one in which the radio-television department was able to stand alone and determine its own course requirements and its own public relations work.

One school, or 1.3 per cent of the 77 institutions reporting, indicated that the curriculum program should be the sole function of the radio-television department and specifically stated that other broadcast activities of the college or university should be divorced from the department. The following statement showed this preferred division:

If the program is to develop to the fullest, it must be administratively independent and autonomous, rather than a section within another department. Likewise, it should be administratively independent or divorced from the radio and television public service program of the school.

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Eight schools, or 10.4 per cent of the total respondents, stated that the department of radio and television should be a part of a school of communication arts or its equivalent, which would encompass journalism, film, advertising, public relations, and in the case of one school, the additional unit of audio-visual.

Three respondents, or 4.0 per cent, stated the department of radio and television should be located in a school of speech and 2 responses, or 2.6 per cent, indicated that the proper school or college division would be arts and sciences. One college, or 1.3 per cent, replied that their present structure of a department of radio and television in the school of journalism was the ideal administrative structure.

Other administrative proposals included the preference of a coordinated program. Seven schools, or 9.1 per cent, indicated this choice of administrative structure.

The emphasis desired in this administrative alignment is that broadcast training curriculum matters should be a mutually responsible activity participated in by various academic departments of the particular college or university. This approach is exemplified by the following comments:

Inter-departmental major including advertising, journalism, drama, and radio and television.

This is a broad field. Complete success in all phases of the work depends on a cooperative attitude which, unfortunately, does not exist on all campuses. I think there should be a single television effort, not a fragmented one -- and that it should be a kind of interdiscipline area of a kind that you often encounter on the graduate level.

Co-ordinated program with some departmental requirements waived for those in co-ordinated area and with the co-ordinator in a position to have a voice equal to a department head in budgets.

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Eight respondents, or 10.4 per cent, stated that any radio and television curriculum activities should be located in the speech department. Six of these 8 respondents, or 7.8 per cent of the 77 institutions surveyed, indicated no other administrative structuring other than the concentration of radio and television curriculum affairs in the speech department. Typical of these comments were as follows:

We believe in radio and television being set part of a program offered by a speech department since related activities and information are most likely to be given as other offerings of the speech department.

Within structure of the speech department where students can be trained in all the disciplines of the department.

Administratively, within the speech department, practically working with the dramatic arts division very closely.

Two schools, or 2.6 per cent of the respondents, stated that any radio and television curriculum should be located in the speech department with broadcast functions falling in other areas of the institution:

Academic program in the department of speech; performance (public) under extension division.

Beginning training facilities in speech department. Advanced training facilities in a station (radio and television) supervised by speech department faculty but operated as a university service directly from the president's office.

Five schools, or 6.5 per cent of the total respondents, stated that they felt there was no such thing as an ideal administrative structure, or that administrative alignment is an unimportant element if success in radio and television training is achieved. The following were typical remarks indicating these opinions:

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There is no ideal administrative structure. I have seen situations at one institution which would not work at all in other institutions even though they were very successful. My view is that wide differences in individuals make for wide differences in administrative structure; hence, I say, 'There's no ideal.'

Doubt if there could be an ideal set-up. Many structures would work equally well depending upon the personnel and personalities involved.

Any administrative arrangement which permits initiative in planning and supervising the academic aspect. The administrative lines are unimportant; opportunity for growth is.

Two schools, or 2.6 per cent of the total responses, failed to state their preference in terms of location of the curriculum program but they indicated that the ownership of broadcast stations backed by sufficient funds and energetic faculties is highly desirable.

One school, or 1.3 per cent, stated that a department, school, institute of radio and television with administrative relationships to all allied fields is the most desirable administrative structure.

Eighteen institutions, or 23.4 per cent of the total schools, did not answer this question.

Table 28 readily shows the stratification of preferred or "ideal" institutional administrative structures.

1. Department

2. Department

3. Identifier

4. No. identifier

5. No. event
frequency
of event

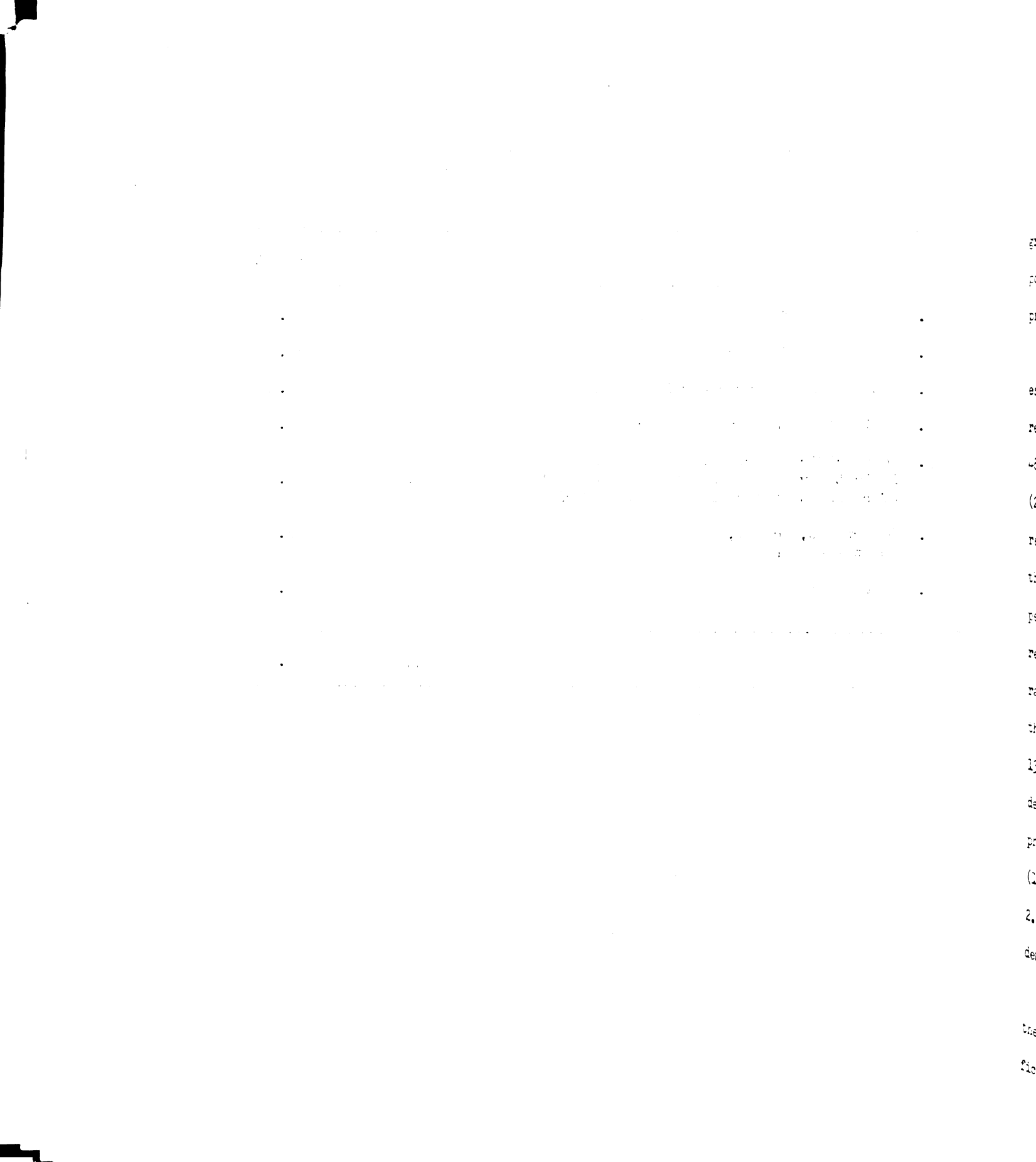
6. Department
and title

7. No. report

TABLE 28

IDEAL INSTITUTIONAL ADMINISTRATIVE STRUCTURE
FOR A WORTHWHILE RADIO AND/OR TELEVISION TRAINING PROGRAM

	Responses	Per Cent
1. Department of Radio and Television	36	46.8
2. Department of Speech	8	10.4
3. Interdiscipline or co-ordinated program	7	9.1
4. No ideal administrative structure	5	6.5
5. No specific departmental assignment but indicated value of institutional ownership of radio and television broadcast facilities	2	2.6
6. Department, school, and institute of radio and television	1	1.3
7. No response	18	23.4
Totals	77	100.3



The Professional and Personal Characteristics
of the Former Broadcast Training
Student Respondents

The former students of radio and television training programs were asked to indicate their age, sex, college degrees held, positions held previously to present position, and indicate present position and length of tenure in that position.

A total of 12 general broadcast industry divisions were established in conjunction with the jobs presently held by the respondents. These divisions were as follows: (1) Production -- 48 respondents, or 27.4 per cent of the total 175 respondents; (2) Announcing,-- 29 respondents, or 16.6 per cent of the total respondents; (3) Programming -- 15 respondents, or 8.6 per cent of the total group; (4) Sales and Promotion -- 14 respondents, or 8.0 per cent of the total; (5) Advertising agency personnel -- 13 respondents, or 7.4 per cent of the total group; (6) Educational radio-television personnel -- 13 respondents, or 7.4 per cent of the total number of respondents; (7) Station management personnel -- 13 respondents, or 7.4 per cent of the total; (8) News -- 11 respondents, or 6.3 per cent of the total number of respondents; (9) Film production -- 8 respondents, or 4.6 per cent of the total group; (10) Continuity and (11) Public Relations -- each 4 respondents, or 2.3 per cent, for each division; and (12) Engineering -- 3 respondents, or 1.7 per cent of the total 175 respondents.

Table 29 shows this industry division breakdown along with the number of men and women respondents classified within the specific divisions. The sampling of former radio and television students

TABLE 29

DIVISIONS OF BROADCAST INDUSTRY REPRESENTED BY RESPONDENTS TO STUDENT
QUESTIONNAIRE

Industry Division	Respondents		Sex	
	Number	Per Cent	M	F
1. Production	48	27.4	42	6
2. Announcing	29	16.6	28	1
3. Programming	15	8.6	12	3
4. Sales & Promotion	14	8.0	14	-
5. Advertising agency	13	7.4	11	2
6. Educational radio-tv	13	7.4	12	1
7. Station management	13	7.4	12	1
8. News	11	6.3	10	1
9. Film production	8	4.6	5	3
10. Continuity	4	2.3	-	4
11. Public Relations	4	2.3	4	-
12. Engineering	3	1.7	3	-
Totals	175	100.0	153	22

included replies from 153 men, 87.4 per cent of the total respondents; and 22 women, 12.6 per cent of the total group.

The various jobs or positions placed within each of the 12 industry divisions are to be found in Table 30.

Question 2 of the student questionnaire requested the respondent to indicate the approximate number of months spent in his or her present position. The total average for the 175 respondents was 30.3 months. The spread of tenure ranged from 9.8 months for the industry division of Continuity to 48.7 months for the industry division of Announcing. (See Table 31.)

Question 3 of the student questionnaire requested the respondent to indicate the number of other positions held in the broadcast industry prior to his or her present position and to indicate the type of position. Unfortunately, the lack of specific statements and the simple repetition of the same job being held while employed elsewhere made this data severely limited in its usefulness. It was possible, however, to determine the average number of jobs held prior to the present position. The range within this question was registered from 1.5 jobs for Film production personnel, to 3.8 jobs for Management personnel. The over-all average for the 175 respondents was 2.5 jobs prior to the present positions. (See Table 31.)

The average age for the entire 174 respondents was 28.6 years. The age range was from 23.3 years for Continuity personnel to 32.7 years for Engineering personnel. (See Table 31.)

In question 4 the respondent was asked, "What college

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In question 4 the respondent was asked, "What college

TABLE 30

PRESENT POSITIONS HELD BY RESPONDENTS TO STUDENT QUESTIONNAIRE

Industry division	Position	Number
Advertising Agency Personnel (13 respondents)	Radio-TV Production Coordinator or supervisor	4
	Television production Department employee	3
	Account executive	1
	Advertising agency owner	1
	Continuity writer	1
	Media buyer	1
	Media director	1
	Musical director	1
Announcing Personnel (29 respondents)	Radio station staff announcer	14
	Television station staff announcer	8
	Radio station sports director	2
	Radio-Television station staff announcer	2
	Radio chief announcer	1
	Television chief announcer	1
	Radio-Television free-lance announcer	1
Continuity Personnel (4 respondents)	Radio station continuity editor	1
	Television station continuity director	1
	Television senior writer	1
	Radio-Television continuity writer	1

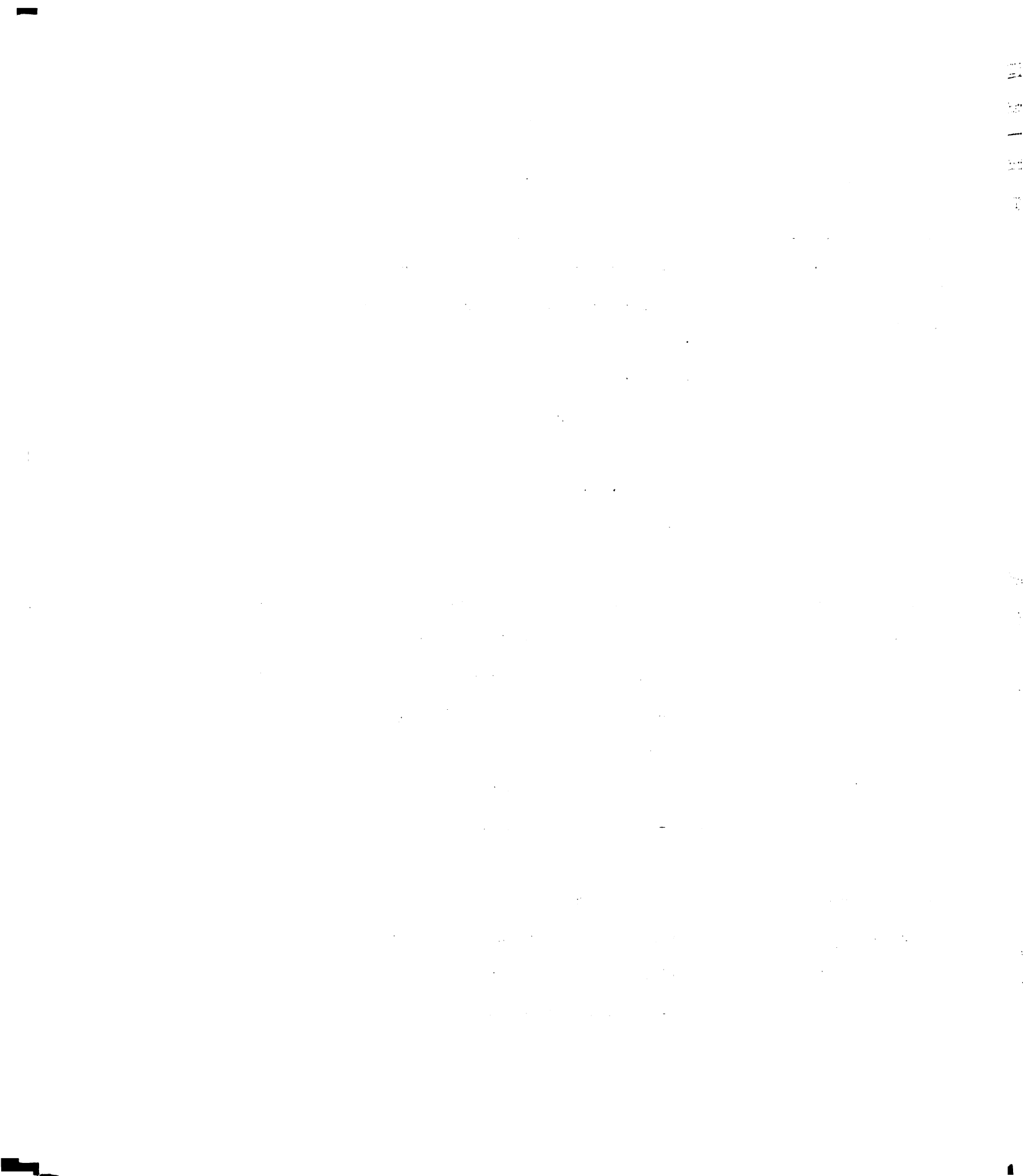


TABLE 30 -- Continued

Industry division	Position	Number
Educational Personnel (13 respondents)	College or university radio-television instructors	4
	Educational television station manager	2
	Educational television station producer-director	2
	Educational radio station production supervisor	1
	Educational television station writer-director	1
	Educational television station project director	1
	College extension radio-television department head	1
	Assistant director of university extension service for radio-television	1
Engineering Personnel (3 respondents)	Television station engineer	2
	Radio network engineer	1
Film production Personnel (8) respondents)	Television station film department supervisor	4
	Television station film department employee	1
	Assistant production manager and production coordinator in independent film company	1
	Manager of film exchange	1
	Research assistant special productions independent film company	1
Management Personnel (13 respondents)	Radio station manager	10
	Secretary to radio station manager	1
	Assistant manager radio station & vice president	1
	Television station manager	1

Industry division	Position	Number
News Personnel (11 respondents)	Radio station news director	4
	Television station news director	2
	Radio-TV station news director	2
	Radio station news reporter	1
	Radio-TV news writer	1
	Foreign correspondent network	1
Production Personnel (48 respondents)	Television station staff director, writer-director, free-lance director, director-producer, associate director	21
	Television station production coordinator, assistant production manager, production employee, production manager, floor manager, operations director	9
	Television station assistant executive producer, assistant feature editor, assistant director special broadcast services, sports and special events director	4
	Television network assistant production supervisor, network page, operations coordinator, production employee	4
	Television network director, director-producer	3
	Radio women's director, radio writer-producer	4
	Television production manager - independent production firm, writer-producer - independent production firm	2
	Radio-television network public affairs producer	1

1952 - 1953

1954 - 1955

1956 - 1957

1958 - 1959

1960 - 1961

1962 - 1963

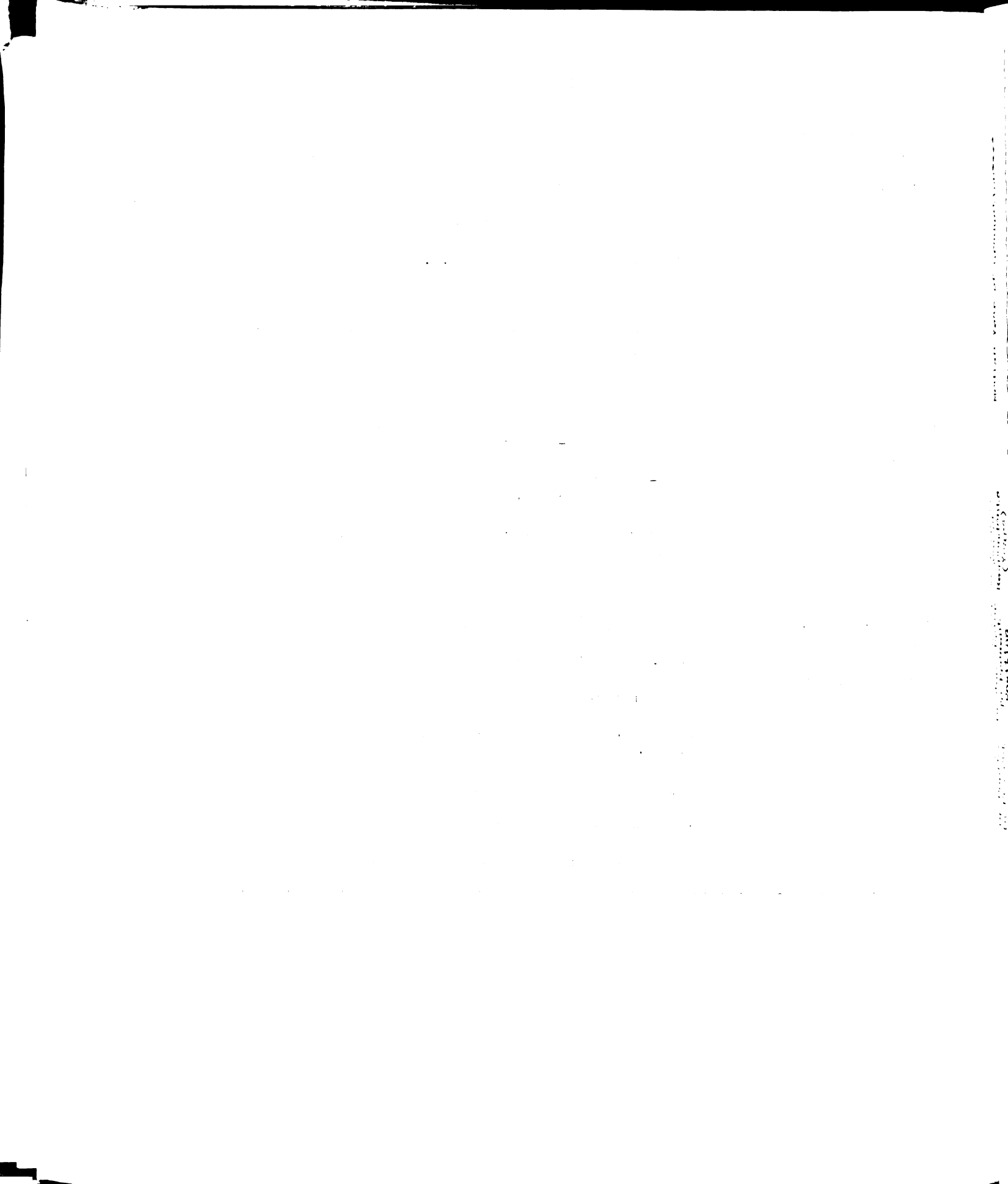
1964 - 1965

1966 - 1967

1968 - 1969

TABLE 30 -- Continued

Industry division	Position	Number
Programming Personnel (15 respondents)	Radio station program director	7
	Television station program director	4
	Secretary to radio station p.d.	1
	Radio traffic assistant	1
	Assistant program director radio and/or television	2
Public Relations Personnel (4 respondents)	Public relations director for private industries (non-broadcasting)	2
	Radio-TV director for major political party national committee	1
	Public relations director for protestant church group	1
Sales & Promotion Personnel (14 respondents)	Radio station time salesman	4
	Radio-television station time salesman	3
	Radio station sales manager	2
	Television station publicity and promotion manager	2
	Radio station promotion manager	1
	Sales service assistant	1
	Television station national sales manager	1



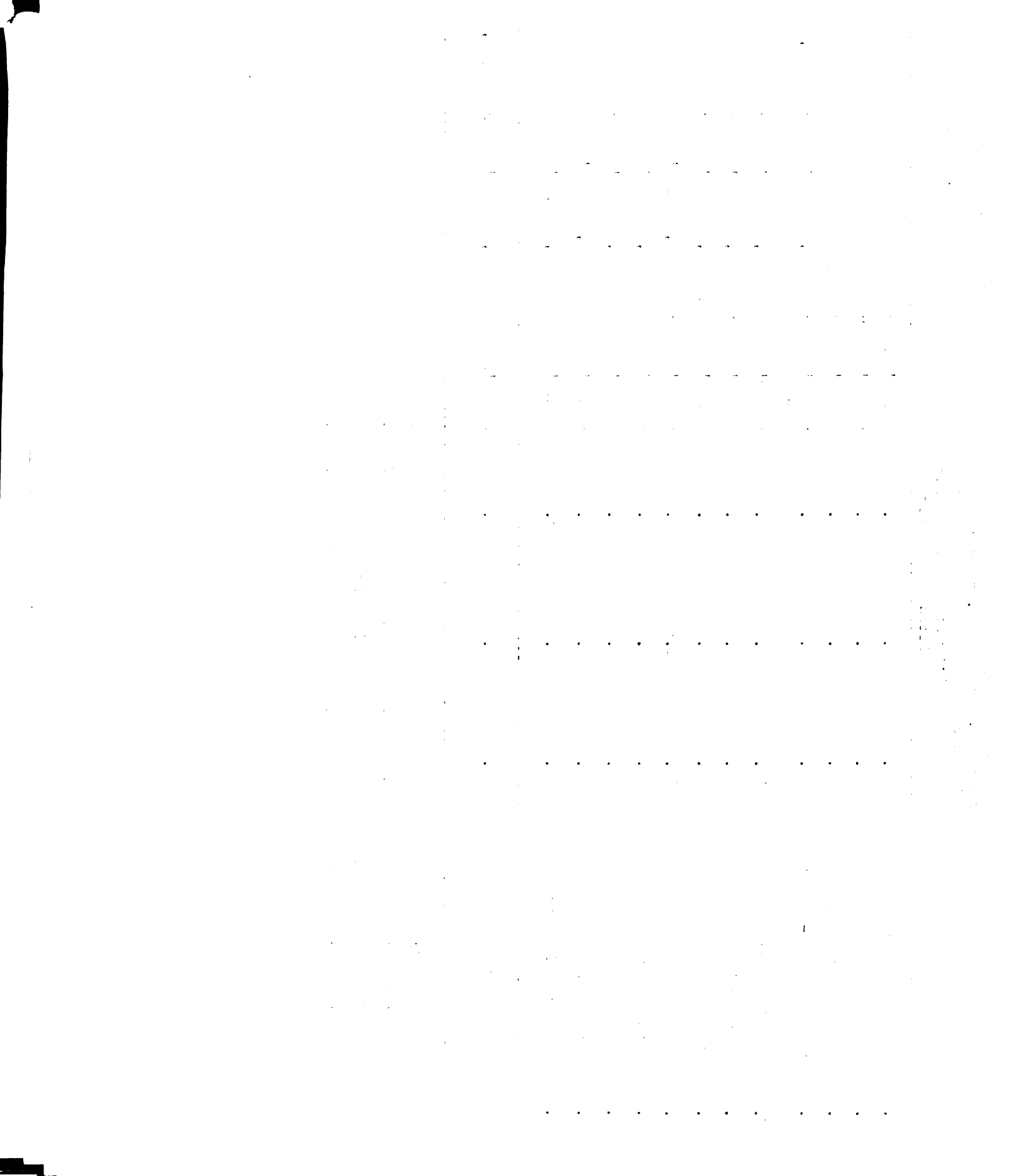
	Average No. * Of Months In Present Position	Average No. ** Of Jobs Prior To Present Position	Average *** Age of Respondents (Years)	Median Year of Graduation****
1. Advertising Agency Personnel	18.6	2.5	28.8	Bachelor's Degree 1950
2. Announcing Personnel	48.7	1.6	27.3	Bachelor's Degree 1954
3. Continuity Personnel	9.8	1.8	27.3	Bachelor's Degree 1955+
4. Educational Radio-TV Personnel	24.5	2.9	31.8	Bachelor's Degree 1950, Master's Degree 1953, Doctorate 1953
5. Engineering Personnel	39.3	2.3	32.7	Bachelor's Degree 1949, Master's Degree 1956+
6. Film production Personnel	19.1	1.5	28.6	Bachelor's Degree 1955, Master's Degree 1956
7. Management Personnel	26.2	3.8	30.9	Bachelor's Degree 1950, Master's Degree 1951
8. News Personnel	36.0	1.5	30.6	Bachelor's Degree 1949+, Master's Degree 1950
9. Production Personnel	30.8	2.9	29.2	Bachelor's Degree 1952, Master's Degree 1949
10. Programming Personnel	23.3	3.5	28.1	Bachelor's Degree 1953, Master's Degree 1951+
11. Public Relations Personnel	46.3	2.3	32.0	Bachelor's Degree 1949+, Master's Degree 1949
12. Sales & Promotion Personnel	21.2	2.1	28.9	Bachelor's Degree 1953, Master's Degree 1957
Total Averages	30.3	2.5	28.6	Bachelor's Degree 1951, Master's Degree 1953+, Doctorate 1953

*Derived from 173 responses to question 2 of the student questionnaire

**Derived from 175 responses to question 3 of the student questionnaire

***Derived from 174 responses to student questionnaire

****Derived from 172 responses to question 4 of the student questionnaire



degrees do you hold?" One hundred thirty-five respondents, or 78.5 per cent of the 172 respondents to this question, indicated that they held a bachelor's degree; 30 respondents, or 17.4 per cent of the total respondents, indicated they held a bachelor's degree and a master's degree; and 3 respondents, or 1.7 per cent of the total respondents, indicated that they held a bachelor's degree, a master's degree, and a doctoral degree. Four respondents, or 2.3 per cent of the total 172 respondents, indicated they held no degrees. One hundred seventy-one student respondents, or 97.7 per cent, held at least one degree.

Table 32 shows the stratification of degrees in terms of the 12 broadcast industry divisions.

Industry Divisions	Number of Respondents	Bachelor's Degree only		Bachelor's and Master's Only		Bachelor's, Master's, and Doctorate		No Degree
		Number	Per Cent	Number	Per Cent	Number	Per Cent	
1. Advertising agency	13	13	100.0	-	-	-	-	-
2. Announcing	27	26	96.3	-	-	1	3.7	-
3. Continuity	4	4	100.0	-	-	-	-	-
4. Educational radio-tv	13	4	30.8	7	53.9	2	15.4	-
5. Engineering personnel	3	-	-	2	66.7	-	-	1 33.3
6. Film production	8	5	62.5	3	37.5	-	-	-
7. Management	13	12	92.3	1	7.7	-	-	-
8. News	11	10	90.9	1	9.1	-	-	-
9. Production	48	34	70.8	12	25.0	1	2.1	1 2.1
10. Programming	15	12	80.0	2	13.3	-	-	1 6.7
11. Public Relations	4	3	75.0	1	25.0	-	-	-
12. Sales & Promotion	13	12	92.3	1	7.7	-	-	-
Totals	172	135	78.5	30	17.4	3	1.7	4 2.3

A Descriptive Profile of the Broadcast
Station Personnel Needs

In question 1 of the station questionnaire, the respondents were asked to rate on a 1, 2, 3, 4, and 5 basis the divisions of their stations in terms of the difficulty they experience in securing qualified personnel. A list of 5 divisions was included within the question, with space provided for additional divisions.

In a composite score based on the reversed values of 1, 2, 3, 4, and 5, Table 33 indicates that the radio station respondents ranked the divisions in the following manner: sales, engineering, programming, production, management, and secretarial. Table 33 also indicates that the television station respondents ranked the divisions in the following manner: sales, production, engineering, programming, management, merchandizing, and personality.

In a comparison of the importance of rankings of the two groups, both groups indicated that they experienced their greatest difficulty in securing personnel for the sales division of their respective stations and both groups agreed that management is one of the divisions where it is the least difficult to secure qualified personnel. Both groups ranked this division fifth. Engineering was classified as the second most difficult division in which to secure personnel, by the radio station respondents. The television station respondents ranked this division third. Programming was ranked third by the radio respondents and fourth by the television station respondents. Production division was ranked the second most difficult division in which to secure qualified personnel by the television station respondents. The radio station respondents ranked

Section 21

Section 22

Section 23

Section 24

Section 25

Section 26

Section 27

Section 28

Section 29

Section 30

Section 31

Section 32

Section 33

Section 34

Section 35

Section 36

Section 37

Section 38

Section 39

Section 40

TABLE 33

IN WHAT DIVISION OR DIVISIONS OF YOUR RADIO AND/OR TELEVISION STATION
DO YOU FIND IT MOST DIFFICULT TO SECURE QUALIFIED PERSONNEL

Station Divisions	Frequency Rank	Importance*	
		Total	Rank
Radio Stations			
1. Sales	1	549	1
2. Programming	1	402	3
3. Engineering	2	489	2
4. Production	3	308	4
5. Management	4	217	5
6. Secretarial	-	3	6
Television Stations			
1. Engineering	1	126	3
2. Sales	2	153	1
3. Management	2	70	5
4. Production	3	131	2
5. Programming	3	122	4
6. Merchandizing	-	5	6
7. Personality	-	4	7

*Importance total score based on reversed values, 1 equals 5, 2 equals 4, 3 equals 3, 4 equals 2, and 5 equals 1

this division fourth. No comparison was possible in relation to the other divisions: secretarial, merchandizing, and personality. See Table 33 for the comparative rankings, and Table 34 for the distribution of reversed values of 1, 2, 3, 4, and 5 among the station divisions.

Question 2 of the station questionnaire was, "Where the scarcity of qualified personnel is the greatest (a 1 rating in Question 1), what are the reasons?" A list of nine reasons was included in the question, with space provided for additional reasons.

It was the intent of the writer to establish a ranking of the reasons on the basis of frequency of mention; however, because a substantial number of respondents rated the reasons on a 1, 2, 3, 4, and 5 basis, an additional ranking of the reasons by "importance" was established.

Within the group of radio station respondents, the 3 most often mentioned reasons for scarcity of personnel were as follows: "inadequately trained job candidates," "competition for personnel among stations," and "candidates lack specialized training." The two least mentioned reasons were: "lack of liberal education" and "lack of challenge in job." (See Table 35.)

The 3 most often mentioned reasons for scarcity of personnel were also the 3 most important reasons and their ranked positions were identical: "inadequately trained job candidates," "competition for personnel among stations," and "candidates lack specialized training." The two least important reasons were: "lack of opportunity for advancement" and "lack of challenge in job." (See Table 35.)

TABLE 34

IN WHAT DIVISION OR DIVISIONS OF THE RADIO AND/OR TELEVISION STATION DO YOU FIND IT MOST DIFFICULT TO SECURE QUALIFIED PERSONNEL

Station Divisions	1st Rating	2nd Rating	3rd Rating	4th Rating	5th Rating	Total*
Radio Stations						
1. Sales	52	49	18	17	5	549
2. Engineering	53	19	24	32	12	489
3. Programming	15	33	36	38	11	402
4. Production	25	31	29	21	20	308
5. Management	8	12	15	11	42	217
6. Secretarial	-	-	1	-	-	3
Television Stations						
1. Sales	18	9	5	4	4	153
2. Production	7	10	13	8	1	131
3. Engineering	9	11	6	5	9	126
4. Programming	5	9	12	12	1	122
5. Management	5	2	3	7	14	70
6. Merchandizing	1	-	-	-	-	5
7. Personality	-	1	-	-	-	4

*Total score based on reversed values, 1 equals 5, 2 equals 4, 3 equals 3, 4 equals 2 and 5 equals 1

TABLE 35

REASONS FOR SCARCITY OF QUALIFIED PERSONNEL

Reasons	Frequency		Importance	
	Total	Rank	Total*	Rank
Radio Stations				
1. Inadequately trained job candidates	56	1	261	1
2. Competition for personnel among stations	51	2	166	2
3. Candidates lack specialized training	48	3	146	3
4. Competition within other areas of the broadcast profession	22	4	106	4
5. Competition from other mass media	14	5	37	7
6. Poor pay	12	6	41	6
7. Lack of opportunity for advancement	12	6	20	8
8. Lack of liberal education	6	7	60	5
9. Lack of challenge in job	3	8	13	9
Television Stations				
1. Candidates lack specialized training	18	1	45	2
2. Competition for personnel among stations	16	2	34	3
3. Inadequately trained job candidates	13	3	71	1
4. Competition within other areas of the broadcast profession	4	4	23	4
5. Competition from other mass media	3	5	11	5
6. Lack of liberal education	2	6	-	-
7. Poor pay	1	7	3	6
8. Lack of opportunity for advancement	1	7	-	-
9. Lack of challenge in job	1	7	-	-

*Total score based on reverse values, 1 equals 5, 2 equals 4, 3 equals 3, 4 equals 2, and 5 equals 1

Item	Description	Quantity	Unit Price	Total
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The "importance" ranking was determined by a composite score based on the reversed values of 1, 2, 3, 4, and 5. (See Table 36.)

In the case of the television station respondents, the 3 most frequently mentioned reasons were: "candidates lack specialized training," "competition for personnel among stations," and "inadequately trained job candidates." The least mentioned reasons were: "poor pay," "lack of opportunity for advancement," and "lack of challenge in job." (See Table 35.)

The three most often mentioned reasons were also the three most important reasons as determined by a composite score based on the reversed values of 1, 2, 3, 4, and 5 (see Table 36); however, their ranked positions differed from the order of frequency mention. "Inadequately trained job candidates" was the most important reason, "candidates lack specialized training" was ranked second most important, and "competition for personnel among stations" was third most important. The least important reasons were: "lack of liberal education," "lack of opportunity for advancement," and "lack of challenge in job." (See Table 35.)

A comparison of the radio station totals and the television station totals, in relationship to the frequency of mention of the reasons, showed the 2 groups to be in agreement in the 3 most often mentioned. They were not, however, ranked in identical order. (See Table 35.)

"Inadequately trained job candidates" was ranked as the most frequently mentioned reason in the radio group and as the third most frequently mentioned reason in the television group. "Competition for personnel among stations" was the second most frequently men-

TABLE 36

REASONS FOR SCARCITY OF QUALIFIED PERSONNEL

Reasons	1st Rating	2nd Rating	3rd Rating	4th Rating	5th Rating	Total*
Radio Stations						
1. Inadequately trained job candidates	36	16	4	2	1	261
2. Competition for personnel among stations	14	14	8	8	-	166
3. Candidates lack specialized training	9	12	15	3	2	146
4. Competition within other areas of the broadcast profession	8	7	5	9	5	106
5. Lack of liberal education	2	5	6	5	2	60
6. Poor pay	2	3	4	2	3	41
7. Competition from other media	3	1	2	2	8	37
8. Lack of opportunity for advancement	-	1	2	4	2	20
9. Lack of challenge in job	1	1	-	1	2	13
Television Stations						
1. Inadequately trained job candidates	11	4	-	-	-	71
2. Candidates lack specialized training	3	5	2	1	2	45
3. Competition for personnel among stations	3	3	1	2	-	34
4. Competition within other areas of the broadcast profession	1	3	2	-	-	23
5. Competition from other mass media	1	-	2	-	-	11
6. Poor pay	-	-	3	-	-	3
7. Lack of liberal education	-	-	-	-	-	-
8. Lack of opportunity for advancement	-	-	-	-	-	-
9. Lack of challenge in job	-	-	-	-	-	-

*Total score based on reversed values, 1 equals 5, 2 equals 4, 3 equals 3, 4 equals 2, and 5 equals 1

Results obtained from responses to question 2 of station questionnaire

tioned reason among both groups and "candidates lack specialized training" was ranked third by the radio group and first by the television group of respondents.

The least mentioned reasons, as indicated by the radio station respondents, was "lack of liberal education" and "lack of challenge in job." In the case of the television station respondents, "lack of liberal education" was not included but "poor pay," and "lack of opportunity for advancement," and "lack of challenge in job" were listed. (See Table 35.)

In terms of importance (see Table 35), a comparison indicated "inadequately trained job candidates" was ranked first by both the radio and television respondents; "competition for personnel among stations" was ranked second by the radio respondents and third by the television group. "Candidates lack specialized training" was ranked third by the radio group and second by the television station respondents.

The least important reasons for the radio station respondents were: "lack of opportunity for advancement" and "lack of challenge in job." The least important reasons for the television stations respondents were: "lack of liberal education," "lack of opportunity for advancement," and "lack of challenge in job." The reason, "lack of liberal education," did not appear within the least important reasons as determined by the respondents from radio stations. (See Table 35.)

Question 3 of the station questionnaire was, "Where the abundance of qualified personnel is the greatest, what are the appropriate reasons?" A list of 8 reasons was included within the

question, with space provided for additional reasons.

Again it was the intent of the writer to establish a ranking of the reasons on the basis of frequency of mention; however, because a substantial number of respondents rated the reasons on a 1, 2, 3, 4, and 5 basis, an additional ranking of the reasons by "importance" was established.

Within the group of radio station respondents, the 3 most frequently mentioned reasons for abundance of personnel were as follows: "adequate pay," "adequately trained job candidates," and "opportunity in position." The reasons "adequate pay" and "adequately trained job candidates" received the same number of mentions. (See Table 37.)

Within this same group, the 4 most important reasons, as determined by composite score based on the reversed values of 1, 2, 3, 4, and 5, were: "opportunity in position," "adequate pay," and "lack of need for specialized training." "Adequately trained job candidates" was the fourth most important reason. The least important reason was: "no competition from other professions, business, industry." (See Tables 37 and 38.)

The group of respondents associated with television stations cited "adequately trained job candidates," "adequate pay," and "lack of need for specialized training" as the most frequently mentioned reasons for the abundance of personnel. The reasons mentioned the fewest times were: "no competition from other mass media" and "no competition from other areas of the broadcast profession." (See Table 37.)

Within this same group, the 4 most important reasons, as

TABLE 37

REASONS FOR ABUNDANCE OF QUALIFIED PERSONNEL

Reasons	Frequency		Importance	
	Total	Rank	Total*	Rank
Radio Stations				
1. Adequate pay	39	1	99	2
2. Adequately trained job candidates	39	1	72	4
3. Opportunity in position	34	2	100	1
4. Lack of need for specialized training	24	3	77	3
5. No competition for personnel among stations	13	4	27	5
6. No competition from other professions, business, industry	12	5	8	8
7. No competition from other mass media	10	6	24	6
8. No competition from other areas of the broadcast profession	8	7	11	7
Television Stations				
1. Adequately trained job candidates	12	1	24	2
2. Adequate pay	11	2	20	3
3. Lack of need for specialized training	9	3	11	4
4. No competition for personnel among stations	7	4	5	5
5. Opportunity in position	6	5	31	1
6. No competition from other professions, business, industry	2	6	-	-
7. No competition from other mass media	1	7	4	6
8. No competition from other areas of the broadcast profession	1	7	-	7

*Total score based on reversed values, 1 equals 5, 2 equals 4, 3 equals 3, 4 equals 2, and 5 equals 1

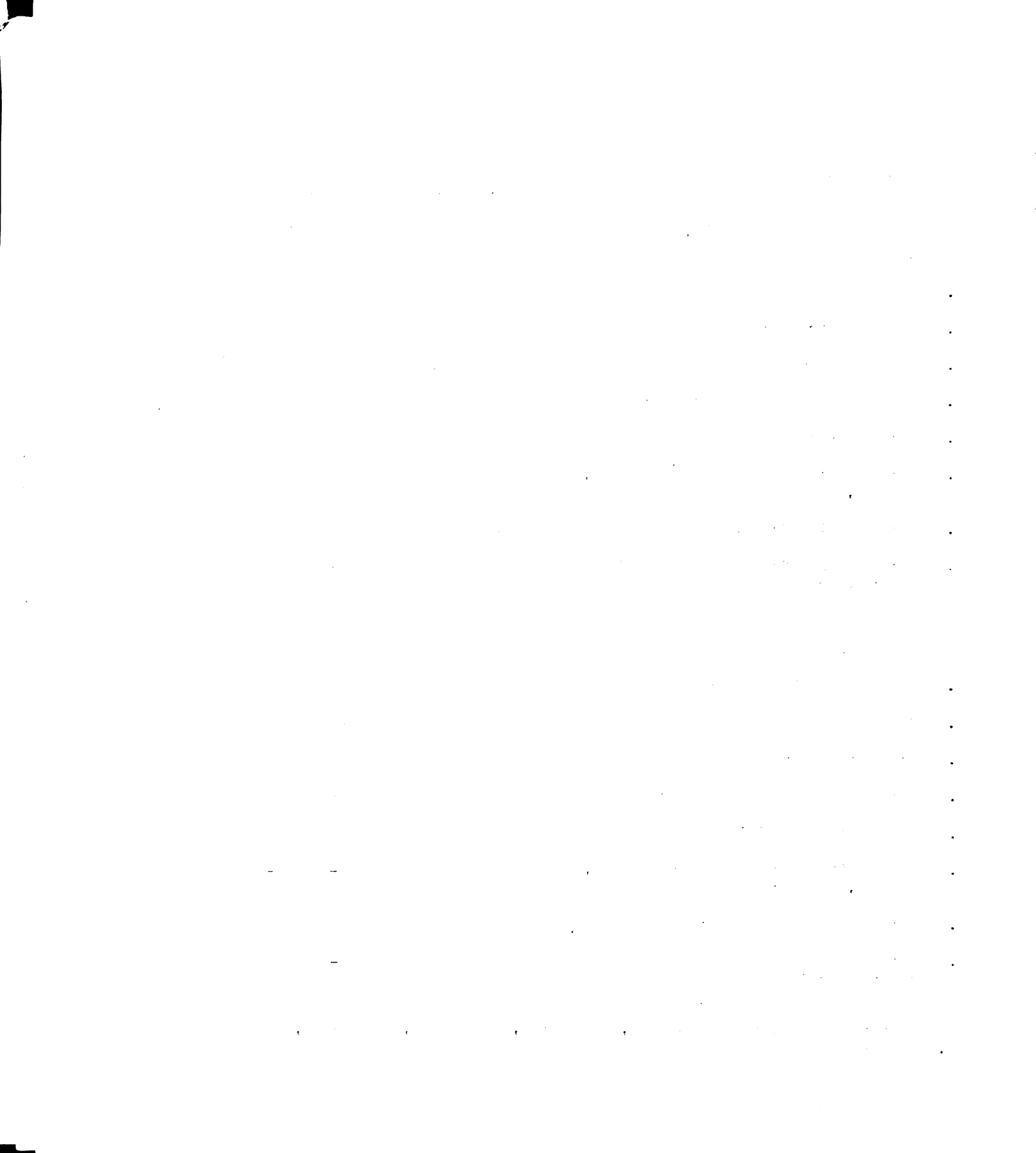
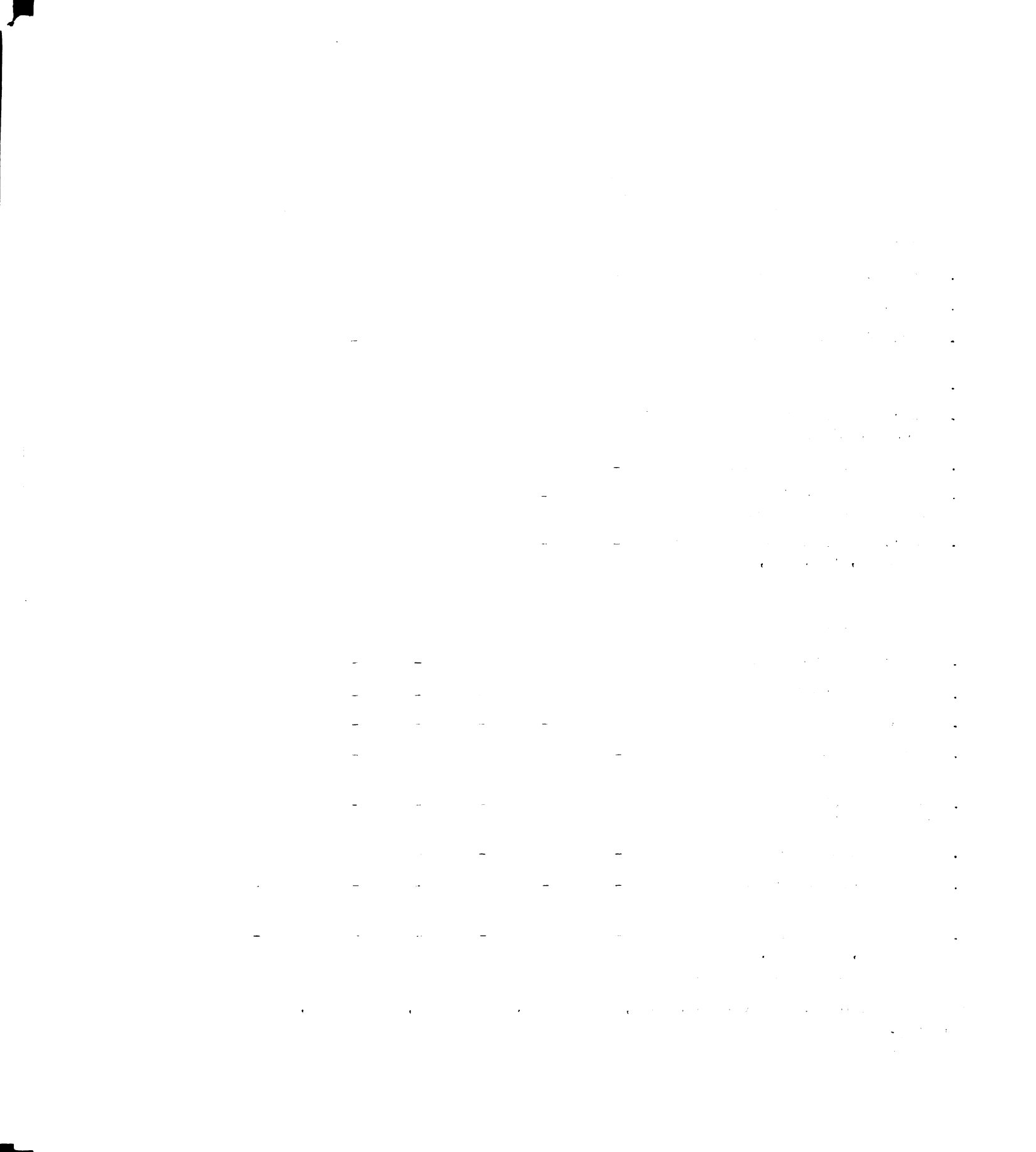


TABLE 38

REASONS FOR ABUNDANCE OF QUALIFIED PERSONNEL

Reasons	1st Rating	2nd Rating	3rd Rating	4th Rating	5th Rating	Total*
Radio Stations						
1. Opportunity in position	9	7	6	4	1	100
2. Adequate pay	6	12	4	4	1	99
3. Lack of need for specialized training	11	4	2	-	-	77
4. Adequately trained job candidates	9	2	4	3	1	72
5. No competition for personnel among stations	1	2	3	1	3	27
6. No competition from other media	-	3	2	2	2	24
7. No competition from other areas of the broadcast profession	1	-	1	1	1	11
8. No competition from other professions, business, industry	-	-	1	2	1	8
Television Stations						
1. Opportunity in position	4	2	1	-	-	31
2. Adequately trained job candidates	4	1	-	-	-	24
3. Adequate pay	4	-	-	-	-	20
4. Lack of need for specialized training	-	2	1	-	-	11
5. No competition for personnel among stations	1	-	-	-	-	5
6. No competition from other media	-	1	-	-	-	4
7. No competition from other areas of the broadcast profession	-	-	-	-	-	-
8. No competition from other professions, business, industry	-	-	-	-	-	-

*Total score based on reversed values, 1 equals 5, 2 equals 4, 3 equals 3, 4 equals 2, and 5 equals 1



determined by composite score based on reversed values of 1, 2, 3, 4, and 5, and as indicated in Tables 37 and 38 were: "opportunity in position," "adequately trained job candidates," and "adequate pay." "Opportunity in position" ranked fifth in frequency mention by this group. The least important reason was: "no competition from other professions, business, industry."

A comparison of the ranking totals for the radio station respondents and the television station respondents (see Table 37), in relation to the frequency of mention of the reasons, showed some frequency differences. "Adequate pay," "adequately trained job candidates" (identical totals), and "opportunity in position" were the most frequently mentioned reasons by the radio station respondents. Within the television group, "adequately trained job candidates," was the most often mentioned reason for personnel abundance and "adequate pay" was the second most frequently mentioned reason. "Lack of need for specialized training" was the third most frequently mentioned reason and "opportunity in position" was ranked as the fifth most frequently mentioned reason by the television station respondents.

The least mentioned reason by the radio station respondents was: "no competition from other areas of the broadcast profession." Two reasons were the least mentioned within the television station respondents totals and these reasons were: "no competition from other mass media" and "no competition from other areas of the broadcast profession."

A comparison of the ranking totals for the radio station respondents and the television station respondents, in relation to

the importance of the reasons, showed some similarity. (See Table 37.) Both groups ranked "opportunity in position" as the most important reason. The television group ranked "adequately trained job candidates" as the second most important reason and the radio group ranked this reason the fourth most important. "Adequate pay" was ranked second most important reason by the radio station respondents and the television respondents ranked it as the third most important. "Lack of need for specialized training" was the third most important reason as ranked by the radio station respondents and this reason was ranked fourth in importance by the television station respondents.

The least important reason, as indicated by both groups, was "no competition from other professions, business, industry."

In question 4 of the station questionnaire, the respondents were asked to indicate, "what sources are utilized to secure full-time employees (excluding clerical and custodial help)?" A list of 7 sources was listed within the question, with space provided for additional sources. The respondents were asked, in addition, to rate the sources in terms of frequency of use, on a 1, 2, 3 basis. (See Table 40.)

The three most frequently used sources, as indicated by the radio station respondents, were: "station correspondence files," "fellow staff members," and "personal acquaintances." The least employed source was "professional placement bureaus." "College or university placement bureaus" ranked sixth in the field of 7 sources. (See Table 39.)

TABLE 39

SOURCES UTILIZED IN SECURING RADIO-TELEVISION PERSONNEL

Sources	Ranked Frequency of Use	
	Total*	Rank
Radio Stations		
1. Station's correspondence files	323	1
2. Fellow staff members	300	2
3. Trade magazine want-ads	255	4
4. Personal acquaintances	282	3
5. Professional trade schools	173	5
6. College or university placement bureaus	146	6
7. Professional placement bureaus	102	7
Television Stations		
1. Station's correspondence files	96	1
2. Fellow staff members	55	4
3. Trade magazine want-ads	58	3
4. Personal acquaintances	71	2
5. Professional placement bureaus	18	5
6. College or university placement bureaus	10	7
7. Professional trade schools	16	6

*Total score based on reversed values, 1 equals 5, 2 equals 4, 3 equals 3, 4 equals 2, and 5 equals 1

Date	Description	Debit	Credit	Balance
1891				
Jan 1	Balance forward			100.00
Jan 15	By Cash	50.00		150.00
Jan 20	To Cash		25.00	125.00
Jan 25	By Cash	75.00		200.00
Jan 30	To Cash		50.00	150.00
Feb 5	By Cash	100.00		250.00
Feb 10	To Cash		75.00	175.00
Feb 15	By Cash	125.00		300.00
Feb 20	To Cash		100.00	200.00
Feb 25	By Cash	150.00		350.00
Feb 30	To Cash		125.00	225.00
Mar 5	By Cash	175.00		400.00
Mar 10	To Cash		150.00	250.00
Mar 15	By Cash	200.00		450.00
Mar 20	To Cash		175.00	275.00
Mar 25	By Cash	225.00		500.00
Mar 30	To Cash		200.00	300.00
Apr 5	By Cash	250.00		550.00
Apr 10	To Cash		225.00	325.00
Apr 15	By Cash	275.00		600.00
Apr 20	To Cash		250.00	350.00
Apr 25	By Cash	300.00		650.00
Apr 30	To Cash		275.00	375.00
May 5	By Cash	325.00		700.00
May 10	To Cash		300.00	400.00
May 15	By Cash	350.00		750.00
May 20	To Cash		325.00	425.00
May 25	By Cash	375.00		800.00
May 30	To Cash		350.00	450.00
Jun 5	By Cash	400.00		850.00
Jun 10	To Cash		375.00	475.00
Jun 15	By Cash	425.00		900.00
Jun 20	To Cash		400.00	500.00
Jun 25	By Cash	450.00		950.00
Jun 30	To Cash		425.00	525.00
Jul 5	By Cash	475.00		1000.00
Jul 10	To Cash		450.00	550.00
Jul 15	By Cash	500.00		1050.00
Jul 20	To Cash		475.00	575.00
Jul 25	By Cash	525.00		1100.00
Jul 30	To Cash		500.00	600.00
Aug 5	By Cash	550.00		1150.00
Aug 10	To Cash		525.00	625.00
Aug 15	By Cash	575.00		1200.00
Aug 20	To Cash		550.00	650.00
Aug 25	By Cash	600.00		1250.00
Aug 30	To Cash		575.00	675.00
Sep 5	By Cash	625.00		1300.00
Sep 10	To Cash		600.00	700.00
Sep 15	By Cash	650.00		1350.00
Sep 20	To Cash		625.00	725.00
Sep 25	By Cash	675.00		1400.00
Sep 30	To Cash		650.00	750.00
Oct 5	By Cash	700.00		1450.00
Oct 10	To Cash		675.00	775.00
Oct 15	By Cash	725.00		1500.00
Oct 20	To Cash		700.00	800.00
Oct 25	By Cash	750.00		1550.00
Oct 30	To Cash		725.00	825.00
Nov 5	By Cash	775.00		1600.00
Nov 10	To Cash		750.00	850.00
Nov 15	By Cash	800.00		1650.00
Nov 20	To Cash		775.00	875.00
Nov 25	By Cash	825.00		1700.00
Nov 30	To Cash		800.00	900.00
Dec 5	By Cash	850.00		1750.00
Dec 10	To Cash		825.00	925.00
Dec 15	By Cash	875.00		1800.00
Dec 20	To Cash		850.00	950.00
Dec 25	By Cash	900.00		1850.00
Dec 30	To Cash		875.00	975.00
Total		10000.00	10000.00	

TABLE 40

SOURCES UTILIZED IN SECURING RADIO-TELEVISION PERSONNEL

Sources	1st Rating	2nd Rating	3rd Rating	4th Rating	5th Rating	Total*
Radio Stations						
1. Stations' correspondence files	26	24	29	4	2	323
2. Fellow staff members	18	31	22	9	2	300
3. Personal acquaintances	22	27	15	8	3	282
4. Trade magazine want-ads	24	16	17	9	2	255
5. Professional trade schools	14	11	16	4	3	173
6. College or university placement bureaus	8	11	15	7	3	146
7. Professional placement bureaus	8	7	8	3	4	102
Television Stations						
1. Stations' correspondence files	10	5	8	1	-	96
2. Personal acquaintances	6	8	3	-	-	71
3. Trade magazine want-ads	4	4	6	2	-	58
4. Fellow staff members	4	6	3	1	-	55
5. Professional placement bureaus	-	2	3	-	1	18
6. Professional trade schools	-	2	2	1	-	16
7. College or university placement bureaus	-	1	2	-	-	10

*Total score based on reversed values, 1 equals 5, 2 equals 4, 3 equals 3, 4 equals 2, and 5 equals 1

All 7 sources are used to secure employees, as indicated by the radio station respondents.

The 3 most frequently used sources, as indicated by the television station respondents, were: "station correspondence files," "personal acquaintances," and "trade magazine want-ads." "Fellow staff members" ranked fourth in terms of frequency of use. The least used source was: "college or university placement bureaus." "Professional trade schools" ranked sixth and "professional placement bureaus" ranked fifth. (See Table 39.)

All 7 sources are used to secure employees, as indicated by the television station respondents.

A comparison of the frequency of use ranking totals for the radio station respondents and the television station respondents showed the source "station correspondence files" to be the most frequently used source by both groups. "Fellow staff members" was ranked second by the radio group and fourth by the television group. "Personal acquaintances" was the third most frequently used source by the radio group and the second most frequently used source by the television group. Trade magazine want-ads was the third most frequently used source by the television station respondents and the fourth most frequently used source by the radio station respondents. (See Table 39.)

The least used source, as indicated by the radio station respondents, was "professional placement bureaus." This source was ranked fifth most frequently used source by the television station respondents. "College or university placement bureaus" was the least used source, as indicated by the television station respondents.

This source was ranked as the sixth most frequently used source by the radio station respondents. (See Table 39.)

In question 5 of the station questionnaire, the respondents were asked to indicate, "what operational division or divisions of the typical radio and/or television station would profit from personnel with college training in radio and/or television?" A list of 5 station divisions was included within the question, with space provided for additional divisions.

It was the intent of the writer to establish a ranking of the divisions on the basis of frequency of mention; however, because a substantial number of respondents rated the divisions on a 1, 2, 3, 4, and 5 basis, an additional ranking of the divisions on the basis of "greatest profit" was established.

Within the radio station respondents group, the ranking of the station divisions in terms of frequency of mention was as follows: sales, programming, management, production, and engineering. (See Table 41.)

The ranking of the station divisions in terms of "greatest profit," was as follows: sales, programming, engineering, production, and management. (See Table 41.)

Within the television station respondents group, the ranking of the station divisions in terms of frequency of mention was as follows: sales and production most frequently mentioned, engineering, programming and management. (See Table 41.)

The ranking of the station divisions in terms of "greatest profit," was as follows: engineering, programming, sales, production, and management. (See Table 41.)

TABLE 41

WHAT DIVISIONS OF YOUR RADIO OR TELEVISION STATION WOULD PROFIT FROM PERSONNEL
WITH COLLEGE TRAINING IN RADIO AND TELEVISION

Station Divisions	Frequency		Greatest Profit	
	Total	Rank	Total*	Rank
Radio Stations				
1. Sales	86	1	150	1
2. Programming	79	2	132	2
3. Management	76	3	91	5
4. Production	72	4	96	4
5. Engineering	65	5	109	3
Television Stations				
1. Sales	21	1	21	3
2. Production	21	1	18	4
3. Engineering	16	2	24	1
4. Programming	15	3	22	2
5. Management	13	4	14	5

*Total score based on reversed values, 1 equals 5, 2 equals 4, 3 equals 3, 4 equals 2, and 5 equals 1

Results obtained from responses to question 5 of the station questionnaire

A comparison of the frequency of mention totals for the two station groups showed both groups most often mentioning sales, with the television station respondents giving an identical ranking to production. Programming was the second most frequently mentioned division by the radio station respondents and the third most frequently mentioned division by the television station respondents. Management was the third most often mentioned division by the respondents associated with radio stations and the fourth most frequently mentioned division by the television station respondents. The production division was ranked fourth by the radio station respondents. Engineering was the least mentioned division by the radio station respondents but was the second most frequently mentioned station division by the television station respondents. (See Table 41.)

In terms of "greatest profit," a comparison of the two groups showed the radio station respondents ranked sales division as the division that would most profit from personnel with college radio and/or television training. The television station respondents ranked this third. Programming division was ranked second by both groups and production division was ranked fourth by both divisions. Engineering division was ranked third by the radio group and first by the television station respondents. (See Tables 41 and 42.)

TABLE 42

THE DIVISIONS OF A RADIO OR TELEVISION STATION WOULD PROFIT FROM PERSONNEL WITH COLLEGE TRAINING IN RADIO AND TELEVISION

Station Divisions	1st Rating	2nd Rating	3rd Rating	4th Rating	5th Rating	Total*
Radio Stations						
1. Sales	13	12	8	6	1	150
2. Programming	7	17	8	2	1	132
3. Engineering	11	5	4	7	8	109
4. Production	4	7	14	2	2	96
5. Management	10	4	3	5	6	91
Television Stations						
1. Engineering	3	1	1	-	2	24
2. Programming	1	1	3	2	1	22
3. Sales	1	2	2	1	-	21
4. Production	-	2	1	3	1	18
5. Management	2	1	-	-	-	14

*Total score based on reversed values, 1 equals 5, 2 equals 4, 3 equals 3, 4 equals 2, and 5 equals 1

Results obtained from responses to question 5 of station questionnaire

TABLE 42

WHAT DIVISIONS OF A RADIO OR TELEVISION STATION WOULD PROFIT FROM PERSONNEL WITH COLLEGE TRAINING IN RADIO AND TELEVISION

Station Divisions	1st Rating	2nd Rating	3rd Rating	4th Rating	5th Rating	Total*
Radio Stations						
1. Sales	13	12	8	6	1	150
2. Programming	7	17	8	2	1	132
3. Engineering	11	5	4	7	8	109
4. Production	4	7	14	2	2	96
5. Management	10	4	3	5	6	91
Television Stations						
1. Engineering	3	1	1	-	2	24
2. Programming	1	1	3	2	1	22
3. Sales	1	2	2	1	-	21
4. Production	-	2	1	3	1	18
5. Management	2	1	-	-	-	14

*Total score based on reversed values, 1 equals 5, 2 equals 4, 3 equals 3, 4 equals 2, and 5 equals 1

Results obtained from responses to question 5 of station questionnaire

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Summary of Institutional Broadcast
Training Programs

1. The majority of responding institutions (45 schools, 58.4 per cent) indicated that their radio and television training programs are located within a department of speech. Eleven schools (14.3 per cent) indicated that their radio and television training programs were located in a department of radio, a department of radio and television, or a department of radio-television-film. Eleven institutions (14.3 per cent) indicated that their radio and television training programs are inter-discipline in nature. One school indicated that its radio and television training program is located in the department of journalism and 9 schools (11.7 per cent) indicated that their radio and television training programs have no departmental classification.

2. Forty-eight institutions (64.0 per cent) of the institutions responding to the question on school or college administrative classification, indicated that their radio and television training programs are located within a college or school of Arts and Sciences. Nine schools (12.0 per cent) indicated that their radio and television training programs are located in a School of Speech. Six schools (8.0 per cent) indicated that their radio and television training program is a part of the school or college of Fine Arts. Other schools and colleges mentioned were: college of business administration, school of journalism, and inter-discipline control. Three schools (4.0 per cent) indicated no college or school classification.

3. Thirty-six institutions (46.8 per cent) indicated that the "ideal institutional structure administratively for a worthwhile radio and television training program" is a separate radio and television department. Eight schools (10.4 per cent) indicated that the ideal administrative alignment is to have the radio and television training program located within a department of speech. Seven schools (9.1 per cent) listed an interdiscipline or co-ordinated program to be the ideal administrative structure. Five schools (6.5 per cent) indicated that there was no such thing as an ideal administrative structure and 18 institutions (23.4 per cent) gave no response to the question.

4. The present-day administrative pattern is to locate radio and television training programs within departments of speech and in schools or colleges of Arts and Sciences.

5. The "ideal administrative alignment" for radio and television training programs is to establish at least a department of radio and television in a school or college of communication arts or its equivalent. This college or school should include: journalism, film, advertising, public relations and audio-visual.

6. The average number of years major work has been offered in radio by the total respondents is 11.1 years. The range is 9.2 years to 11.9 years. The average number of years major work has been offered in television by the total respondents is 3.5 years. The range is .75 years to 5.9 years. Group 2 schools, state teachers colleges, liberal arts colleges, women's state colleges and municipal colleges and universities reported the shortest tenure of major work in television. Group 3 institutions, private colleges and

universities and private women's colleges, reported the longest tenure of major work in television.

7. The average number of fulltime faculty members teaching radio and television courses only was 2.8 faculty members for the total number of respondents. The average number of fulltime faculty teaching radio and television courses parttime was 1.7 faculty members and the average number of parttime radio and television faculty members was 1.4 faculty members for the total number of responding institutions.

8. The majority of all three faculty classifications teach both radio and television courses.

9. The majority of the 332 fulltime faculty members teaching radio and television fulltime or parttime have had both commercial and educational broadcast experience.

10. Ninety-four parttime radio and television faculty members (90.4 per cent) have had commercial broadcasting experience or are presently employed within the industry, while 50 parttime radio and television faculty members (48.1 per cent) have had educational broadcast experience or are presently employed in that phase of the industry.

11. The 5 most often mentioned industry division in which the fulltime faculty teaching radio and television fulltime or parttime have received professional experience are as follows: commercial radio stations, educational radio stations, commercial television stations, educational television stations and radio networks.

12. The 5 most often mentioned industry divisions in which the parttime faculty members have received broadcast experience are

as follows: commercial radio stations, commercial television stations, educational television stations, television networks, and radio networks.

13. The majority of responding institutions indicated that the bachelor and master degrees are offered in relationship to the radio and television training programs. Twenty-two institutions (30.1 per cent) offer the bachelor degree only; 38 institutions (52.1 per cent) offer a bachelor and a master degree; and 13 institutions (17.8 per cent) offer 3 degrees -- bachelor, master and doctorate.

14. The average enrollment of undergraduate student radio and television majors enrolled in the 70 responding institutions is 54.6 students. The average number of graduate student radio and television majors is 6.3 students and the average number of graduate student radio and television minors is 4.2 students.

15. The majority of responding institutions (54.6 per cent) indicated that they employed institutionally owned and operated radio stations in conjunction with their radio and television training programs. Thirty-two institutions (41.6 per cent) indicated the use of radio studio facilities with tape and/or disc recording equipment. Twenty-eight schools reported the use of studio facilities with permanent lines to local commercial radio stations and tape and/or disc recording equipment and the same number of schools (36.4 per cent) reported the use of institutionally owned and operated wired-wireless radio stations.

16. The 3 most frequently used types of television studio facilities regularly used in radio and television training programs

are: studio facilities with 16 mm. film camera equipment, (28 institutions - 36.4 per cent); studio facilities with closed-circuit television system for intra-school or intra-campus use only, (27 institutions - 35.1 per cent); and privately owned and operated commercial television stations, (23 schools - 29.9 per cent). Fifteen schools (19.5 per cent) indicated that they had no television facilities available.

17. The most important training problems facing institutions are: finance, improvement of training facilities (physical plant), equipment, faculty extra-curricular activity loads, curriculum construction, development of graduate program and salaries.

18. All 4 divisions of the responding colleges and universities indicated finance to be the most important problem facing the radio and television training programs.

Summary of Professional and Personal Characteristics
of the Former Broadcast Training Student Respondents

1. Twelve general broadcast industry divisions were established by the former student respondents in conjunction with "jobs presently held." These divisions were as follows: (1) Production -- 48 respondents, or 27.4 per cent of the total 175 former student respondents; (2) Announcing -- 29 respondents, or 16.6 per cent of the total number of respondents; (3) Programming -- 15 respondents, or 8.6 per cent of the total group; (4) Sales and Promotion -- 14 respondents, or 8.0 per cent of the total; (5) Advertising Agency personnel -- 13 respondents, or 7.4 per cent of the total group; (6) Educational Radio-Television personnel -- 13 respondents, or 7.4 per cent of the total number of respondents; (7) Station Management personnel -- 13 respondents, or 7.4 per cent of the total; (8) News -- 11 respondents, or 6.3 per cent of the total number of respondents; (9) Film production -- 8 respondents, or 4.6 per cent of the total group; (10) Continuity and (11) Public Relations -- each 4 respondents, or 2.3 per cent each for these divisions within the total group; and (12) Engineering -- 3 respondents, or 1.7 per cent of the total 175 respondents.

2. In terms of personal characteristics, the typical former student respondent was an American male, 28.6 years of age; with an average of 30.3 months in his present position, and he was employed in 2.5 jobs prior to his present position.

3. In addition, 78.5 per cent, or 135 of the 172 respondents answering the question, "What college degrees do you hold?", indi-

cated that they hold a bachelor's degree; 17.4 per cent, or 30 respondents, indicated they hold a bachelor's and a master's degree; and 1.7 per cent, or 3 of the total respondents, indicated that they hold a bachelor's degree, a master's degree and a doctoral degree.

Summary of Broadcast Station Personnel Needs

1. The station division in which radio and television broadcasters experience the greatest difficulty in securing qualified personnel is in the sales division. The engineering division was classified by the radio station respondents as the division in which it is second most difficult to secure qualified personnel and the television station respondents indicated that production is the division in which it is second most difficult to secure qualified personnel. The management division was ranked by both the radio and television station respondents as the fifth most difficult division in which to secure qualified personnel.

2. "Inadequately trained job candidates," "competition for personnel among stations," and "candidates lack specialized training" were the most often mentioned and the most important reasons given for the scarcity of qualified personnel by both the radio and television station respondents. Both groups indicated that "lack of challenge in job" was the least important reason.

3. "Adequate pay," "adequately trained job candidates," "opportunity in position" and "lack of need for specialized training" were the most often mentioned reasons for the abundance of qualified personnel by radio station respondents. These four reasons were ranked as the most important reasons by the radio group.

4. "Adequately trained job candidates," "adequate pay," "lack of need for specialized training," and "no competition for personnel among stations" were the most often mentioned reasons for

the abundance of qualified personnel by the television station respondents. "Opportunity in position," "adequately trained job candidates," "adequate pay," and "lack of need for specialized training" were the most important reasons as determined by the television station respondents.

5. The three most often used sources in securing radio station personnel are: "station correspondence files," "fellow staff members," and "trade magazine want-ads." The three most important sources in securing radio personnel are: "station correspondence files," "fellow staff members," and "personal acquaintances." "College or university placement bureaus" ranked sixth in frequency and importance.

6. The two most often used sources in securing television station personnel are: "station correspondence files," and "fellow staff members." The two most important are: "station correspondence files" and "personal acquaintances." "College or university placement bureaus" ranked third in frequency and seventh in importance.

7. The three divisions of radio stations that would profit greatest from college trained personnel are: sales, programming and engineering. Management division would profit least.

8. The three divisions of television stations that would profit greatest from college trained personnel are: engineering, programming and sales.

CHAPTER V

THE OBJECTIVES, EMPHASES, AND EVALUATION OF INSTITUTIONAL BROADCAST TRAINING; THE ESSENTIAL EMPLOYMENT QUALIFICATIONS FOR BROADCAST INDUSTRY PERSONNEL; AND HOW THE ASSOCIATION FOR PROFESSIONAL BROADCASTING EDUCATION CAN BEST SERVE BROADCAST TRAINING PROGRAMS

Introduction

It is the purpose of this chapter to determine the objectives of radio and television training programs; to show the existing curriculum pattern of radio and television training programs; to relate the evaluation of institutional broadcast instruction in terms of former student rankings; to determine the essential employment qualifications for radio and television industry personnel; and to determine how the Association for Professional Broadcasting Education can best serve institutional broadcast training.

The Objectives and Phases of Institutional
Broadcast Training

In Part A of question VII of the Institutional questionnaire the directors of radio and television training were requested to state in three or four sentences the objectives of their respective radio and television training programs. Replies were received from 68 institutions and from these answers a list of seven objectives was established. (See Table 43.)

The most often mentioned objective was that of developing professional competence within the students of radio and television. Sixty-three of the 68 answering institutions, or 92.7 per cent, recorded this objective. The statements indicating this objective varied to a degree in how explicit they were in defining professional competence, but the general impression gained by the writer was that professional competence included those skills, techniques and procedures commonly found necessary in the day-by-day operation of broadcast stations. Examples of the statements indicating this objective of "professional competence" were as follows:

. . . He should develop basic skills such as announcing, writing, control room and studio techniques, etc.

. . . students majoring in this field should be equipped with the technical information and skills peculiar to the media which will enable them to do with distinction the practical day-by-day jobs required in commercial and educational radio and television.

To provide practical training in the skills and techniques of broadcasting for students seeking positions in radio, television or related fields.

. . . The development of adequate skills is taken for granted . . .

OBJECTIVES OF RADIO AND TELEVISION TRAINING PROGRAMS IN COLLEGES AND UNIVERSITIES

	Group 1 Responses (35)	Per- Cent	Group 2 Responses (8)	Per- Cent	Group 3 Responses (14)	Per- Cent	Group 4 Responses (11)	Per- Cent	Totals Responses (68)	Per- Cent
1. Professional competence for commercial and educational broadcasting	33	94.3	7	87.5	13	92.9	10	90.9	63	92.7
2. Liberal arts or general education	14	40.0	1	12.5	5	35.7	3	27.3	23	33.8
3. Pervy social, economic and moral significance of broadcasting	12	34.3	1	12.5	5	35.7	5	45.5	23	33.8
4. Provide educational and cultural broadcasting service to general public	8	22.9	1	12.5	3	21.4	1	9.1	13	19.1
5. Develop utilization-criticism	7	20.0	2	25.0	1	7.1	1	9.1	11	16.2
6. Institutional Public Relations and Promotion	4	11.4	-	-	1	7.1	-	-	5	7.4
7. To train teachers of broadcasting	1	2.9	1	12.5	1	7.1	-	-	3	4.4

To provide realistic learning experience in techniques and practices of radio broadcasting.

. . . to teach the skills, techniques, and appreciations essential to successful careers in the broadcasting industry.

Students are trained to plan, produce, and telecast programs as actors, announcers, floor managers, cameramen, artists, set designers, and directors.

1. To provide in an organized manner fundamental knowledge and significant learning experiences in the fields of radio, television, advertising and journalism. 2. To develop professional skills that would insure a degree of competence in the above fields.

Twenty-three schools, or 33.8 per cent, stated that they held the "imparting of a liberal arts or general education" as a distinct objective of the radio and television training programs.

Characteristic comments identifying the objective of a liberal arts or general education were as follows:

Most important, the student preparing for a career in the field of mass communications should get as broad a liberal college education as possible.

We wish our graduates to have a thorough background in the humanities . . .

To provide a broad liberal education background in the exact and applied sciences, humanities, religious philosophy and the fine arts.

. . . (2) a substantial background in the humanities and social and natural sciences is requisite to any mature understanding of the problems and potentialities of these media.

The _____ program exists within the aegis of the school of Letters and Science. Our aim primarily is to develop the graduates who are well-educated in a liberal arts sense, who are trained in the creative and ideational aspects of broadcast communication, and who have sufficient technical and operational knowledge to understand the peculiar problems of the medium.

The objective described by this writer as "the teaching of the social, economic, and moral significance of broadcasting" was also cited by 23 institutions of higher education. Again, the

respondents were quite varied in the manner in which they presented this objective but a general theme was established. Examples of the comments related to this objective were as follows:

To develop an understanding of the social, economic, and psychological impact of the mass media in general and broadcasting in particular.

To give students an awareness of the social importance of radio/television, a basic knowledge of their communicative operation and effectiveness, and a sense of moral responsibility in the use of the media.

. . . for all an awareness of the place of radio-television as sociological and economic forces in the community . . .

Educate students in the philosophy and history of broadcasting. Instill an attitude of social consciousness and of broadcasting's responsibility to the public as an influential medium.

To develop understanding of the social and economic significance of the media of mass communication . . .

To prepare students for work in professional broadcasting, educational broadcasting, but more important to create an understanding of the social and economic significance of broadcasting, national and international.

To teach people about the most influential means of communication of our times . . .

The third most often mentioned objective of radio and television training programs was not directly involved in the development of students but rather dealt with a "service" aspect of college and university radio and television training programs. This objective was the "providing of educational and cultural broadcasting service to the general public." Thirteen institutions, or 19.1 per cent of the reporting schools, registered this objective of their radio and television training programs.

The definition of the "educational and cultural broadcasting services offered to the general public" varied to an extent within

this classification. The general outline of such activities included such things as "telecourses," "experimentation in educational programming," "state conferences," "consultant services," and "general cultural programs." The following comments and excerpts from the institutional answers are indicative of this general objective:

. . . The presentation of educational programs, including telecourses.

Providing an educational and cultural broadcasting service
 . . .

. . . to provide . . . programs of strong educational merit
 . . .

To service cultural and otherwise unattended interests of college and community listening audiences, to serve public interest of the commonwealth through net programs . . .

. . . To provide our listeners with strong and important educational radio and television programs.

To carry out the universities' long established intention of bringing practical education and the intellectual and cultural offerings of the campus within the reach of every citizen of the state . . .

"Utilization and criticism" comprised the fourth most often mentioned objective of the radio and television training programs. This objective, while serving the student majoring in radio and television, might better be identified as another "service" facet of radio and television training programs, in that it seemed to be geared to that student or individual who would be using or "utilizing" radio and television in a fringe manner in relationship to his or her primary occupation or profession such as teaching, advertising, or business. By the same token, the individual student simply interested in the "critical evaluation" of broadcasting as an informational and entertainment media would also be served by

such an objective with the radio and television training programs.

A total of eleven institutions, or 16.2 per cent, indicated that they adhered to a "utilization-criticism" objective. Examples of the statements, reflecting this objective were as follows:

. . . to prepare those who occasionally use radio or television to better use it, to give general liberal arts education to other students who will only listen or watch.

. . . for the prospective teacher an additional understanding of the use of radio-television in the classroom . . .

. . . to train students in other fields in the use of the mass media for socially desirable ends.

. . . Listener-viewer discrimination.

. . . to inculcate standards for evaluation and discriminatory listening.

Our main objective is to give production and programming experience to potential county agents in Home Economics and Agriculture.

The fifth most often mentioned objective was defined as "institutional public relations and promotion." This objective necessarily differed from the earlier mentioned objective "providing educational and cultural broadcasting services to the general public," in that, public relations does not necessarily mean education, nor does educational programming necessarily mean public relations. Five schools, or 7.4 per cent, listed "institutional public relations and promotion" as an objective within their radio and television training programs. Typical of the comments associated with this objective were as follows:

. . . and the providing of promotion to the institution.

. . . To serve as public-relations medium for the university.

The least often mentioned objective to be recorded from the answers to the question was that of "preparing students to teach radio and television broadcasting." Three schools, or 4.4 per cent, indicated that they were dedicated to this objective.

It is one thing, however, to declare objectives for broadcast training programs and quite another matter to implement them; therefore, an investigation into the existing curriculum pattern of radio and television training was necessary. In order that the specific character of the curriculum pattern could be ascertained, two questions -- one dealing with radio and television courses and one concerned with instructional emphases -- were asked of the institutional and former student respondents.

In question IVA of the Institutional questionnaire, the respondents were requested to indicate what radio and television courses their schools offered in relationship to their radio and television training programs. A listing of 35 course titles, derived from the course catalogues of five leading colleges and universities, was included within the question. Seventy-seven institutions answered this question and from the data supplied it was possible to establish a frequency ranking of the courses. (See Table 44.)

As a counterpart to question IVA of the Institutional questionnaire, question 5 of the student schedule asked the respondents to indicate what radio and television courses they had enrolled in while attending school and to indicate what they considered to be the five most important courses, whether they had taken them or not. The same listing of course titles, as offered the institutions, was

	Radio Course	Television Course	Radio-TV Course	Theatre Course	Film Course	Journalism Course	Total	Ranking
27. Documentary Broadcasting	8	7	10	-	-	-	25	23
28. Special Events Broadcasting	7	7	10	-	-	-	24	24
29. Film for television	-	13	6	-	2	-	21	25
30. Lighting	-	16	3	1	1	-	21	25
31. Motion Picture Directing	1	9	2	-	4	-	16	26
32. History of Film	1	9	2	-	3	-	15	27
33. Motion Picture Writing	-	3	5	1	3	-	12	28
34. Motion Picture Workshop	-	5	2	-	4	-	11	29
35. Film Strips, Animation and Visuals	-	7	-	-	2	-	9	30
36. Music	1	1	2	-	-	-	4	31
37. International Broadcasting Services	-	-	3	-	-	-	3	32
38. Seminar	1	1	1	-	-	-	3	32
39. Communication Theory	-	-	2	-	-	-	2	33
40. Special Problems	-	2	-	-	-	-	2	33
41. Content Analysis	-	1	-	-	-	-	1	34
42. Cinematography	-	1	-	-	-	-	1	34
43. Ethics	-	-	1	-	-	-	1	34
44. Program Analysis	-	-	1	-	-	-	1	34
45. Program Department Operation	-	-	1	-	-	-	1	34
46. Religion	1	-	-	-	-	-	1	34
47. Sports Broadcasting	1	-	-	-	-	-	1	34
48. Talks	-	-	1	-	-	-	1	34
49. Women's - Children's Programs	-	-	1	-	-	-	1	34

Results obtained from responses to question IV A of the Institutional questionnaire

included in the student questionnaire. One hundred and seventy-five student replies were received and from this data it was possible to establish a frequency ranking on the basis of class enrollment (See Table 45) and the ranked importance of course. (See Table 46.)

In an effort to ascertain the degree of similarity or dissimilarity between the (1) frequency of course offering, (2) frequency of student enrollment, and (3) ranked importance, a comparison was made. The results of this comparison can be seen in Table 47 and Figure 1.

A substantial degree of similarity was found to exist between the three listings in relationship to 26 of the courses. The courses, Program Production, Directing, Fundamentals of Broadcasting, Program Planning, Announcing, Continuity Writing, Radio-TV Workshop, Newswriting and Broadcasting, Control Room Operations, Acting, Studio Operations, Newswriting and Editing, Policies and Regulations, Design, Public Relations, Staging and Criticism were among those courses deemed to be in substantial agreement among the three ranking schedules.

There were a number of dissimilarities established, however, as a result of the comparison, in addition to the listing of 14 additional course titles on the part of the institutional respondents.

The first dissimilarity noted was in relationship to the course entitled Dramatic Writing. This course was eighth in frequency of course offerings and ranked fifteenth in frequency of enrollment and twenty-first in importance. Thus, this course might be described as being over-emphasized by institutions in terms of usefulness or applicability.

FREQUENCY OF ENROLLMENT IN RADIO-TELEVISION COURSES

	Taken as Radio Course	Taken as TV Course	Taken as Radio-TV Course	Taken as Theatre Course	Taken as Journalism Course	Total	Ranking
1. Fundamentals of broadcasting	122	10	37	2	-	171	1
2. Directing	94	35	14	6	-	149	2
3. Program production	94	28	24	-	-	146	3
4. Announcing	108	5	26	-	-	139	4
5. Continuity writing	96	12	31	-	-	139	4
6. Program planning	83	18	23	-	-	124	5
7. Workshop	73	27	23	-	-	123	6
8. Newswriting & broadcasting	92	10	18	-	1	121	7
9. Principles of television	55	12	53	-	-	120	8
10. Control room operations	89	20	10	-	-	119	9
11. Advertising	65	6	34	1	3	109	10
12. Acting	74	12	6	12	-	104	11
13. Policies & regulations of broadcasting	58	8	37	-	-	103	12
14. News writing & editing	66	9	21	-	3	99	13
15. Studio operations	59	24	14	-	-	98	14
16. Dramatic writing	57	18	15	3	-	93	15
17. Audience measurement & research	47	11	28	-	-	86	16

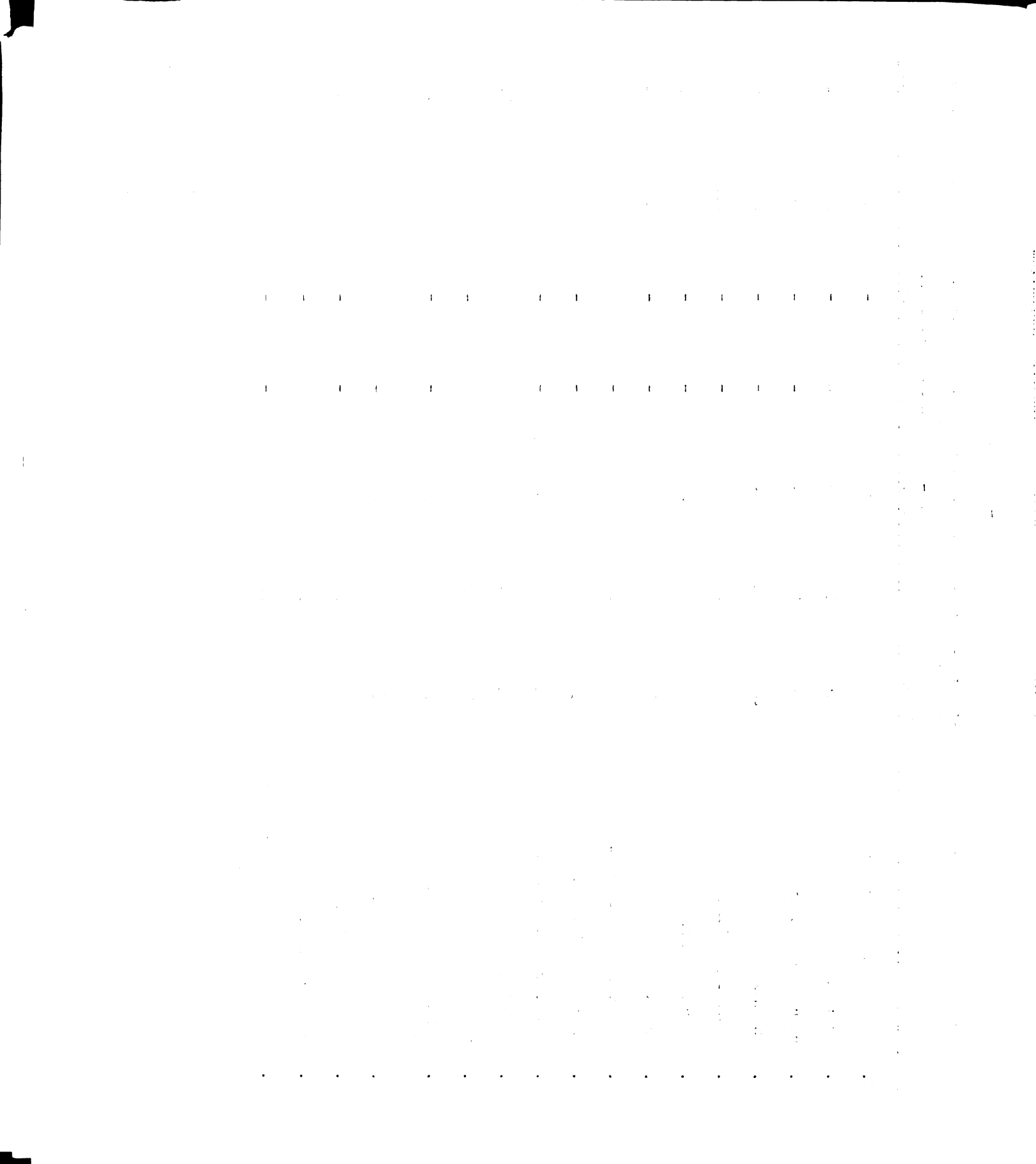
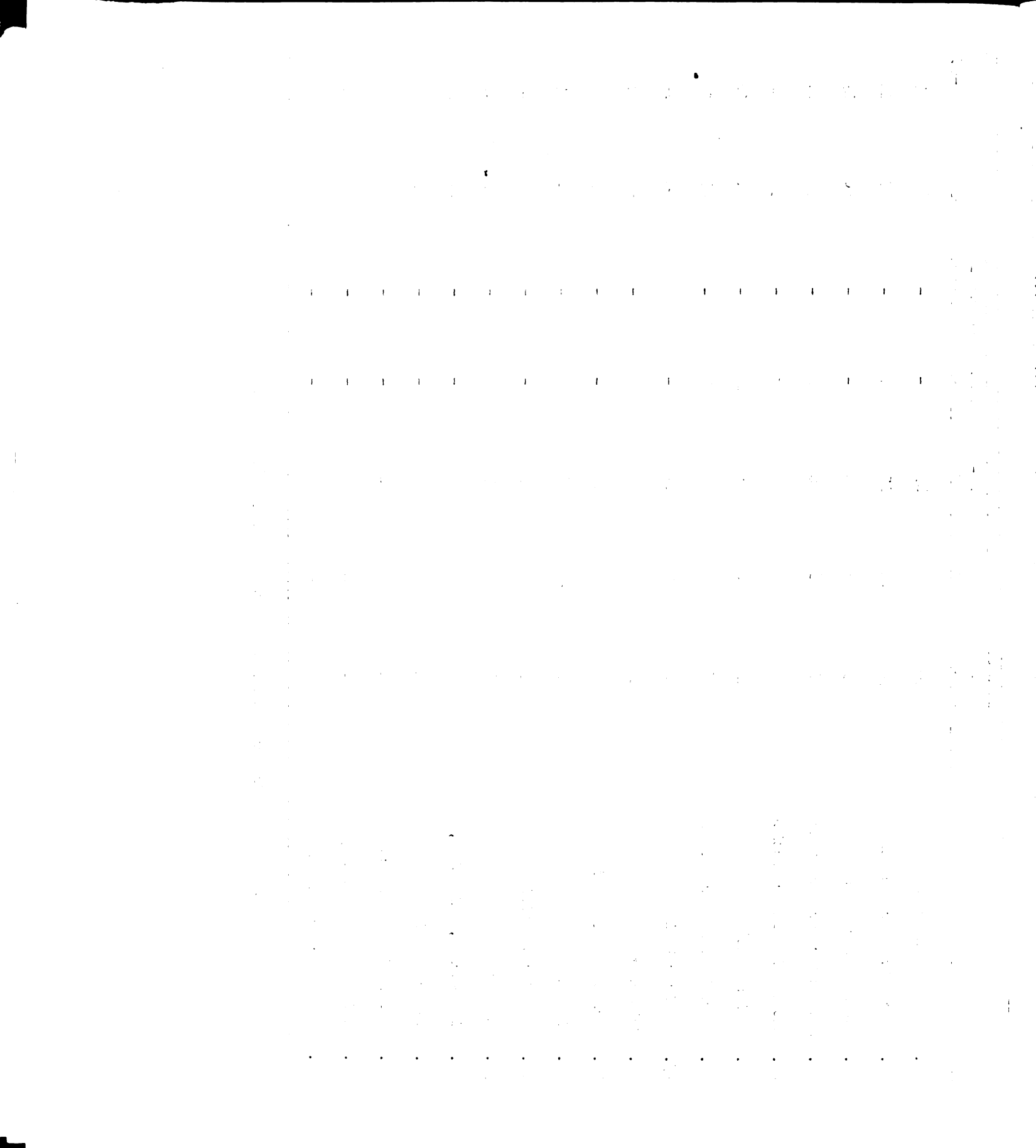


TABLE 45 -- Continued

	Taken as Radio Course	Taken as TV Course	Taken as Radio-TV Course	Taken as Theatre Course	Taken as Journalism Course	Total	Ranking
18. Station management	54	7	19	-	-	80	17
19. Education & broadcasting	50	11	17	1	-	79	18
20. Station procedures	43	9	8	-	-	60	19
21. Documentary broadcasting	46	6	6	1	-	59	20
22. Internships in production	25	24	4	3	-	56	21
23. Design (Set)	11	20	5	15	-	51	22
24. Special events broadcasting	36	5	6	1	-	48	23
25. Public relations	21	2	21	-	2	46	24
26. Criticism	18	8	16	3	-	45	25
27. Society & mass media	22	4	17	-	-	43	26
28. Lighting	1	24	6	9	-	40	27
29. Film for television	5	27	3	-	-	35	28
30. Staging	7	10	7	9	-	33	29
31. Film strips, animation, & visuals	3	13	3	-	-	19	30
32. History of film	1	8	4	-	-	13	31
33. Motion picture directing	1	6	2	-	-	9	32
34. Motion picture writing	6	1	1	-	-	8	33
35. Motion picture workshop	1	4	2	-	-	7	34

Results obtained from responses to question 5 on student questionnaire



MOST IMPORTANT COURSES

Courses	1st Rating	2nd Rating	3rd Rating	4th Rating	5th Rating	Total*	Ranking
1. Advertising	16	15	9	13	11	204	1
2. Fundamentals of broadcasting	18	9	10	7	9	179	2
3. Program production	10	9	11	11	6	147	3
4. Radio-Television Workshop	15	9	4	3	10	139	4
5. Announcing	9	9	8	7	4	123	5
6. Station Management	8	8	7	8	10	119	6
7. Directing	8	7	10	8	5	119	6
8. Program planning	9	8	8	5	7	118	7
9. Production Internships	7	4	9	5	3	91	8
10. Continuity writing	1	6	12	7	11	90	9
11. News writing and broadcasting	5	5	5	3	2	68	10
12. Acting	5	6	3	4	1	67	11
13. News writing and editing	3	7	4	5	1	66	12
14. Control room operations	3	6	3	6	5	65	13
15. Station procedures	1	6	6	5	3	60	14
16. Policies & regulations of broadcasting	-	4	1	10	9	48	15
17. Principles of Television	3	1	4	4	7	46	16
18. Studio operations	2	4	2	4	4	44	17

1945

1946

1947

1948

1949

1950

1951

1952

1953

1954

1955

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MOST IMPORTANT COURSES

Courses	1st Rating	2nd Rating	3rd Rating	4th Rating	5th Rating	Total*	Ranking
1. Advertising	16	15	9	13	11	204	1
2. Fundamentals of broadcasting	18	9	10	7	9	179	2
3. Program production	10	9	11	11	6	147	3
4. Radio-Television Workshop	15	9	4	3	10	139	4
5. Announcing	9	9	8	7	4	123	5
6. Station Management	8	8	7	8	10	119	6
7. Directing	8	7	10	8	5	119	6
8. Program planning	9	8	8	5	7	118	7
9. Production Internships	7	4	9	5	3	91	8
10. Continuity writing	1	6	12	7	11	90	9
11. News writing and broadcasting	5	5	5	3	2	68	10
12. Acting	5	6	3	4	1	67	11
13. News writing and editing	3	7	4	5	1	66	12
14. Control room operations	3	6	3	6	5	65	13
15. Station procedures	1	6	6	5	3	60	14
16. Policies & regulations of Broadcasting	-	4	1	10	9	48	15
17. Principles of Television	3	1	4	4	7	46	16
18. Studio operations	2	4	2	4	4	44	17

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

2. The second part of the document outlines the various methods used to collect and analyze data. It includes a detailed description of the sampling process, which was designed to be representative of the entire population. The data was then analyzed using statistical techniques to identify trends and patterns.

3. The third part of the document presents the results of the study. It shows that there is a significant correlation between the variables being studied. The findings suggest that the current practices are effective, but there are still areas for improvement.

4. The fourth part of the document discusses the implications of the study. It highlights the need for continued research and the importance of staying up-to-date with the latest developments in the field. The study also provides valuable insights for practitioners and policymakers.

5. The fifth part of the document concludes the study and provides a summary of the key findings. It reiterates the importance of accurate record-keeping and the need for ongoing evaluation and improvement.

MOST IMPORTANT COURSES

Courses	1st Rating	2nd Rating	3rd Rating	4th Rating	5th Rating	Total*	Ranking
1. Advertising	16	15	9	13	11	204	1
2. Fundamentals of broadcasting	18	9	10	7	9	179	2
3. Program production	10	9	11	11	6	147	3
4. Radio-Television Workshop	15	9	4	3	10	139	4
5. Announcing	9	9	8	7	4	123	5
6. Station Management	8	8	7	8	10	119	6
7. Directing	8	7	10	8	5	119	6
8. Program planning	9	8	8	5	7	118	7
9. Production Internships	7	4	9	5	3	91	8
10. Continuity writing	1	6	12	7	11	90	9
11. News writing and broadcasting	5	5	5	3	2	68	10
12. Acting	5	6	3	4	1	67	11
13. News writing and editing	3	7	4	5	1	66	12
14. Control room operations	3	6	3	6	5	65	13
15. Station procedures	1	6	6	5	3	60	14
16. Policies & regulations of Broadcasting	-	4	1	10	9	48	15
17. Principles of Television	3	1	4	4	7	46	16
18. Studio operations	2	4	2	4	4	44	17

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in the context of public administration or corporate governance. The text suggests that without reliable records, it becomes difficult to track progress, identify issues, and ensure that resources are being used effectively.

2. The second part of the document addresses the challenges associated with data collection and analysis. It notes that while modern technology offers powerful tools for gathering and processing information, the quality and consistency of the data can vary significantly. The author highlights the need for standardized protocols and rigorous quality control measures to ensure that the data being used is accurate and relevant. Additionally, the text mentions the importance of training personnel to use these tools correctly and to interpret the results in a meaningful way.

3. The third part of the document focuses on the role of communication in the success of any project or organization. It argues that clear and consistent communication is vital for ensuring that all stakeholders are aligned and working towards the same goals. The text suggests that regular updates, reports, and meetings can help to keep everyone informed and engaged. Furthermore, it emphasizes the importance of listening to feedback and being open to suggestions, as this can lead to continuous improvement and better outcomes.

4. The fourth part of the document discusses the importance of collaboration and teamwork. It notes that many complex tasks and projects require the input and expertise of multiple individuals. The text suggests that fostering a collaborative environment where team members can share ideas, resources, and knowledge is essential for success. It also mentions the importance of recognizing and rewarding team members for their contributions, as this can help to boost morale and encourage continued effort.

5. The fifth part of the document addresses the issue of risk management. It notes that every project or organization faces various risks, and it is important to identify these risks early on and develop strategies to mitigate them. The text suggests that a proactive approach to risk management, involving regular assessments and updates, can help to minimize potential negative impacts and ensure that the organization is well-prepared to handle any challenges that may arise.

6. The sixth part of the document discusses the importance of flexibility and adaptability. It notes that the environment in which organizations operate is constantly changing, and it is important to be able to respond to these changes effectively. The text suggests that organizations should maintain a flexible mindset and be willing to adjust their plans and strategies as needed. It also mentions the importance of staying informed about industry trends and developments, as this can help to anticipate changes and make more informed decisions.

7. The seventh part of the document addresses the issue of ethics and integrity. It notes that these values are fundamental to the success of any organization and are essential for building trust and credibility. The text suggests that organizations should establish clear ethical guidelines and ensure that all employees are held accountable for their actions. It also mentions the importance of being transparent and honest in all communications, as this can help to build a strong and lasting reputation.

8. The eighth part of the document discusses the importance of innovation and creativity. It notes that in a competitive market, organizations need to find new and innovative ways to differentiate themselves and meet the needs of their customers. The text suggests that organizations should encourage a culture of innovation and creativity, where employees are free to share their ideas and experiment with new approaches. It also mentions the importance of investing in research and development, as this can lead to the discovery of new products and services that can give an organization a competitive edge.

9. The ninth part of the document addresses the issue of sustainability. It notes that organizations have a responsibility to consider the long-term impact of their actions on the environment and society. The text suggests that organizations should adopt sustainable practices, such as reducing waste, conserving resources, and supporting social and environmental initiatives. It also mentions the importance of being transparent about sustainability efforts and reporting on progress, as this can help to build trust and credibility with stakeholders.

10. The tenth part of the document discusses the importance of continuous learning and improvement. It notes that the only way for an organization to stay relevant and competitive is by constantly learning and improving. The text suggests that organizations should encourage a culture of continuous learning, where employees are encouraged to seek out new knowledge and skills. It also mentions the importance of regularly reviewing and evaluating performance, as this can help to identify areas for improvement and ensure that the organization is always moving forward.

TABLE 46 -- Continued

Courses	1st Rating	2nd Rating	3rd Rating	4th Rating	5th Rating	Total*	Ranking
19. Society & mass media	5	1	3	2	1	43	18
20. Film for television	2	1	5	1	2	33	19
21. Public Relations	1	2	4	2	2	31	20
22. Dramatic writing	-	3	2	5	2	30	21
23. Audience Measurement & Research	1	1	2	5	3	28	22
24. Lighting	-	5	1	1	-	25	23
25. Motion picture workshop	1	3	-	3	1	24	24
26. Education & Broadcasting	1	1	1	2	2	18	25
27. Staging	-	2	1	2	3	18	25
28. Motion picture directing	1	-	3	-	-	14	26
29. Design (Set)	-	-	3	2	1	14	26
30. Criticism	1	-	-	-	4	9	27
31. Film strips, Animation, & Visuals	-	2	-	-	1	9	27
32. Special Events Broadcasting	-	1	1	1	-	9	27
33. History of film	1	-	1	-	-	8	28
34. Documentary Broadcasting	-	-	2	1	-	8	28
35. Motion Picture writing	-	-	-	-	1	1	29

*Total score based upon reversed values: 1 equals 5, 2 equals 4, 3 equals 3, 4 equals 2, and 5 equals 1
Results obtained from responses to question 5 on student questionnaire

1950

1951

1952

1953

1954

1955

1956

1957

1958

1959

1960

1961

TABLE 47

FREQUENCY OF COURSE OFFERINGS - FREQUENCY OF ENROLLMENT IN RADIO-TELEVISION COURSES
AND THEIR IMPORTANCE

Course Titles	Frequency of Course Offering Ranking	Frequency of Enrollment Ranking	Importance Ranking
1. Program production	1	3	3
2. Directing	2	2	6
3. Fundamentals of broadcasting	3	1	2
4. Program planning	4	5	7
5. Announcing	5	4	5
6. Continuity writing	6	4	9
7. Workshop (radio-tv)	7	6	4
8. Dramatic writing	8	15	21
9. Newswriting and broadcasting	8	7	10
10. Advertising	9	10	1
11. Control room operations	10	9	13
12. Acting	11	11	11
13. Internships in production	12	21	8
14. Studio operations	13	14	17
15. Station management	14	17	6
16. Newswriting and editing	15	13	12
17. Policies & regulations of broadcasting	15	12	15
18. Education & broadcasting	16	18	25
19. Principles of Television	17	8	16
20. Audience measurement & research	18	16	22
21. Society and mass media	19	26	18
22. Design (Set)	20	22	26
23. Station procedures	21	19	14
24. Public Relations	22	24	20

TABLE 47 -- Continued

Course Titles	Frequency of Course Offering Ranking	Frequency of Enrollment Ranking	Importance Ranking
25. Staging	22	29	25
26. Criticism	23	25	27
27. Documentary broadcasting	23	20	28
28. Special events broadcasting	24	23	26
29. Film for television	25	28	19
30. Lighting	25	27	23
31. Motion picture directing	26	32	26
32. History of film	27	31	28
33. Motion picture writing	28	33	29
34. Motion picture workshop	29	34	24
35. Film strips, animation, and visuals	30	30	27
36. Music	31	-	-
37. International Broadcasting services	32	-	-
38. Seminar	32	-	-
39. Communication Theory	33	-	-
40. Special Problems	33	-	-
41. Content Analysis	34	-	-
42. Cinematography	34	-	-
43. Ethics	34	-	-
44. Program Analysis	34	-	-
45. Program Department operation	34	-	-
46. Religion	34	-	-
47. Sports broadcasting	34	-	-
48. Talks	34	-	-
49. Women's - Children's Programs	34	-	-

LEGEND:
— Frequency with which course offered by colleges and universities
- - - Frequency of enrollment as indicated by former radio and television students
..... Importance of course as indicated by former radio and television students

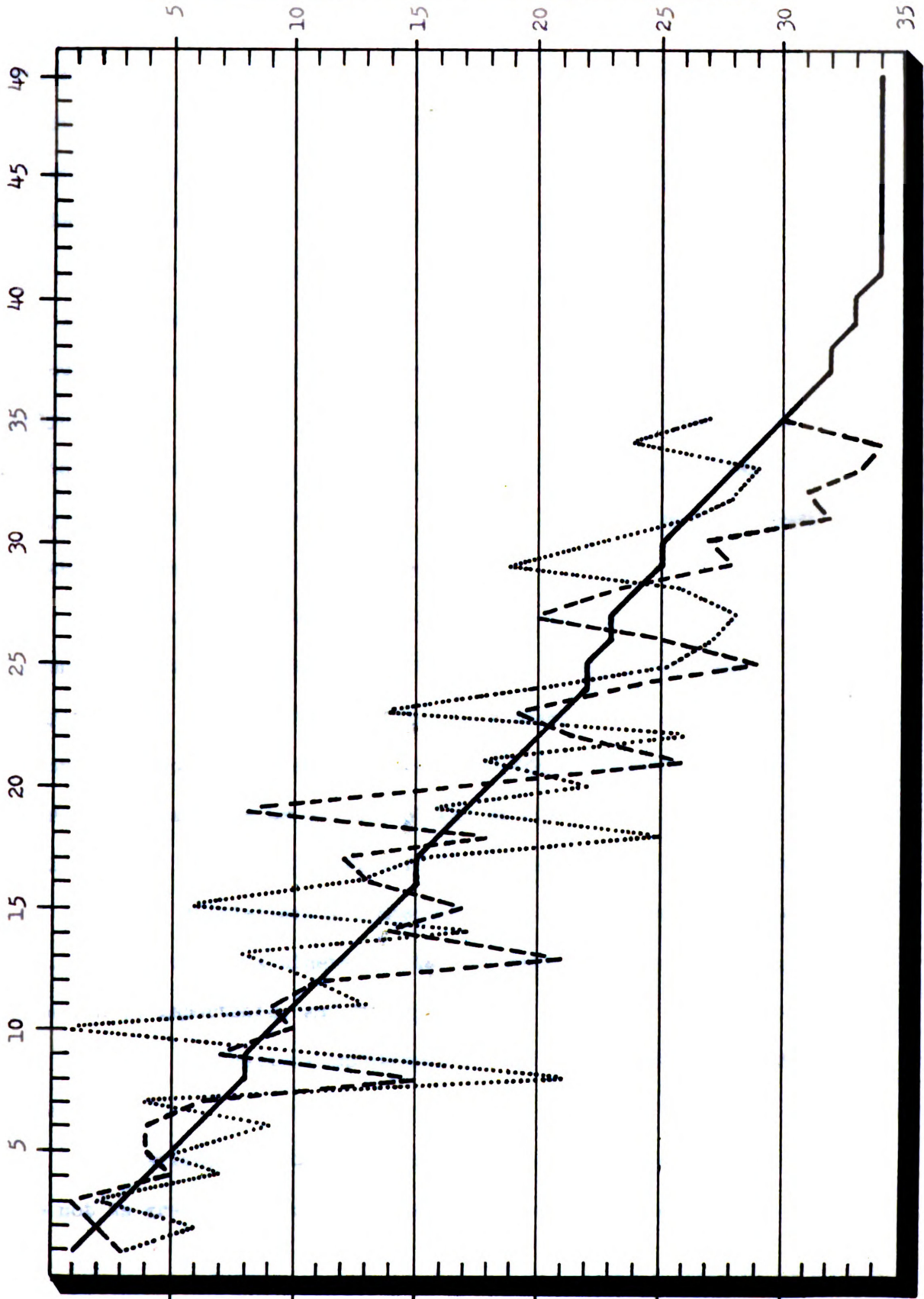


FIGURE 1
TITLES OF COURSES AS LISTED IN TABLE 47



Additional curriculum disagreement was found in relationship to the course Advertising. This course was ranked ninth in terms of frequency of course offerings, tenth in terms of frequency of enrollment, but first in terms of class importance. This ranking comparison substantiates the fact that "sales" as an institutional curriculum emphasis is not heavily emphasized and as a result, reflects a certain weakness in preparing the student for the industry.

Another dissimilarity established among the three ranking schedules was in relation to the course Internships in Production. The course was ranked twelfth in frequency of course offerings, twenty-first in frequency of enrollment, and eighth in importance. The Station Management course ranked fourteenth in terms of frequency of offerings, seventeenth in terms of frequency of enrollment and was ranked sixth in terms of importance.

Education and Broadcasting was ranked sixteenth in frequency of course offerings, eighteenth in frequency of enrollment and twenty-fifth in terms of importance. This variance might be due to the concentration of the student sampling within commercial arms of the broadcast industry or undue emphasis on the part of institutional training programs in relationship to the educational aspects.

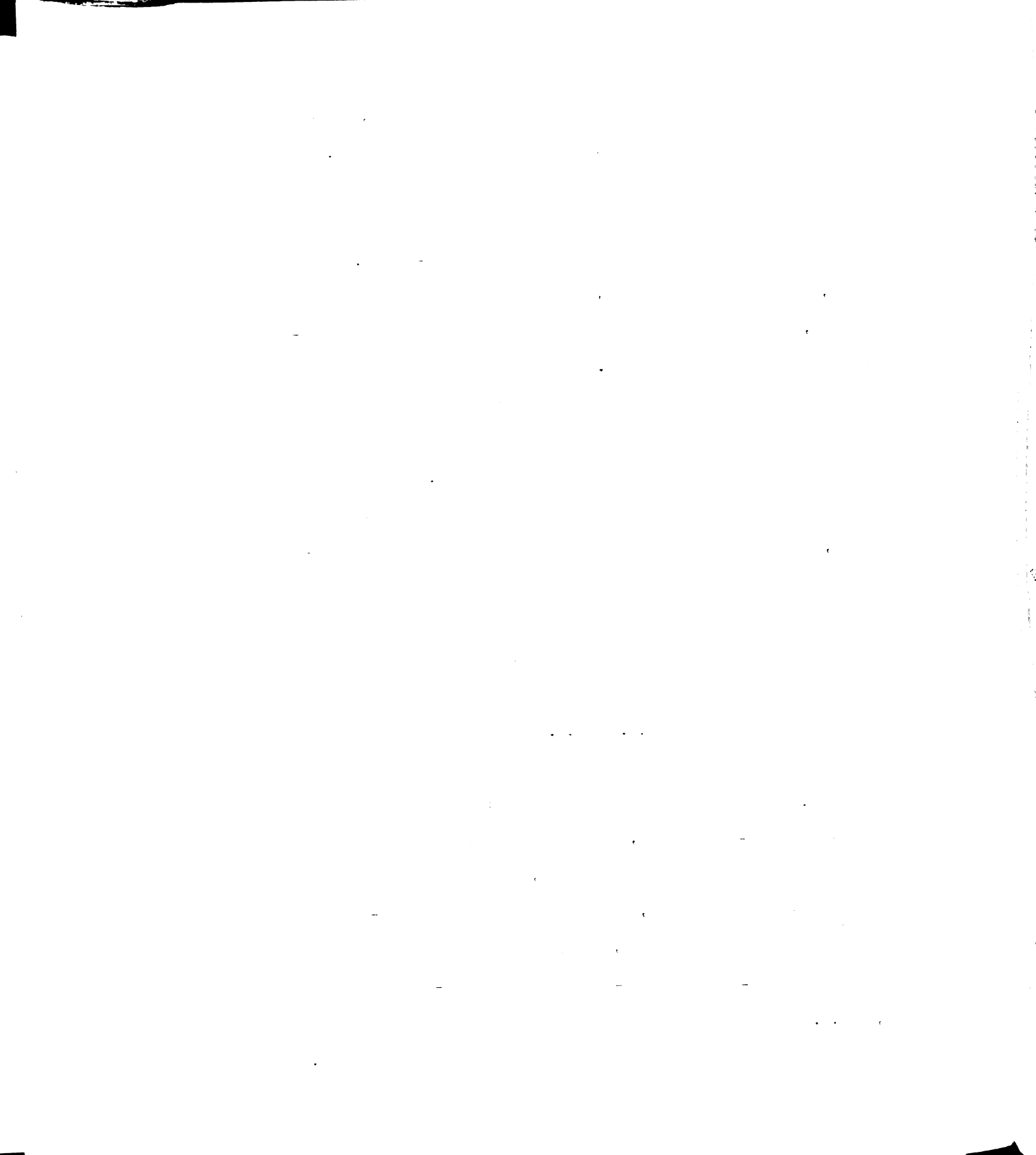
Another dissimilarity concerned the course Society and Mass Media. This course was nineteenth in frequency of course offerings, eighteenth in importance, and twenty-fifth in frequency of enrollment. From all indications enrollment should be encouraged in this course.

The variance noted in relationship to Station Procedures, while not as great as in other instances, should be cited. The

course ranked twenty-first in frequency of course offerings, nineteenth in frequency of enrollment, and fourteenth in importance. An importance ranking of nineteenth was given Film for Television but in terms of frequency of course offerings it ranked twenty-fifth and in terms of frequency of enrollment ranked twenty-eighth. In addition, Motion Picture Workshop, ranked as twenty-fourth in importance, twenty-ninth in frequency of course offerings and thirty-fourth in frequency of enrollment.

Table 48 shows the importance of course offerings by the job classifications established in the preceding chapter from replies received from the former student respondents.

In question IVB of the Institutional questionnaire the question, "What particular phase or phases of the broadcasting profession are emphasized in your radio and/or television training program?" This same question was asked of the former radio and television students in the following manner: "What particular phase or phases of the broadcasting profession were emphasized in the school granting you the B.A. or B.S. degree?" Included in both questions were five categories from which the respondent could make a selection. These categories were as follows: (1) Production (writing-directing-announcing), (2) Programming (program development-audience research-history-social aspects), (3) Sales-Promotion (advertising-marketing-sales), (4) Management (business-law-Federal Communications Commission-Sales), and (5) Education (educational broadcast stations-in school use-program development-closed-circuit use, etc.). The school representative of former students was requested to check the appropriate number of categories emphasized.



IMPORTANCE OF COURSES BY JOB CLASSIFICATIONS

Course Title	Total Ranking	Advertising Agency (12)	Announcing (24)	Continuity (3)	Education (10)	Engineering (2)	Management (8)	News (10)	Production (37)	Programming (9)	Public Relations (4)	Sales (10)
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1. Advertising	1	2	1	4	-	4	1	5	6	1	-	1
2. Fundamentals of broadcasting	2	3	5	-	6	1	5	6	3	5	1	3
3. Program production	3	1	2	4	-	-	5	9	4	13	3	8
4. Radio-television workshops	4	6	9	1	6	-	8	4	2	8	5	4
5. Announcing	5	10	4	5	6	-	6	2	15	2	6	2
6. Station management	6	10	6	-	4	2	3	-	5	3	3	11
7. Directing	6	4	9	-	3	-	-	8	1	11	-	-
8. Program planning	7	7	6	3	5	-	2	11	9	6	2	11
9. Production internships	8	5	7	3	1	4	9	10	17	7	-	8
10. Continuity writing	9	8	8	2	7	-	7	9	7	4	-	10
11. Newswriting & broadcasting	10	9	10	-	-	-	-	1	14	10	4	8
12. Acting	11	10	3	-	-	-	7	7	15	-	-	9
13. Newswriting & editing	12	-	5	-	-	-	8	3	16	-	3	-
14. Control room operations	13	9	15	-	7	6	-	7	8	10	-	8
15. Station procedures	14	15	13	2	-	5	4	9	18	6	4	6
16. Policies & regulations	15	9	13	5	2	2	9	10	22	12	4	7
17. Principles of television	16	14	16	-	8	-	10	11	10	11	-	5
18. Studio operations	17	14	12	-	9	6	4	-	20	7	-	10
19. Society & mass media	18	-	10	4	-	-	-	-	11	-	-	11

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support informed decision-making.

3. The third part of the document focuses on the analysis and interpretation of the collected data. It discusses the various statistical and analytical tools used to identify trends, patterns, and anomalies in the data.

4. The fourth part of the document discusses the implications of the findings and the need for ongoing monitoring and evaluation. It emphasizes that the data should be used to inform strategic planning and to identify areas for improvement.

5. The fifth part of the document provides a summary of the key findings and conclusions. It highlights the overall results of the study and the implications for future research and practice.

6. The sixth part of the document discusses the limitations of the study and the need for further research. It acknowledges the challenges faced during the data collection and analysis process and suggests areas for future investigation.

7. The seventh part of the document provides a list of references and sources used in the study. It includes books, articles, and other relevant literature that informed the research.

8. The eighth part of the document provides a list of appendices and supplementary materials. These materials include additional data, charts, and tables that support the findings of the study.

9. The ninth part of the document provides a list of acknowledgments and thanks. It expresses gratitude to the individuals and organizations that provided support and assistance during the course of the study.

10. The tenth part of the document provides a list of contact information and a disclaimer. It includes the name and contact details of the author and a statement regarding the use and distribution of the document.

Course Title

Total Ranking

Advertising Agency (12)

Announcing (24)

Continuity (3)

Education (10)

Engineering (2)

Film (6)

Management (8)

News (10)

Production (27)

Programming (9)

Public Relations (4)

Sales (10)

20.	Film for television	19	11	15	-	10	3	6	-	-	13	-	-	-
21.	Public relations	20	-	-	-	4	4	-	7	11	14	9	5	-
22.	Dramatic writing	21	12	17	-	-	-	3	-	9	12	-	-	-
23.	Audience Measurement & Research	22	13	11	-	-	-	-	-	-	22	13	6	6
24.	Lighting	23	12	-	-	-	-	-	-	-	10	-	-	-
25.	Motion picture workshop	24	12	-	-	-	1	3	-	-	21	-	-	-
26.	Education & broadcasting	25	13	16	-	-	-	4	-	-	24	12	-	9
27.	Staging	25	-	15	-	-	-	-	8	-	17	-	-	-
28.	Motion picture directing	26	-	-	-	-	-	6	-	9	22	11	-	-
29.	Design (Set)	26	14	-	-	-	-	7	-	-	19	-	-	-
30.	Criticism	27	-	13	-	10	-	-	-	-	25	13	-	-
31.	Film strips, animation & visuals	27	12	-	-	-	-	5	10	-	-	-	-	-
32.	Special events broadcasting	27	-	14	-	-	-	-	-	10	-	11	-	-
33.	History of film	28	13	-	-	-	-	-	-	-	22	-	-	-
34.	Documentary broadcasting	28	13	16	-	-	-	-	-	-	23	-	-	-
35.	Motion picture writing	29	-	-	-	-	-	7	-	-	-	-	-	-

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to ensure the validity of the results.

3. The third part of the document describes the different types of data that are collected and how they are used to inform decision-making. It notes that a combination of quantitative and qualitative data is often used to provide a comprehensive view of the organization's performance.

4. The fourth part of the document discusses the challenges and limitations of data collection and analysis. It identifies common issues such as data quality, bias, and incomplete information, and provides strategies to address these challenges.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It emphasizes the importance of ongoing monitoring and evaluation to ensure that the organization remains on track and is able to adapt to changing circumstances.

The ranking of the five categories was based upon the frequency of mention in the case of both groups of respondents, and, as a result, a comparison of the emphasis patterns was made possible.

The curriculum or industry emphasis as reported by the colleges and universities was as follows: (1) Production, (2) Programming, (3) Sales, (4) Management, and (5) Education. (See Table 49.) Seventy-one institutions, or 93.4 per cent of the 76 institutions answering the question, indicated that "production" was emphasized. Fifty-eight schools, or 76.4 per cent, indicated that "programming" was emphasized. These two categories were emphasized to a substantially greater degree than "sales" emphasized by 34 schools, or 44.7 per cent, or "management" emphasized by 33 schools, or 43.4 per cent, and "education" emphasized by 32 schools, or 42.1 per cent.

In reference to each of the four institutional groupings, the two most often mentioned industry categories within the 76 responding institutions (production and programming) were found to be the most often mentioned areas of emphasis within each of the groupings of the institutions. (See Table 50.)

The curriculum emphasis as determined by the former students of the surveyed colleges and universities were as follows: (1) Production, (2) Programming, (3) Education, (4) Sales, (5) Management, and (6) No emphasis. (See Table 49.) One hundred and fifty-five former students, or 91.2 per cent of the 170 students answering the question, indicated that "production" was emphasized. Seventy-seven students, or 45.3 per cent, indicated that "programming" was emphasized. These were the two most often mentioned areas of

TABLE 49

CURRICULUM EMPHASIS IN COLLEGE AND UNIVERSITY RADIO-TELEVISION TRAINING PROGRAMS
AS REPORTED BY INSTITUTIONS AND BY FORMER STUDENTS

Emphasis	Institutional			Former Student		
	Responses	Rank	Per Cent*	Responses	Rank	Per Cent**
Production	71	1	93.4	155	1	91.2
Programming	58	2	76.4	77	2	45.3
Sales	34	3	44.7	36	3	21.3
Management	33	4	43.4	32	4	18.8
Education	32	5	42.1	26	5	15.3
No emphasis	-	6	-	1	6	.6

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*Derived from 76 responses to question IV-B of the Institutional questionnaire

**Derived from 170 responses to question 6 of the student questionnaire



CURRICULUM EMPH/SIS IN RADIO-TELEVISION TRAINING PROGRAMS IN COLLEGES AND UNIVERSITIES
AS REPORTED BY INSTITUTIONS

	Production		Programming		Sales		Management		Education		No Emphasis	
	Re- sponses	Per- Cent	Re- sponses	Per- Cent	Re- sponses	Per- Cent	Re- sponses	Per- Cent	Re- sponses	Per- Cent	Re- sponses	Per- Cent
Group 1. State universities, land grant colleges, state universities and land grant colleges (38)	35	92.1	30	79.0	19	50.0	18	47.4	18	47.4	-	-
Group 2. State teachers' col- leges, state liberal arts colleges, women's state colleges, municipal colleges and universities (9)	9	100.0	4	44.4	1	11.1	1	11.1	3	33.3	-	-
Group 3. Private colleges and universities and women's private colleges (17)	16	94.1	13	76.5	8	47.1	10	58.8	6	35.3	-	-
Group 4. Denominational colleges and universities (12)	11	91.7	11	91.7	6	50.0	4	33.3	5	41.7	-	-
Totals	71	93.4	58	76.4	34	44.7	33	43.4	32	42.1	-	-

emphasis, with 36 persons, or 21.3 per cent indicating an "education" emphasis; 32 persons, or 18.8 per cent indicating a "sales" emphasis; 26 former students, or 15.3 per cent, indicating a "management" emphasis; and one former student, or .6 per cent of the total, indicating that "no emphasis" had existed.

In examining the emphasis pattern in relationship to the students and the institutional groupings in which their respective colleges and universities were placed, it was found that the two emphases most often mentioned by the total former student respondents were also the most often mentioned emphases within each respective institutional division with one exception. (See Table 51.)

In the case of former students of the schools in Group 2, "programming" was the third most often mentioned curriculum emphasis. It should be noted, however, that a relatively small sampling was realized from this group and that this grouping included those institutions described as "teachers colleges." Thus, the placing of the "educational" emphasis in the second most often mentioned rank is to be expected.

In comparing the ranking of the various curriculum concentrations, as indicated by the institutions and former students, it is important to point out that both groups were in complete agreement in regard to the emphasis and position of (1) Production and (2) Programming. Some variance did exist between the last three areas of emphasis among the two groups, as well as one student indicating no emphasis existed. The institutional ranking showed "sales" was the third most often mentioned area of emphasis and the student

CURRICULUM EMPHASIS IN COLLEGE AND UNIVERSITY RADIO-TELEVISION TRAINING PROGRAMS
AS REPORTED BY FORMER STUDENTS

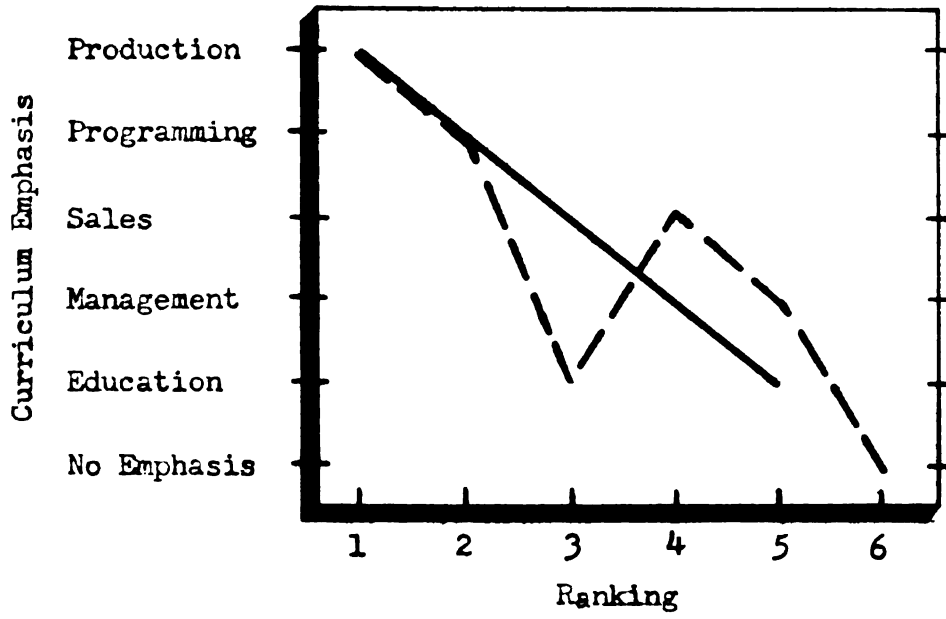
Emphasis*	Production		Programming		Education		Sales		Management		No Emphasis	
	Re- sponses	Per- Cent	Re- sponses	Per- Cent	Re- sponses	Per- Cent	Re- sponses	Per- Cent	Re- sponses	Per- Cent	Re- sponses	Per- Cent
Group 1. Former students of State universities, land grant colleges, state uni- versities and land grant colleges (97)	90	92.8	51	52.6	25	25.8	20	20.6	13	13.4	1	1.4
Group 2. Former students of state teachers colleges, state liberal arts colleges, women's state colleges, municipal colleges and universities (8)	6	75.0	2	25.0	3	37.5	1	12.5	3	37.5	-	-
Group 3. Private colleges and universities, women's private colleges (43)	37	86.1	19	44.2	6	14.0	7	16.3	8	18.6	-	-
Group 4. Denominational colleges and universities (22)	22	100.0	5	22.7	2	9.1	4	18.2	2	9.1	-	-
Totals	155	91.2	77	45.3	36	21.3	32	18.8	26	15.3	1	.6

*Results obtained from responses to question 6 of the student questionnaire. The percentages are derived from the number of former students responding to the question within each grouping.

ranking showed it to be fourth. "Management" emphasis was ranked as fourth by the institutions and fifth by the former students. "Education" was ranked fifth by the institutions and the former students ranking showed it to be third most often mentioned area of emphasis.

Figure 2 shows curriculum emphases as seen by the institutions and the former students.

FIGURE 2



LEGEND:

- Curriculum emphasis as seen by Institutions
- - - Curriculum emphasis as seen by former students



Figure 1 shows the relationship between the number of people and the number of people. The x-axis represents the number of people, and the y-axis represents the number of people. The solid line represents the identity function $y = x$. The dashed line represents a linear function that is steeper than the identity function, starting at the origin (0,0) and ending at approximately (100, 150). The dashed line intersects the x-axis at 0 and the y-axis at 0, indicating a positive slope of approximately 1.5.

The Evaluation of Institutional Broadcast
Training by Former Students

In answer to question VII of the student questionnaire, 171 former students of radio and television training programs in colleges and universities rated their radio and television training programs by means of a five-point rating scale: (1) excellent, (2) good, (3) average, (4) fair, and (5) poor. Of the 171 respondents, 40, or 23.4 per cent of the total number of replies, rated their training as excellent; 82 former students, or 48.0 per cent of the total group of respondents, gave their training a rating of good; 29 respondents, or 17.0 per cent of the total group, rated their training in radio and television as average; 14 former students, or 8.2 per cent of the 171 respondents to the question, gave their training a rating of fair; and 6 respondents, or 3.5 per cent of the total group, indicated that their radio and television training was poor. (See Table 52.)

In question VIII of the student questionnaire, the former radio and television students were asked: "Why did you give the training program this rating?" The replies to this question were found to deal with four facets of radio and television training and were both negative and positive in nature. The four facets repeatedly mentioned were as follows: (1) Curriculum; (2) Faculty; (3) General Facilities; and (4) Practical Applications.

A total of 230 positive and negative comments were recorded from the statements of the 171 respondents. Ninety-nine of the comments were positive in nature and 131 comments were negative or critical in nature. The 99 positive comments represented 43.2 per

EVALUATION OF THE RADIO-TELEVISION TRAINING PROGRAMS

Graduates	Excellent		Good		Average		Fair		Poor		Total	
	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent
Group 1. State universities, land grant colleges or universities, state universities and land grant colleges (97)	23	23.7	48	49.5	19	19.6	5	5.2	2	2.1	2	100.1
Group 2. State teachers colleges, state liberal arts colleges, women's state colleges, municipal colleges and universities (8)	2	25.0	2	25.0	1	12.5	1	12.5	2	25.0	2	100.0
Group 3. Private colleges and universities, women's private colleges (44)	11	25.0	22	50.0	4	9.1	6	13.6	1	2.3	1	100.0
Group 4. Denominational colleges and universities (22)	4	18.2	10	45.5	5	22.7	2	9.1	1	4.5	1	100.0
Totals	40	23.4	82	48.0	29	17.0	14	8.2	6	3.5	6	100.1

Results obtained from responses to question 7 on questionnaire

cent of the total 230 comments and the 131 negative comments represented 56.8 per cent of the total. (See Table 53.)

In breaking down the 230 total positive and negative comments, in relation to the four facets of the radio and television training programs mentioned, it was found that 84 comments, or 36.6 per cent, mentioned curriculum; 64 comments, or 27.8 per cent, dealt with the practical applications aspect of the radio and television training programs; 47 comments or 20.4 per cent, were concerned with the strength or weakness of the faculty; and 35 comments, or 15.2 per cent, mentioned the calibre of general facilities (equipment) of the radio and television training programs. (See Table 53.)

In examining the 99 positive comments, 33, or 14.4 per cent of the total 230 comments, dealt with curriculum. This was the most frequently mentioned facet of training within the positive statement group. In the case of the 131 negative comments, 51 comments, or 22.2 per cent of the total 230 comments, dealt with curriculum. This was the most often mentioned facet of radio and television training within the negative group. Combined, the total 84 positive and negative comments on curriculum, or 36.6 per cent of the total comments, showed curriculum to be the primary evaluative element in determining the rating of the radio and television training programs. (See Table 53.)

While curriculum was most often mentioned in the positive and negative comments, the placement of faculty, general facilities, and practical applications varied within each group. Practical applications was mentioned 24 times in a positive manner, or 10.5 per cent of the total 230 comments, making it the third most fre-

TABLE 53

REASONS FOR ASSIGNED RADIO AND TELEVISION TRAINING PROGRAM RATINGS

	Positive Comments		Negative Comments		Total Comments	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1. Curriculum	33	14.4	51	22.2	84	36.6
2. Practical Applications	24	10.5	40	17.3	64	27.8
3. Faculty	28	12.2	19	8.2	47	20.4
4. General Facilities	14	6.1	21	9.1	35	15.2
Totals	99	43.2	131	56.8	230	100.0

quently mentioned facet or factor in determining the rating of radio and television training programs within the positive group; but it was mentioned 40 times in a negative manner, or 17.3 per cent of the total 230 comments, making it the second most frequently mentioned facet or factor within that group. Practical applications as interpreted by the 171 respondents received a total of 64 positive and negative comments, making it the second most frequently mentioned evaluative element in determining the rating of the radio and television training programs. (See Table 53.)

In the case of faculty, a total of 28 positive comments were made, or 12.2 per cent of the total 230 comments, resulting in this factor being placed as the second most frequently mentioned evaluative element in terms of why a particular radio and television training program received a certain rating within the positive comment group. Within the negative comment group, this facet was mentioned 19 times, or 8.2 per cent of the total 230 comments, resulting in its being placed as the fourth most frequently mentioned evaluative factor within the negative group. Within the framework of total comments, both positive and negative, 47 comments, or 20.4 per cent of the total comments, were registered as dealing with faculty evaluation, placing it as the third most often mentioned evaluative element in determining the rating of the radio and television training programs. (See Table 53.)

General facilities were mentioned 14 times within the positive comment group, or 6.1 per cent of the total number of comments. This was found to be the fourth most often mentioned facet of radio and television training programs within this group.



Twenty-one negative comments were recorded as dealing with general facilities, or 9.1 per cent of the total 230 comments. This placed this phase of evaluation of radio and television training programs in third position within this group. Within the framework of the total comments the 35 positive and negative comments, or 15.2 per cent of the total comments registered as dealing with General Facilities placed this evaluative element in fourth position in determining the rating of the radio and television training programs. (See Table 53.)

Table 54 shows the distribution of the positive and negative comments in association with the five-point rating scale: (1) excellent, (2) good, (3) average, (4) fair, and (5) poor.

No attempt was made by the writer to isolate these segments of the general statements of the respondents in answer to question VIII that would correspond to each particular evaluative element. Because of the terseness of most of the replies, it was felt that the writing of this paper would be best served by quoting only complete statements. Examples of the replies to question VIII of the student questionnaire were as follows:

Extremely competent personnel. Combined with excellent radio and television facilities, providing for a highly integrated program of intense interest.

Wonderful facilities. Excellent curriculum, cooperation with school of speech and journalism. Instructors who had or were still working in the field.

Instructors were well qualified, adequate facilities were available. Broad selection of courses dealing with the field.

The training is thorough with on-the-job experience available.

Faculty and curriculum superior. Sufficient opportunity for actual practical experience. Emphasis on content rather than skill.

REASONS FOR ASSIGNED RADIO AND TELEVISION TRAINING PROGRAM RATINGS

	Excellent		Good		Average		Fair		Poor		Totals	
	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent	Number	Per-Cent
POSITIVE COMMENTS												
1. Curriculum	18	7.8	13	5.7	2	.9	-	-	-	-	33	14.4
2. Faculty	13	5.7	14	6.1	1	.4	-	-	-	-	28	12.2
3. Practical Applications	12	5.2	10	4.4	2	.9	-	-	-	-	24	10.5
4. General Facilities	8	3.5	5	2.2	1	.4	-	-	-	-	14	6.1
Sub Total	51	22.2	42	18.4	6	2.6	-	-	-	-	99	43.2
NEGATIVE COMMENTS												
1. Curriculum	1	.4	18	7.9	20	8.7	9	3.9	3	1.3	51	22.2
2. Practical Applications	-	-	26	11.3	7	3.0	6	2.6	1	.4	40	17.3
3. General Facilities	-	-	5	2.2	7	3.0	8	3.5	1	.4	21	9.1
4. Faculty	-	-	1	.4	12	5.2	5	2.2	1	.4	19	8.2
Sub Total	1	.4	50	21.8	46	19.9	28	12.2	6	2.5	131	56.8
Totals	52	22.6	92	40.2	52	22.5	28	12.2	6	2.5	230	100.0

Actual practice and management of the university owned and operated station was emphasized as opposed to classwork.

Too much theory. Not enough practical.

Facilities for practical experience in television were made available. Practical side of my training was satisfied. Definite need for more current textual material on the broadcasting field.

Instructors of high calibre. Certain courses and television training not available.

The school lacks depth in their courses.

Instructors were excellent, were handicapped by budgetry and curriculum problems. Training was practical.

No definite television program.

Lacked equipment. Curriculum too limited. Approach failed to reflect a realistic view of the broadcast industry.

Primarily due to poor quality personnel. Secondarily, inadequate facilities.

Facilities sadly lacking in many cases, especially in television. Not one qualified television instructor in the whole university. Few courses offered.

Their facilities were entirely inadequate for the job they attempted to do. Many of their courses useless because I was ahead of the instructors in the radio department since I worked in radio.

Three professors have never had practical experience in the industry and are therefore not adequately qualified to teach the subject. Instruction based on textbooks and to prepare the student for academic careers in the communication field or teaching. This department definitely narrow in its curriculum and approach.

Too much emphasis was placed on production end of the business. Not enough time was given to audience research, radio-television law, program policies, etc. At the time, of course, I wanted to use a mike, spin a record, and write a newscast. Now I have found that these things can be quickly learned in the field and are not so important as the need for an understanding of the industry and its relations to the audience.

As evidenced by these examples, there were few specific comments that might be described as significantly articulate as to

specific strengths or weaknesses of curriculum, faculty, facilities, or practical applications. Therefore, the writer did not isolate and present such a compendium.

In question XI of the student questionnaire, respondents were asked to indicate how the broadcast profession compared to the expectations they had derived from their training.

Of the total 175 questionnaires returned, 98, or 56.0 per cent of the respondents, indicated that their over-all expectations had been favorably substantiated. The comments showing this reaction were characteristically more general in nature than the comments made by those former students indicating false expectations.

Typical of the comments that registered satisfaction in the transition from college to the industry are the following quotations:

My academic training prepared me for the industry as it is and I have no illusions except realism for a job which can and needs to be done.

A realistic picture of the industry had been painted for me. My expectations could not compare, however, with the actual feeling, also thrill, of active participation in the field.

My training has given me the extra poise that is needed in certain places, and with certain people. I feel that to be successful in radio, it is a must to have the broad knowledge of all general courses.

I found myself well prepared. I did not have to unlearn anything.

My college training, combined with certain natural and/or acquired abilities helped me get my job and grow with it. Later, as positions open up, I hope that my training will have made me flexible enough to meet the rigors of a full directorship.

Basically what I expected.

We had an instructor who was utterly realistic in his teaching, pointing out the pitfalls as well as the mountain peaks of joy to be found in the industry.

The profession far exceeds any expectations I might have derived while going through my college training.

Pretty well, I think. The background, terms, and training I got while in school helped me a great deal when I started to work. Of course, there's always more to learn but I think that my education gave me a good start.

Even more entertaining, equally taxing, even less rewarding economically. Sericusly, I wouldn't trade with Prince Ranier.

The dangers and joys have not been misrepresented. Things are about as I expected them to be.

College aided my knowledge as to the basic fundamentals of management and sales. The liberal arts courses gave me a tool to create better programs.

Comments criticizing certain phases or aspects of radio and television training programs were, of course, found in the remarks of this group of former students indicating over-all favorable reactions, but they are included in the listing of adverse training factors primarily derived from the 68 responses, or 38.9 per cent of the 175 total, that indicated their over-all expectations had not been favorably substantiated.

Typical of the general comments that registered unfavorable substantiation of industry expectations are as follows:

After achieving a more realistic viewpoint from that held in college days, I expect eventually to achieve much satisfaction.

Experience indicates some unrealistic 'expectations.'

Entirely different, because no commercial background given at _____ (at least in my time).

Fifteen of the 68 respondents indicating dissatisfaction stated that they had been employed in radio and television stations while attending college and therefore were acquainted with the realities of the broadcasting profession; however, these same

respondents stated that their college training would have given them a false impression of the industry had they not been so employed. The following comments are typical of the responses reflecting this criticism:

Most of my training was on-the-job. But most radio and television classes gave an unrealistic picture of the industry.

My expectations derived from training were false. The best impressions came from working in the field during out-of-school months.

I worked professionally in radio before studying it. My academic training was much the antithesis of my professional training. The do's and don't's of my instructors more often than not contradicted my professional training. The station was the rule, it seemed to me, with the school the exception.

My opinion was preconceived from experience. However, the broadcasting-telecasting industry is a far cry, both equipment and policy wise from the network type Utopia described in most college textbook courses.

In dealing with the major criticisms voiced about radio and television training programs in conjunction with industry expectations, and as presented in Table 55, the most often mentioned criticism was that commercial orientation and training in specific commercial procedures and practices was completely lacking or presented to a limited degree. Thirty-seven respondents, or 30.6 per cent, mentioned this criticism.

The following comments are typical of the responses made on this area of criticism:

One big point was lacking in my formal education -- an awareness of commercialism, sponsors, and advertising agencies as necessary roles in the industry . . .

. . . and my university did not emphasize the commercial aspect (sales, traffic, and general office mechanics) when I was in school. Philosophically, it's the difference between the extreme of a theoretical ideal situation, with the students isolated in their dream world of studios and acting and the

TABLE 55

CRITICISMS OF RADIO AND TELEVISION TRAINING PROGRAMS IN COLLEGES AND
UNIVERSITIES AS DERIVED FROM INDUSTRY EMPLOYMENT

	Responses Per Cent	
1. Lack or limited amount of commercial orientation and training in specific commercial aspects	37	30.6
2. Less glamorous and harder work than expected	26	21.5
3. Financial remuneration lower than expected	18	14.9
4. Training for small radio and television stations in smaller markets lacking or neglected, or course work over-emphasized network and large station procedures and operations	12	9.9
5. Opportunities for creative expression and experimentation less than expected with fewer opportunities to advance and at slower rate than expected	11	9.1
6. Profession not as pure and idealistic as led to believe	9	7.4
7. Training of no value	3	2.5
8. Greater need of specialized training	3	2.5
9. Training too specialized	2	1.7
Totals	121	100.1

Results obtained from responses to question 11 of student questionnaire

other extreme of a trade school education with all procedures emphasized and no philosophy or direction being established.

I feel there was a severe shortage of courses in ratings, comparative values, selling with/against ratings, agencies position in broadcasting, market evaluation, and rates and rate cards.

On first launching a television career, I was shocked at the commercialism of broadcasting. This phase of broadcasting was sorely lacking in my educational training.

The student must enter the field at the local level and should be made fully aware of the commercial and unfauciful grind on that level.

There was no preparation for employment in the broadcast profession. The negative attitude that exists (students will be successful only if they become teachers) must be changed and the personnel must alter their view point.

Only slightly resembles college 'picture' but it's a fine profession. If colleges could teach radio and television as a business and not as a cross between dramatic flights and educational where-withals, it would mean a better trained product.

Another of the major areas of complaint (26 responses, or 21.5 per cent) dealt with the lack of expected glamour and the amount of work demanded in the industry. The following are typical of the responses made about this misapprehension:

Aside from the 'glamourizing' done by too many schools, the training is invaluable as a starting point.

As in most instances, actual radio and television work is not quite as glamorous as you expect it to be.

I think that the work is probably harder than I thought it to be. Certainly not as glamorous as some of us hoped it would be.

It is not so full of the color one might think there is while in school. It's hard work.

Basically, television is a harsh business, not one given as much to glamour and money as students in many schools are led to believe.

Eighteen individuals, or 14.9 per cent, indicated that they were surprised at the wage levels existing in the broadcast industry. The following comments are typical of the responses made on this subject:

It has been disappointing from the standpoint of earnings.

It certainly does not meet expectations. I find much more satisfaction, financially, as well as in other ways in engineering.

I think we were misled a little as to the wage level.

I would say, frankly, it is somewhat below my expectations. Competition stiff, reward (money) in many cases insufficient.

. . . but the broadcasting industry's continuing failure to compensate news personnel in relation to their job responsibilities has pushed me outside.

Twelve people, or 9.9 per cent, indicated that they felt the training programs completely neglected or severely restricted any work that would adequately prepare the student for a job in the smaller market radio or television station, or concentration of work centered too much on network and large market station procedures.

Typical comments in this area were:

Radio's problems today are hardly recognized and the economic problems of television, especially local television, are rarely touched upon.

There is a place for a course in practical problems of the smaller stations which operate on a limited budget.

Classes sadly neglected training for a small operation.

I feel that training should be geared to local station level in place of a national level and that it should be made realistic.

The school courses are geared for stepping into a large city station or network and lack the small station aspect.

My preparation was for a station much larger than this one, where production and timing would be of great importance.

The college instructor tends to base information on network levels; i.e., documentaries, drama, production and direction. The student must enter the field at the local level and should be made more fully aware of the commercial and unexciting grind on that level.

Eleven, or 9.1 per cent of the former students, mentioned that they had found fewer opportunities in the industry than they had anticipated; and what opportunities there were, were slow in materializing. Also included in this group were the comments indicating opportunities for creative expression, experimentation and other original work were less than expected. The following comments show these beliefs:

Somewhat lower. I found that to be a success in the fields an unusually long period of apprenticeship would be necessary whereas in the advertising field I could achieve my creative bent and still satisfy my material needs more readily.

It's tough to get that 'big Break'.

Although I have decided to make broadcasting my career, I am still looking for the job that will allow me the opportunity to do some original work.

Awfully hard to switch fields inside the industry. Particularly hard to get out of continuity and women aren't given enough opportunity in production.

Opportunity for advancement slower. I have enjoyed professional work more, but object to lack of chance to experiment.

At this particular moment in time, it appears that television's arteries have hardened pretty severely. There is a minimum of experimentation going on. There is a minimum of creative activity. Most tv productions have become as stereotyped as factory work. But most other jobs have their routinized elements too. I am disappointed that a good deal of the fun and excitement has been removed from the tv operation but I am still very much interested in this occupation.

Of the total 175 respondents, 9 persons, or 7.4 per cent, stated that they were surprised to learn that the profession was not as pure and idealistic as they were led to believe. The following

comments are typical of this area:

The only disappointment is the high emphasis on the commercial aspect to the detriment of the public service programming.

In this part of the country, as far as I'm concerned, there's no comparison. Radio in this part of _____ is exceptionally low quality. Shouting preachers, rock and roll, and Elvis . . .

It is much less idealistic than the academic world lets you believe and far more complex . . .

There's a lot more office politics and procedures that nobody tells you about . . .

My training in college led me to believe that all I needed for advancement was my diploma in my hand. I didn't realize that on graduation my real education was just beginning.

Not quite as pure and idealistic as I thought.

Find a great many totally unprepared people in the field. The sooner the industry accepts professional standards, the better off the industry will be.

In respect to the three responses, or 2.5 per cent of the total, indicating that their radio and television was of no value, the following comments are typical:

My training was of no value.

Although it would take some time to clearly elaborate on this point, suffice to say that colleges can no more train the Fred Coes, the Delbert Manns, of our industry than they have trained the Faulkners, Wolfes, Hemingways, and Zanucks.

The need for specialization (three responses, or 2.5 per cent of the total) and the criticism of too much specialization (two responses, or 1.7 per cent of the total) were also mentioned in the respondents answer to the question. The following are typical remarks:

I have found, however, that there is much more specialization than we were taught that there would be; i.e., writers write, technicians do not become involved in production and vice versa. I would encourage training institutions to soundly counsel students to decide on a particular aspect of the industry in which they are interested and devote their fulltime to that one specialized aspect.

I only wish I had concentrated more effort in certain fields.

Too many students now applying for jobs in the industry are too narrowly trained. They think of theater as enjoyable but frivolous, radio as a museum piece. Working knowledge of these and allied fields is imperative to any real degree of success in broadcasting.

In question 9 of the student questionnaire, the respondents were asked: "What part or parts of your college work have been most valuable to you in your professional career in broadcasting?" A list of ten areas of study was included within the question, with space provided for additional study areas.

The three areas of study or work most frequently mentioned, thereby indicating the degree of valuableness, were as follows: radio-television workshop, liberal arts courses, and radio-television courses. One hundred twenty-one respondents listed radio-television workshop as a most valuable part of their institutional broadcast training. One hundred five respondents listed liberal arts courses as a most valuable part of their institutional broadcast training, and 94 respondents listed radio-television courses as a most valuable part of their institutional broadcasting training. Nine respondents indicated that speech courses had been a most valuable part of their institutional broadcast training.

Table 56 lists the twelve areas of study, established from the responses of the former students of radio and television training programs in colleges and universities and which were considered to be most valuable to the former broadcast training student. In addition, Table 56 indicates that the three most often mentioned areas of study in terms of the responses from the total group were also the three most often mentioned areas of study in eight of the

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twelve groups of former radio and television students derived from the industry positions they presently hold. The eight divisions were: advertising agency, announcing, education, engineering, production, programming, public relations, and sales and promotion.

The other four groups of respondents, continuity, film production, management, and news, often included the above-mentioned study areas and also included other areas of study as well. Continuity personnel also included radio-television internships and fine arts courses. Film production personnel included radio-television internships, management personnel included journalism and news personnel included journalism and political science courses.

Table 57 shows the ranking of the individual areas of study by the individual industry divisions.

Question 10 of the student questionnaire asked the following "What first attracted you to the field of radio and television?" A list of nineteen reasons or factors was established from the responses to this question. (See Table 58.)

Of the 175 former students responding to this question, 30 persons, or 17.1 per cent, indicated that the challenge and opportunities of a new medium of mass communication with the opportunity for self-expression and creativity first attracted them to the field. Examples of such comments were as follows:

A visualization of a new creative mass communications media beyond the wildest stretch of imagination.

Communications in general, all encompassing profession, never the same, constantly changing. Working in so many kinds of activities under one roof.

The newness of the field.

RANKING OF INDIVIDUAL AREAS OF STUDY BY INDIVIDUAL INDUSTRY DIVISIONS

	(12) Advertising Agency	(29) Announcing	(4) Continuity	(13) Education	(3) Engineering	(18) Film Production	(13) Management	(11) News	(48) Production	(15) Programming	(14) Sales & Promotion
1. Radio-TV Workshops	1	2	3	1	1	2	1	1	1	1	1
2. Liberal Arts Courses	3	2	1	2	2	1	1	1	2	2	2
3. Radio-TV Courses	2	1	2	2	3	1	2	2	2	1	2
4. Journalism Courses	6	4	5	-	5	2	2	4	4	3	5
5. Radio-TV Internships	5	2	4	-	3	3	5	3	3	4	5
6. Fine Arts Courses	4	2	4	-	-	5	4	5	5	-	5
7. Business Courses	7	3	6	-	4	3	3	7	4	-	3
8. General Education Courses	7	3	7	-	4	4	-	6	6	4	3
9. Political Science Courses	-	6	7	-	5	4	2	9	5	3	4
10. Sociology Courses	7	3	7	-	-	5	5	8	6	3	4
11. Theatre Courses	6	-	6	-	-	5	-	7	5	-	-
12. Speech Courses	-	3	7	-	-	5	5	-	5	-	-

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice.

2. The second part outlines the procedures for handling cash payments and receipts. It states that all cash received should be deposited into the company's bank account immediately.

3. The third part details the process for issuing invoices to customers. It requires that all invoices be clearly dated and include the company's name and contact information.

4. The fourth part describes the method for reconciling the company's bank statements. It instructs that the bank statement should be compared against the company's cash ledger on a monthly basis.

5. The fifth part discusses the handling of petty cash. It sets a limit on the amount that can be paid out of the petty cash fund and requires that all payments be recorded in a separate log.

6. The sixth part covers the process of paying suppliers. It requires that all payments be made on time and that the correct amount be transferred to the supplier's account.

7. The seventh part addresses the issue of employee expenses. It states that employees must submit receipts for all business-related expenses and that these will be reimbursed according to the company's policy.

8. The eighth part discusses the importance of regular audits. It suggests that the company should conduct an internal audit at least once a year to ensure the accuracy of its financial records.

9. The ninth part provides information on the company's financial reporting requirements. It notes that the company must file its annual financial statements with the relevant authorities.

10. The tenth and final part concludes the document by reiterating the company's commitment to transparency and accuracy in its financial reporting.

TABLE 58

WHAT FIRST ATTRACTED FORMER RADIO AND/OR TELEVISION STUDENTS TO THE BROADCAST FIELD

	Responses	Per- Cent
1. Challenge and opportunity of new medium with opportunity for self-expression and creativity	30	17.1
2. College classes in radio and television and/or workshops	21	12.0
3. Glamour of the profession	20	11.4
4. General interest, or childhood and teenage interest	20	11.4
5. High school classes and/or workshops	16	9.1
6. Interest in the theatre, dramatics, or show business in general	14	8.0
7. Employment in radio or television stations	13	7.4
8. Interest in radio and television news	6	3.4
9. Amateur radio activities	5	2.9
10. Interest in play-by-play sports	5	2.9
11. Armed forces broadcast experience	4	2.3
12. Natural announcing ability	4	2.3
13. Money	3	1.7
14. Do not know or recall	3	1.7
15. Station visitation	2	1.1
16. Family business	1	.6
17. Psychotherapy	1	.6
18. Radio station college scholarship	1	.6
19. No response	6	3.4
Totals	175	99.9

Results obtained from responses to question 10 of the Student questionnaire

1. The first part of the document is a list of names and addresses.

2. The second part of the document is a list of names and addresses.

3. The third part of the document is a list of names and addresses.

4. The fourth part of the document is a list of names and addresses.

5. The fifth part of the document is a list of names and addresses.

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9. The ninth part of the document is a list of names and addresses.

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13. The thirteenth part of the document is a list of names and addresses.

14. The fourteenth part of the document is a list of names and addresses.

15. The fifteenth part of the document is a list of names and addresses.

16. The sixteenth part of the document is a list of names and addresses.

17. The seventeenth part of the document is a list of names and addresses.

18. The eighteenth part of the document is a list of names and addresses.

19. The nineteenth part of the document is a list of names and addresses.

20. The twentieth part of the document is a list of names and addresses.

21. The twenty-first part of the document is a list of names and addresses.

22. The twenty-second part of the document is a list of names and addresses.

23. The twenty-third part of the document is a list of names and addresses.

24. The twenty-fourth part of the document is a list of names and addresses.

25. The twenty-fifth part of the document is a list of names and addresses.

26. The twenty-sixth part of the document is a list of names and addresses.

27. The twenty-seventh part of the document is a list of names and addresses.

28. The twenty-eighth part of the document is a list of names and addresses.

The challenge of a screen devoted largely to old westerns (as it was in the beginning) and the immense culture, educational, and knowledge that was not being presented to the public.

The wide scope of activities that are so inherent in the industry. The constant challenge and its a great sponge for the expending of nervous energy.

Unlimited opportunities that a field (television) in its infancy has to offer.

At the time, it looked like a new industry with a big future . . . it was and still is.

Desire for self-expression.

It's the only field where a young man with the right background can become a veteran in less than ten years. The old were doing it when you were in diapers is not valid.

Opportunity for creative activity in the 'arts.'

I'm a ham. What better way to be recognized.

Twenty-one respondents, or 12.0 per cent of the 175 total responses, related that their initial attraction to the industry was a direct result of enrollment in college radio and television classes or workshops.

Here are some of the comments made by this group of former students:

I enjoyed my first speech and radio courses and decided to major in a subject where I could put my classroom-learned facts into practice while still in school.

I sort of fell into the field. I took one radio course as an elective and enjoyed it. Decided to take more courses, and ended up in the field as a career.

The _____ was inaugurating a student operated radio station in my sophomore year. I became interested in it and stayed with the profession.

Actually during my freshman year in college I began in the speech course to overcome a lisp. I continued in the course and made radio and drama my major.

Having floundered in college for the first 1½ years, I may say, with all respect to the profession, I fell into radio as a last resort. I found I liked it, and moved to a paying status after a three month internship. I adopted a radio speech major and continued on eventually to graduate with a Bachelor of Science degree in Communication.

The school's wired-wireless radio station maintained entirely by the students.

Original plan to major in journalism, minor in radio and television. Once in radio and television courses liked them very much and switched to radio-television major and journalism minor.

It was originally an extra-curricular activity that grew into professional aspirations in television production.

Glamour of the profession was the third most often mentioned reason in attracting people to the broadcast profession. Twenty responses, or 11.4 per cent, so indicated. Typical of the comments associated with the glamour factor were as follows:

Probably the color of the industry. I started out to be a teacher of speech, became side-tracked from that early in college and moved into commercial radio.

I was attracted because of the glamour and the variety of broadcast hours.

Glamour, I guess, then later the fact that the work was interesting and rewarding in so many ways.

The apparent glamour and excitement.

Tied with glamour for third place in what first attracted the former students of radio and television surveyed to the industry is the item of general interest, or childhood, teenage interest.

Comments showing this grouping were as follows:

From the time I was six years old I had no other ambition in terms of a vocation.

A childhood ambition dating to when I was 7 years old. I also felt I could succeed in the field.

Have been interested in radio and television since before high school.

In childhood, as a listener, I developed a fascination and curiosity for the mysteries of radio programming.

General interests plus intensive aptitude testing than a process of elimination.

Life long interest in the field.

Always interested.

Sixteen respondents, or 9.1 per cent, stated that their initial interest in radio and television was a direct result of participating in high school radio and television classes and/or radio television workshops. The quotations that follow are typical of the comments placed in this category:

Radio workshop in high school during English or Speech class.

Oratory in high school.

Desire to write and radio program work in high school.

A course in _____ High School called 'radio workshop.'

A high school dramatics teacher who pioneered educational radio. She guided me and inspired me.

Interested in theatre during junior high school and senior high school. Sold on radio during high school summer session course following my graduation.

Radio playhouse in high school.

My high school training.

A general interest in the theatre, dramatics, show business or over-all entertainment fields accounted for 14 people, or 8.0 per cent, of the total group responding to the question, entering the radio and television industry. Typical of the comments in this area were:

Love of theatre and any allied portion of 'show business.'

The entertainment field was always my goal and radio (then later television) seemed the best medium of expression, and honestly, feature films then impregnable.

Dramatics has long been a hobby of mine. I felt that perhaps broadcasting would give me a chance to direct, even act, without having to fight the bread lines in New York.

General interest in show business and opportunity to participate in workshop activities.

Thirteen respondents, or 7.4 per cent, stated their initial attraction to the broadcast field was a result of employment in the industry. Below are typical comments:

Upon high school graduation, I applied for a secretarial job at a radio station. I worked there as a secretary and as continuity director prior to college. I decided to take up broadcasting as my major.

By working in a radio station while in high school.

A job when otherwise unemployed. It just happened. Then the interest grew.

First, I had natural announcing ability and a desire to communicate. Working in radio led to my desire to go back to college and enter television.

Started by accident, a summer job.

My plans to be an English teacher led me to a summertime continuity job and the bug bit me.

Six respondents, or 3.4 per cent, stated that their basic vocational interests were aimed toward journalism (news) and that they saw great opportunities in radio and television journalism.

Thought it journalism's brightest horizon.

I worked on newspapers and in public relations, and was attracted to radio and television as a medium of news coverage.

I was always interested in journalism and newswriting and felt that the newest media in this field would be pursuing news work in the television and radio fields.

Originally interested in dramatics and newspaper but eventually found more to my liking in the broadcast field, which combines a little of both.

Miscellaneous reasons included: amateur radio activities, specific interest in play-by-play sports, armed forces broadcast experience, natural announcing ability, money, station visitations, family business, psychotherapy, and a radio station college scholarship.

Three individuals, or 1.7 per cent, did not know or recall what originally attracted them to the field and 6 persons, or 3.4 per cent, failed to answer the question.

The Essential Employment Qualifications
for Broadcast Industry Personnel

Question VIIIE of the Institutional questionnaire was: "What do you see as the most essential qualifications of the individual entering into the broadcast profession?" Sixty-eight institutions of higher learning responded to this question and from the replies a list of 13 essential employment qualifications was established. (See Table 59.)

Forty-two respondents, or 61.8 per cent of the total number of replies, made various comments that were placed within the broad qualification category of "specific production skills." Examples of comments included within this classification were as follows:

A broad understanding of the field is basic with a capability in at least one or more of the 'skills' in writing, directing, producing, performance, or announcing.

. . . production or performance skills, including writing, advertising, production, etc.

. . . skill in the elements of writing, production, news, and control room and studio operation.

Enough mike or production or writing training to be competent in 'first jobs.'

. . . 1st class ticket . . .

Thirty-eight school representatives, or 55.9 per cent of the respondents, indicated that the possession of a "general educational background" -- particularly liberal arts and assumed to be college level -- was the next most frequently listed essential employment qualification. Comments reflecting this qualification were as follows:

A broad, thorough background in liberal arts, fine and applied arts and sciences . . .

TABLE 59

ESSENTIAL EMPLOYMENT QUALIFICATIONS FOR BROADCAST INDUSTRY PERSONNEL
ESTABLISHED BY COLLEGES AND UNIVERSITIES

Qualifications	Mentions	Per Cent
1. Specific production skills	42	61.8
2. General educational background (Liberal Arts)	38	55.9
3. Creativity - imagination	21	30.9
4. Sincere desire to be a part of the industry	21	30.9
5. Ability to get along with people - pleasant personality - cooperative	20	29.4
6. Drive for success - ambition	18	26.5
7. Specific knowledge of advertising and the broadcasting industry	13	19.1
8. Ability to assume responsibility and to obey orders	12	17.7
9. Facility to make quick decisions - ability to work under pressure	11	16.2
10. Intelligence	11	16.2
11. Commercial experience and/or non-academic training	3	4.4
12. Sales and promotional ability	2	2.9
13. Business background	2	2.9

A good liberal arts background in letters, social science, art and music.

A liberal arts background . . .

As broad a liberal arts training as possible . . .

Twenty-one respondents, or 30.9 per cent of the total number of radio and television training personnel answering the question, mentioned "creativity" as an essential employment qualification and the same number of respondents listed "the sincere desire to be a part of the industry" as another essential employment qualification.

Examples of the comments placed within the category of "creativity" were as follows: ". . . originality and creativity . . .," ". . . highly developed artistic sense . . .," "Certainly creativity . . .," "Creative attitude toward his work . . .," ". . . imagination . . .," "That he have native talent and ability . . .," and ". . . evidence of creative individuality and initiative."

The essential employment qualification identified as "the sincere desire to be a part of the industry" was established by the author as a result of compiling various comments of the respondents that reflected the beliefs that the radio or television student should carry or hold a purposeful attitude into his or her broadcasting work. Twenty-one responses, or 30.9 per cent, were also recorded for this employment qualification. Examples of the statements or comments categorized under the essential employment qualification of "the sincere desire to be a part of the industry" were as follows:

Having a purpose in what he is doing. If his education has not broadened and matured him to the point that he has developed reasons and purposes he has no business in the profession. Any broadcasters must have something to say . . .

An understanding of broadcasting's place in society -- its impact on cultural, social, economic, aspects of life. An understanding of the broadcasting industry per se . . .

He should have a good concept of the entire profession; a realization of its shortcomings and how they might be overcome; and a desire to combat the status quo with new ideas in programming and advertising.

A thorough understanding of the broadcaster's responsibility to the public he serves; . . .

. . . a sense of responsibility based on knowledge of social implications of mass media, of their history, and of our cultural heritage in general, leading to the potentiality for future leadership.

Twenty institutional representatives, or 29.4 per cent of the respondents, indicated that it was essential to have the quality or qualities which enable a person to get along with other people, to have a pleasant personality. Typical of the comments placed within the category of "Ability to get along with people" were as follows: ". . . Ability to work pleasantly with others . . . ," ". . . The necessary personal character that involves the ability to get along with and integrate himself into the staff with whom he must work, . . . ," ". . . cooperative . . . ," ". . . good psychological balance . . . ," and ". . . ability to work harmoniously with others."

"Drive for success or ambition" was another essential employment qualification established from the replies of 18 respondents, or 26.5 per cent of the total number of replies.

Thirteen institutional respondents, or 19.1 per cent of the total replies, cited "specific knowledge of advertising and the broadcasting industry" as an essential employment qualification. Typical of the comments placed within this category were the following:

. . . as complete an understanding as possible of the structure of the radio and television industries . . .

A complete knowledge of all aspects of broadcasting . . .

A thorough understanding of the radio and television business as it exists today . . .

. . . Knowledge of commercial implications of radio-television and advertising . . .

The "ability to assume responsibility" was mentioned by 12 institutional representatives as an essential employment qualification. This represented 17.7 per cent of the total respondents. Eleven directors of radio and television training stated that the "facility to make quick decisions" was essential as an employment qualification. This represented 16.2 per cent of the total number of respondents. The same number of respondents listed "Intelligence" or its counterparts as another essential employment qualification.

In addition, 3 schools, or 4.4 per cent, stated that "commercial experience and/or non-academic training" was an essential employment qualification and 2 schools, or 2.9 per cent, stated that "sales and promotional ability" was an essential qualification for employment. Two respondents indicated that a "general business background" was essential for employment.

The sixth and final question asked of the radio and television station executive personnel was as follows: "What do you see as the most essential qualifications of the individual entering into the broadcast profession?" The question was unstructured in order that the respondents might be given as great an opportunity as possible to offer original statements. Two hundred ten station executives answered the question and from these replies a list of

15 essential employment qualifications was established. (See Table 60.)

The most prevalent employment qualification, as derived from the answers of the 210 respondents, was categorized as the "willingness to work and learn" in conjunction with "devotion to station and job." Sixty-three station executives, or 30 per cent of the total respondents, made statements that included some reference to this category. Examples of such references were as follows:

"Willingness to make the often rigorous application of interest, time and effort required . . . ;" ". . . willingness to work hard . . . ;" "Desire to work hard to achieve experience sufficient to qualify for good job, high pay;" "Willingness to work on self-improvement;" "Devotion to the operation . . . ;" "Continued interest in learning and expanding . . . ;" "Desire to do a good job at expense of any personal convenience."

"Creativity" was established as the second most often mentioned essential employment qualification for broadcast industry personnel as established by 56 station executives, or 26.7 per cent of the total responses. Among the terms included within this category were: "imagination, showmanship, ingenuity, as well as creativity."

Fifty-four respondents, or 25.7 per cent of the total respondents, listed the "ability to get along with people" as an essential employment qualification. This was the third most often mentioned qualification. References made by the respondents to this qualification included such statements as follows: ". . . pleasing personality . . . ;" "Ability to meet and tactfully lead people . . . ;" "Ability to get along with other station personnel . . . ;" and ". . . affability of personality . . ."

TABLE 60

ESSENTIAL EMPLOYMENT QUALIFICATIONS FOR BROADCAST INDUSTRY PERSONNEL
ESTABLISHED BY RADIO AND TELEVISION BROADCASTERS

Qualifications	Mentions	Per Cent
1. Willingness to work and learn - devotion to station and job	63	30.0
2. Creativity - imagination	56	26.7
3. Ability to get along with people - pleasant personality - cooperative	54	25.7
4. General educational background	35	16.7
5. Sincere desire to be a part of the industry	34	16.2
6. Commercial experience and/or non-academic training	28	13.3
7. Drive for success - ambition	28	13.3
8. Ability to assume responsibility and to obey orders	23	11.0
9. Specific production skills	22	10.5
10. Facility to make quick decisions - ability to work under pressure	17	8.1
11. Intelligence	14	6.7
12. Specific knowledge of advertising and the broadcasting industry	13	6.2
13. Ability to make self-appraisal	8	3.8
14. Sales and promotional ability	8	3.8
15. Business background	5	2.4

"General educational background" was cited by 35 station executives, or 16.7 per cent of the total respondents, as an essential employment qualification. This qualification classification could not be more articulately drawn because of the rather general references made by the respondents. Six of the 35 station executives mentioning educational requirements acknowledged the need for a "college education" but the most common reference to educational needs were best exemplified by the following comments: "a broad liberal education," "basic education," "background of general knowledge," and a good educational background."

Thirty-four station executives indicated that it was essential for employees to have a "sincere desire to be a part of the industry." This represented 16.2 per cent of the 210 responding stations. This qualification might appear to be closely related to the most often mentioned qualification of "willingness to work and learn" but it is contended that the qualification "sincere desire to be a part of the industry" carried a deeper reflection of moral responsibility. Examples of statements included within this category were as follows:

"A deeper inner conviction that this is the business they want to make their life's work . . . ;" "Real desire to be in the profession . . . ;" "A sincere, genuine interest in the broadcast profession . . . ;" "Desire to succeed through their attainment of success serving others;" "A desire to render service to the general public . . . ;" [and] "Consummate desire to serve people . . ."

"Commercial experience and/or non-academic training" was listed by 28 station executives, or 13.3 per cent of the total respondents, as an essential employment qualification. This employment qualification was exemplified in the following quotations:

". . . broadcast experience . . . ," ". . . practical experience . . . ," "small time radio experience . . . ," "specialized training . . . ," ". . . experience . . . ," "adequate job training . . ."

Twenty-eight station executives, or 13.3 per cent of the total respondents, indicated that the new employee should possess a "drive for success" or "ambition."

The employment qualification defined as the "ability to assume responsibility and to obey orders" was mentioned by 23 station executives, or 11.0 per cent of the 210 responding station leaders.

Twenty-two station executives indicated that "specific production skills" were essential. The remarks associated with this category of essential employment qualifications ranged from ". . . a skill in at least 1 broadcast skill . . ." to ". . . the ability to write top grade professional radio and television copy."

The "facility to make quick decisions" was mentioned by 17 station executives as an essential employment qualification. This represented 8.1 per cent of the total respondents. Fourteen respondents, or 6.7 per cent, declared "intelligence" to be essential and 13 station executives indicated that "specific knowledge of advertising and the broadcasting industry" was essential. This represented 6.2 per cent of the total respondents.

Another in the list of station executive selected employee qualifications was "the ability to make self-appraisal." Eight station executives mentioned this qualification, or 3.8 per cent. The following statement is representative of this qualification:

. . . careful analysis of his or her ambitions to see if they are the necessary qualities for any and all divisions of the broadcast industry . . .

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In addition, 8 station officials, or 3.8 per cent of the total respondents, indicated that sales and promotional abilities were an important qualification and 5 managers stated that a general business background was essential, or 2.4 per cent of the total group responding.

As noted, the question, "What do you see as the most essential qualifications of the individual entering into the broadcast profession?" was asked of both the institutional respondents and the station respondents for comparison purposes and it is important to note that the items or qualifications mentioned by the respondents from both groups were strikingly similar in nature.

Almost identical listings of most essential employment qualifications were compiled for each group. A total of thirteen items were established for the essential employment qualification list of the institutional respondents and a listing of fifteen essential employment qualifications was established for the station respondents. Only 2 qualifications were mentioned by station respondents that were not mentioned by institutional respondents. They were: "willingness to work hard and learn" and "ability to make self appraisal."

As a result of these common "most essential qualification" listings, a realistic comparison of the qualifications held by the two groups was possible. A substantial number of variances were found to exist, as a result of this comparison, and at the same time a number of commonly held essential qualifications were noted in terms of frequency of mention.

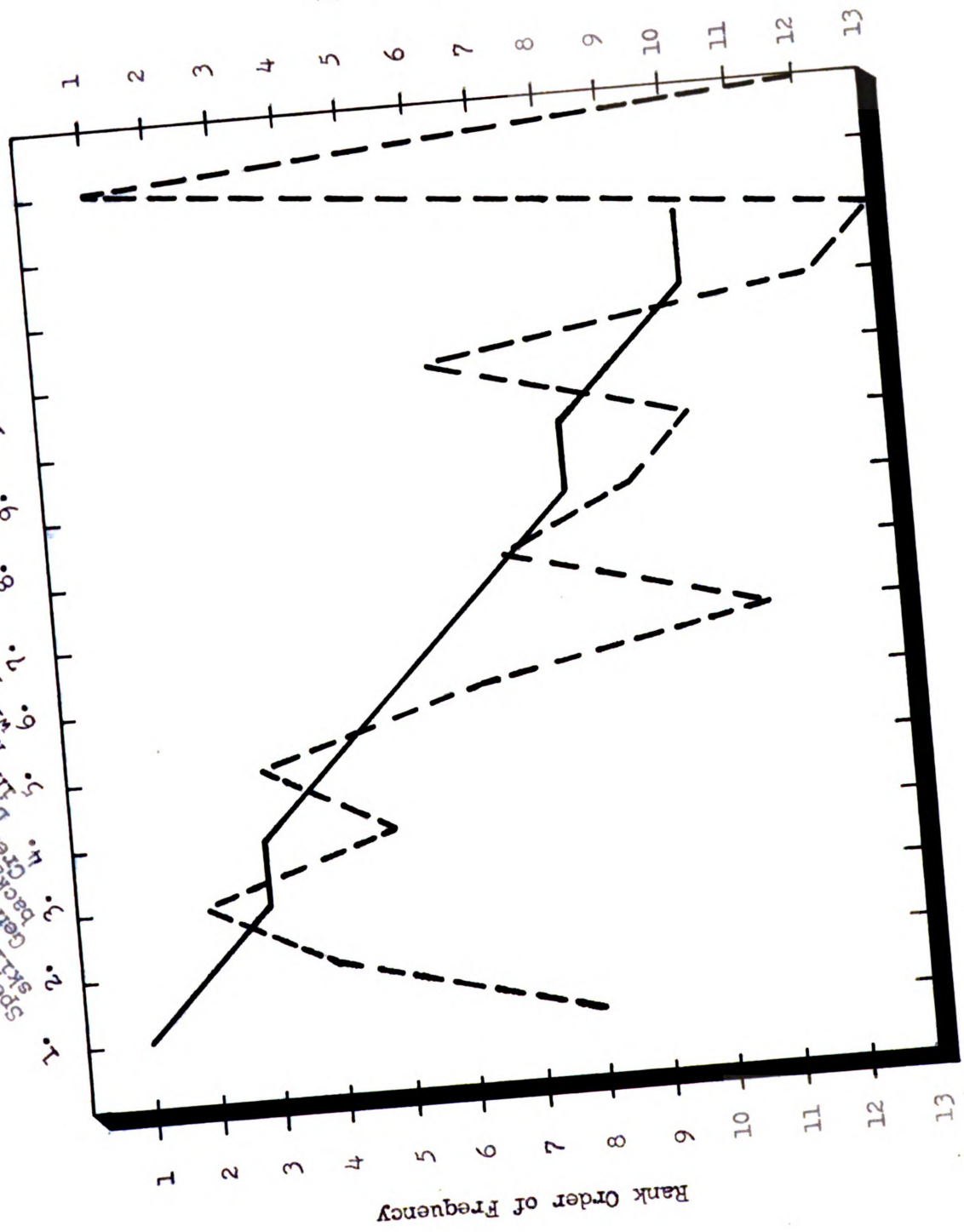
In regard to the dissimilarities, the colleges and universities most often mentioned "specific production skills" as an essential employment qualification, while the station respondents listed this as the eighth most essential qualification in terms of frequency of mention. "Specific knowledge of advertising and the broadcasting industry" was listed as the sixth most essential employment qualification by the institutions and the station respondents indicated it to be the eleventh most essential employment qualification. "Commercial experience" was deemed to be the ninth most essential employment qualification by the institutional respondents but it was ranked sixth most essential qualification by the station respondents. The most essential employment qualification as determined by the station respondents was cited as "willingness to work and learn." There was no comparable item cited by the institutional respondents.

"Creativity," "desire to be a part of the industry," "ability to get along with people," "drive for success," "ability to assume responsibility," "facility to make quick decisions," "intelligence," "sales and promotional ability," and "business background," were the essential employment qualifications that received similar frequency of mention rankings by both groups of respondents.

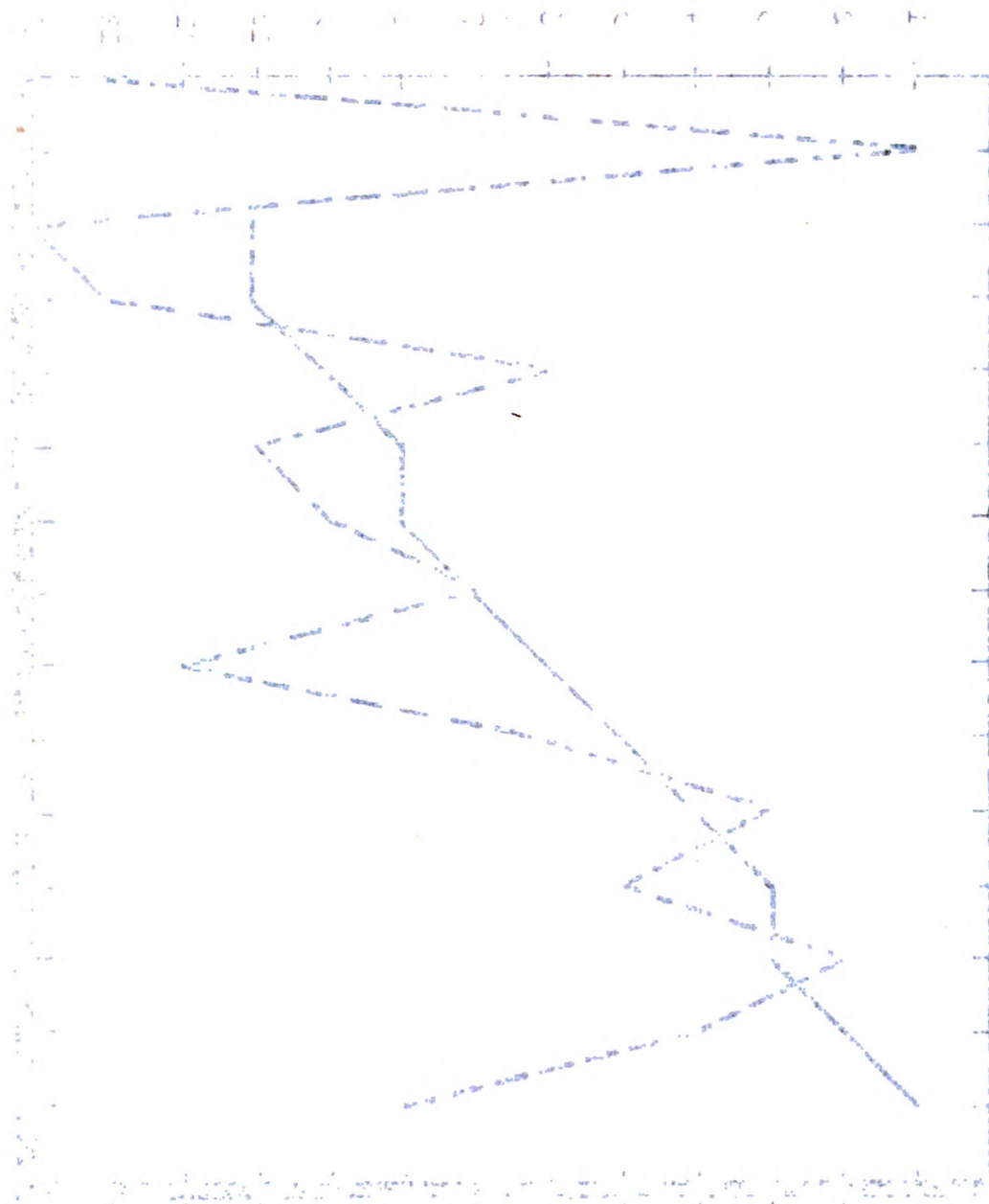
Figure 3 readily shows the similarities and dissimilarities of the essential employment qualifications as held by the institutional respondents and the station respondents.

- 1. Specific production skills
- 2. General education background
- 3. Creativity
- 4. Industry to be part of
- 5. Ability to get along with people
- 6. Drive for success
- 7. Specific advertising knowledge
- 8. Ability to assume responsibility
- 9. Ability to make commercial decisions
- 10. Commercial sales ability
- 11. Promotional expertise
- 12. Business acumen
- 13. Willingness to learn and improve
- 14. Ability to make appraisal
- 15. Ability to make appraisal

LEGEND:
 ——— Colleges and universities
 - - - Radio and television stations



1. 1000
 2. 2000
 3. 3000
 4. 4000
 5. 5000
 6. 6000
 7. 7000
 8. 8000
 9. 9000
 10. 10000



1. 1000
 2. 2000
 3. 3000
 4. 4000
 5. 5000
 6. 6000
 7. 7000
 8. 8000
 9. 9000
 10. 10000

H F S G A B C D E F G H

THE END OF THE LINE

How the Association for Professional Broadcasting
Education can best serve broadcast
Training Programs

In question VIIF of the Institutional questionnaire, the respondents were asked to suggest how an organization such as the Association for Professional Broadcasting Education could better serve radio and/or television training programs. A list of eight suggestions was included within the question and the respondents were given the opportunity to amend this list if they so desired. The respondents were requested to rank the three most important suggestions; a rank of 1 to the most important, a rank of 2 to the next most important, and a rank of 3 to the next most important. The total score was achieved through the use of reversed values; 1 equalled 3, 2 equalled 3, and 3 equalled 1. A total of eleven suggestions were established from the replies received. (See Table 61.)

The two suggestions receiving the largest total scores were: (1) Establish faculty-industry internships, and (2) Establish in-service scholarships for students. The other suggestions, in order of importance, were as follows: (3) Develop and operate an audio-visual center for national use, (4) Develop a national replacement service, (5) Design course outlines, (6) Establish national radio-television loan library, (7) Establish an accreditation bureau, (8) Promote better relations between professional broadcasters and educators by sponsoring regional industry-instruction clinics, (9) Establish a national speakers' bureau, (10) Develop a teacher exchange of information, and (11) Establish recognition of profes-

TABLE 61

SUGGESTIONS FOR SERVICE BY THE ASSOCIATION FOR PROFESSIONAL BROADCAST EDUCATION

Suggestion	1st Rating	2nd Rating	3rd Rating	Total*
Establish faculty-industry internships	18	18	7	97
Establish in-service scholarships for students	18	17	7	95
Develop and operate an audio-visual center for educational use	7	5	8	39
Develop national placement service	5	3	8	29
Design course outlines	3	5	7	26
Establish national radio-television loan library	1	2	8	15
Establish an accreditation bureau	2	1	4	12
Promote better relations between professional broadcasters and educators (Sponsor regional industry-instructional clinics)	2	2	1	11
Establish a national speakers' bureau	1	2	2	9
Develop teacher exchange of information	2	-	-	6
Establish recognition of professional status of broadcasting and attract superior students	1	-	-	3

*Total score based on reversed values: 1 equals 3, 2 equals 2, and 3 equals 1

Results obtained from responses to question VII F of the Institutional questionnaire

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support effective decision-making.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and reporting, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that data is used responsibly and ethically.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that data management practices remain effective and aligned with the organization's goals.

6. The sixth part of the document provides a detailed overview of the data collection process, including the identification of data sources, the design of data collection instruments, and the implementation of data collection procedures.

7. The seventh part of the document discusses the various methods used for data analysis, such as descriptive statistics, inferential statistics, and qualitative analysis. It explains how these methods can be used to interpret data and draw meaningful conclusions.

8. The eighth part of the document focuses on the importance of data visualization in presenting complex information in a clear and concise manner. It discusses various visualization techniques, such as charts, graphs, and tables, and their applications in data analysis.

9. The ninth part of the document addresses the ethical considerations surrounding data management and analysis. It discusses the need for transparency, accountability, and respect for individual privacy and data rights.

10. The tenth part of the document provides a final summary and concludes the report. It reiterates the key findings and recommendations and expresses the hope that the information provided will be useful and informative to the readers.

sional status of broadcasting and attract superior students.

As was noted earlier, (1) Establish faculty-industry internships and (2) Establish in-service scholarships for students, were the most important services or suggestions to be initiated. The ranking of these two suggestions as the two most important services held true in each major grouping of the institutions.

Summary of the Objectives and Phases of
Institutional Broadcast Training

1. The most often mentioned objective of radio and television training programs in colleges and universities was "to develop professional competence" within the student. Sixty-three institutions reported this objective. This represents nearly 93.0 per cent of the institutions answering the question in relation to training program objectives.

2. "Liberal or general education" and "to teach the social, economic, and moral significance of broadcasting" were the second most frequently mentioned objectives of college and university radio and television training programs. The least often mentioned objective was "to train teachers of broadcasting."

3. General agreement exists between the institutions and former students in relation to the frequency with which radio and television courses are offered, the frequency with which the courses are taken, and the importance attached to the courses by the former students.

4. Certain dissimilarities are present, however. Dramatic writing was ranked eighth in frequency of course offering, fifteenth in frequency of enrollment and twenty-first in terms of importance. Advertising was ranked ninth in terms of frequency of course offering, tenth in terms of frequency of enrollment but first in terms of importance. Internships in production was ranked twelfth in frequency of class offerings, twenty-first in frequency of enrollment and eighth in terms of importance. Station management was ranked fourteenth in terms of frequency of course offering,

seventeenth in frequency of enrollment and sixth in terms of importance. Education and broadcasting ranked sixteenth in frequency of course offering, eighteenth in frequency of enrollment and twenty-fifth in terms of importance. Station procedures was ranked twenty-first in frequency of course offering, nineteenth in frequency of enrollment and fourteenth in importance.

5. "Production" and "programming" are the most often emphasized industry divisions within college and university radio and television training programs as determined by the institutional and student respondents.

6. The least emphasized industry division among all colleges and universities is "educational Broadcasting."

7. A slight dissimilarity was found to exist between the asserted emphasis of "sales," "management" and "education" divisions of the industry as indicated by the colleges and universities and the former students of radio and television training programs. The institutional ranking shows "sales" is the third most often emphasized division and the student ranking shows "sales" to be the fourth most often emphasized division; "management" was ranked fourth in emphasis by the institutions and fifth by the former students. "Education" was ranked fifth by the institutions and the former students indicated that it was the third most often emphasized division.

Summary of the Evaluation of Institutional
Broadcast Training by Former Students

1. Nearly 50 per cent of the total student respondents (82 replies - 48.0 per cent) rated their radio and television training programs as good. Forty students, or 23.4 per cent, gave their radio and television training programs a rating of excellent. Only 6 students, or 3.5 per cent of the respondents, rated their radio and television training programs as poor. The majority of former students formerly attending colleges and universities within the institutional groupings 1, 3, and 4 rated their radio and television training programs as good. The respondents formerly attending colleges and universities placed within institutional grouping 2 (teachers colleges) gave an equal number of excellent, good and poor ratings.

2. In answering the question, "Why did you give the training program this rating?" the former students evaluated the programs on the basis of four general criteria: (1) curriculum, (2) faculty, (3) general facilities, and (4) practical applications.

3. Of the 175 former students responding to the question, "How the broadcast profession compares to the expectations derived from their radio and television training?" 98, or 56.0 per cent, indicated that their over-all expectations had been favorably substantiated.

4. The most often mentioned criticism cited by the former students in relationship to the industry expectations derived from their radio and television training was the complete lack, or limited presentation, of commercial orientation and training in specific commercial procedures and practices.

5. Twenty-six students, or 21.5 per cent of the respondents to the question, indicated that the profession was less glamorous and harder work than expected and 18 students, or 14.9 per cent, indicated that salaries were lower than expected.

6. Three students stated that their training was of no value and 3 students indicated that there was a need for greater specialized training. Two respondents indicated that their training had been too specialized.

7. A majority of former radio and television students responding, 69.1 per cent, feel that the most valuable parts of their college work in relationship to their professional broadcasting careers were: (1) radio-television workshops, (2) liberal arts courses, (3) radio and television courses. The respondents employed in advertising agencies, announcing, educational broadcasting, engineering, production, programming, public relations, and sales divisions indicated, also, that these were the three most valuable parts. In addition to these three elements of their total college work, continuity personnel listed radio and television internships and fine arts courses; film production people listed radio and television internships; management and news personnel listed journalism and political science courses.

8. Seventeen per cent of the former student respondents indicated that they were first attracted to the broadcasting profession by the "challenge and opportunity for the new medium and the opportunity for self-expression and creativity." "College classes in radio and television or radio and television workshops" was the second most often mentioned reason for student entrance into

the profession. Twenty-one former students, or 12.0 per cent, stated this reason. "Glamour of the profession," was the third most often mentioned reason along with general interest, childhood and teenage interest." Twenty students, or 11.4 per cent, listed each of these reasons. One student indicated that he was attracted to the industry because it was the "family business." Another former student stated his reason for entrance into the profession was "psychotherapy" and one student indicated that as a "recipient of a radio station college scholarship" he was attracted to the profession.

Summary of the Essential Employment Qualifications
for Broadcast Industry Personnel

1. Substantial agreement was found to exist between the institutional respondents and the radio and television station respondents in relation to the most essential employment qualifications of the individual entering into the broadcast profession. "Creativity," "desire to be a part of the industry," "ability to get along with people," "drive for success," "ability to assume responsibility," "facility to make quick decisions," "intelligence," "sales and promotional ability," and "business background" were the essential employment qualifications that received similar frequency of mention rankings by both groups of respondents.

2. Disagreement was found to exist between the two groups of respondents in relation to the following qualifications: "specific production skills," "specific knowledge of advertising and the broadcasting industry," and "commercial experience." "Specific production skills" and "specific knowledge of advertising and the broadcasting industry" were ranked as the first and the sixth most essential employment qualifications by the institutional respondents and the station respondents ranked them eighth and eleventh most essential employment qualifications. "Commercial experience" was ranked ninth by the institutional respondents and it was ranked sixth most essential qualification by the station respondents.

3. The most essential employment qualification as determined by the station respondents was the "willingness to work and learn." There was no comparable item cited by the institutional respondents.

Summary of How the Association for Professional
Broadcasting Education can best serve
broadcast Training Programs

1. The two most important suggestions, "How an organization such as the Association for Professional Broadcasting Education could better serve radio and/or television training programs?" are: "(1) establish faculty-industry internships" and "(2) establish in-service scholarships for students." The other suggestions, in order of importance, were as follows: "Develop and operate an audio-visual center for national use," "Develop a national replacement service," "Design course outlines," "Establish national radio-television loan library," "Establish an accreditation bureau," "Promote better relations between professional broadcasters and educators by sponsoring regional industry-instruction clinics," "Establish a national speakers' bureau," "Develop a teacher exchange of information," and "Establish recognition of professional status of broadcasting and attract superior students."

CHAPTER VI

SUMMARY OF THE MOST IMPORTANT FINDINGS; GENERAL CONCLUSIONS; AND RECOMMENDATIONS FOR FURTHER STUDY

Introduction

Earlier in this study, as the author outlined the various aspects of the research to be undertaken, it was hypothesized that before any future gains may be made in the advancement and improvement of radio and television training programs in institutions of higher education, the question, "What are the real facts with regard to the existing conditions?" had to be answered. It was conceived that by exploring the following instructional elements, this goal would be accomplished.

- (1) establish the objectives of the radio and television training programs in a representative group of institutions of higher education offering major work in radio and television;
- (2) identify and analyze the curriculums of the radio and television training programs;
- (3) compare the curriculum pattern of patterns of the radio and television training programs to the personnel needs and preferred employment qualifications of a representative group of radio and television stations;
- (4) appraise the radio and television training programs in terms of specific recommendations for more effective and expert instruction; and
- (5) discover how the Association for Professional Broadcasting Education can best serve the radio and television training programs in institutions of higher learning.

In conjunction with this assignment, it is the purpose of this chapter to present the synthesis of the research material

tabulated from the questionnaires returned from the 77 representative colleges and universities offering major work in radio and television instruction, the 175 former radio and television students from 59 of the colleges and universities, and the 210 radio and television stations, which were surveyed.

It is not enough to simply record the encyclopedic enumeration of details reported earlier in this dissertation, but, more important, a sincere attempt needs to be made to integrate the collective data of the study into a cohesive, articulate interpretation of the present-day conditions of institutional broadcast education. To achieve this integration, or digestion of the collected data, this chapter will present the tabulated research materials in terms of: Summary of the Most Important Findings, General Conclusions, and Recommendations for Further Study.

It is important to point out that at the beginning of this research project the five elements associated with the scope of the problem under study were envisaged to be rather exclusive in nature and the culmination of the project would see an easy compartmentalizing of the collected data in terms of the five aspects. Nothing could be farther from the truth. Rather there is great evidence to indicate that there is a high degree of relativity among the various parts of the question. In addition, it should be stressed that the general conclusions will serve, it is hoped, as guideposts in terms of specific recommendations for more effective and expert instruction in the area of radio and television instruction in institutions of higher education.

Summary of the Most Important Findings¹

1. The majority of responding institutions indicated that their radio and television training programs are located within the department of speech and the college or school of arts and sciences.

2. The present administrative pattern is to locate radio and television training programs within departments of speech and in schools or colleges of arts and sciences.

3. The majority of institutions indicated that the ideal institutional administrative alignment for a worthwhile radio and television training program is to have a separate radio and television department located in a school or college of communications arts or its equivalent. This college should include: journalism, film, advertising, public relations, and audio-visual.

4. The average number of years major work has been offered in radio by the institutions is 11.1 years and the average number of years major work has been offered in television is 3.5 years.

5. The average number of fulltime faculty members teaching radio and television courses only is 2.8 faculty members per institution. The average number of fulltime faculty teaching radio and television courses parttime is 1.7 faculty members, and the average number of parttime television and radio faculty members is 1.4 faculty members. The majority of all three faculty divisions teach both radio and television courses.

6. The majority of all fulltime faculty members teaching radio and television courses fulltime or parttime have had at least one year of commercial and educational broadcast experience. The

¹It should be remembered that these findings are based on data collected in 1956 and do not reflect developments since that year.

great majority of the parttime radio and television faculty, or 90.4 per cent, have had commercial experience of at least one-year duration and 46.1 per cent of this group have had educational broadcast experience.

7. The five most often mentioned industry divisions in which fulltime faculty members have received professional broadcast experience are: commercial radio stations, educational radio stations, commercial television stations, educational television stations, and radio networks.

8. The five most often mentioned industry divisions in which the parttime faculty members have received broadcast experience are as follows: commercial radio stations, commercial television stations, educational television stations, television networks and radio networks.

9. The majority of responding institutions offer the bachelor and master degrees in relationship to their radio and television training programs.

10. The average institutional enrollment of undergraduate radio and television majors is 54.6 students. The average number of graduate radio and television majors is 6.3 students and the average number of graduate radio and television minors is 4.2 students.

11. The majority of institutions, or 54.6 per cent, employ institutionally owned and operated amplitude modulation and frequency modulation radio stations in conjunction with their radio and television training programs. Other facilities most often used are: "radio facilities with tape and/or disc recording equipment," "studio facilities with permanent lines to local commercial outlet,"

and "tape and/or disc recording equipment," and "institutionally owned and operated wired-wireless radio stations."

12. The most frequently used types of television studio facilities regularly used in radio and television training programs are: "studio facilities with 16 mm. film camera equipment," 36.4 per cent of the institutions; "studio facilities with closed-circuit television system for intra-school or intra-campus use only," 35.1 per cent of the schools; and "privately owned and operated commercial television stations," 29.9 per cent of the colleges and universities. Fifteen schools, or 19.5 per cent, indicated that they had no television facilities.

13. The most important training problems facing institutions are: (1) finance, (2) improvement of training facilities, (3) equipment needs, (4) faculty extra-curricular loads, (5) curriculum construction, (6) development of graduate programs, and (7) salaries.

14. The station division in which radio and television broadcasters experience the greatest difficulty in securing qualified personnel is the sales division. The engineering division was classified by the radio station respondents as the division in which it is second most difficult to secure qualified personnel and the television station respondents indicated that production is the division in which it is second most difficult to secure qualified personnel. The management division was ranked by both the radio and television station respondents as the fifth most difficult division in which to secure qualified personnel.

15. "Inadequately trained job candidates," "competition for personnel among stations," and "candidates lack specialized training"

are the most often mentioned and the most important reasons given for the scarcity of qualified personnel by both the radio and television station respondents. Both groups indicated that "lack of challenge in job" is the least important reason.

16. "Adequate pay," "adequately trained job candidates," "opportunity in position," and "lack of need for specialized training" are the most often mentioned reasons for the abundance of qualified personnel by radio station respondents. These four reasons are ranked as the most important reasons by the radio group.

17. "Adequately trained job candidates," "adequate pay," "lack of need for specialized training," and "no competition for personnel among stations" are the most often mentioned reasons for the abundance of qualified personnel by the television station respondents. "Opportunity in position," "adequately trained job candidates," "adequate pay," and "lack of need for specialized training" are the most important reasons as determined by the television station respondents.

18. The three most often used sources in securing radio station personnel are: "station correspondence files," "fellow staff members," and "trade magazine want-ads." The three most important sources in securing radio personnel are: "station correspondence files," "fellow staff members," and "personal acquaintances." "College or university placement bureaus" ranked sixth in frequency and importance.

19. The two most often used sources in securing television station personnel are: "station correspondence files," and "fellow staff members." The two most important are: "station correspondence files" and "personal acquaintances." "College or university place-

ment bureaus" ranked third in frequency and seventh in importance.

20. The three divisions of radio stations that would profit **most** from college trained personnel are: sales, programming and engineering. Management would profit least.

21. The three divisions of television stations that would profit **most** from college trained personnel are: engineering, programming and sales.

22. "To develop professional competence within the student," is the most often mentioned objective of radio and television training programs in colleges and universities. A "liberal education" and the "relaying of the social, economic, and moral significance of broadcasting" are the second most often stated objectives of radio and television training programs. The other four objectives mentioned by institutions are: "the providing of educational and cultural broadcasting service to the general public," "the development of utilization-criticism," "institutional public relations and promotion," and "to train teachers of broadcasting."

23. Twelve general broadcast industry divisions were represented by the former student respondents in conjunction with "job presently held." The divisions represented and the percentage each division represents of each division were as follows: (1) Production -- 48 respondents, or 27.4 per cent of the total respondents; (2) Announcing -- 29 respondents, or 16.6 per cent of the total; (3) Programming -- 15 respondents, or 8.6 per cent of the total group; (4) Sales and Promotion -- 14 respondents, or 8.0 per cent of the total; (5) Advertising agency personnel -- 13 respondents, or 7.4 per cent of the total group; (6) Educational Radio and

Television personnel -- 13 respondents, or 7.4 per cent; (7) Station Management personnel -- 13 respondents, or 7.4 per cent; (8) News personnel -- 11 respondents, or 6.3 per cent of the total number of respondents; (9) Film production -- 8 respondents, or 4.6 per cent of the total group; (10) Continuity and (11) Public Relations -- each 4 respondents, or 2.3 per cent each for these divisions within the total group; and (12) Engineering personnel -- 3 respondents, or 1.7 per cent of the total 175 respondents.

24. The typical former student respondent is male, 28.6 years of age, with an average of 30.3 months in his present position, and he was employed in 2.5 jobs prior to his present position. In addition, he possesses one college degree, the bachelor's.

25. General agreement was found to exist between the institutions and the former students in relation to the frequency with which 26 of the radio and television courses are offered, the frequency with which the courses are taken and the importance attached to the courses by the former students. These courses include the following: Program Production, Directing, Fundamentals of Broadcasting, Program Planning, Announcing, Continuity Writing, Radio-TV Workshop, Newswriting and Broadcasting, Control Room Operations, Acting, Studio Operations, Newswriting and Edition, Policies and Regulations, Design, Public Relations, Staging and Criticism were among those courses deemed to be in substantial agreement among the three ranking schedules.

26. Dissimilarities between the frequency of course offerings, frequency of enrollment and importance exist in relationship to the following courses: Dramatic Writing, Advertising, Produc-

tion Internships, Station Management, Education and Broadcasting, and Station Procedures.

27. Nearly 50 per cent of the former students rated their radio and television training programs as good; 40 students, or 23.4 per cent, gave their radio and television training programs a rating of excellent and 6 students, or 3.5 per cent, rated their training programs as poor.

28. The four criteria former students employed in rating their radio and television training programs were, in order of frequency of mention: (1) curriculum, (2) faculty, (3) general facilities, and (4) practical applications.

29. The majority of former radio and television students indicated that their over-all expectations of the broadcast industry, as derived from their training, has been favorably substantiated.

30. The most often mentioned criticism by former students in relationship to the industry expectations derived from their training was the complete lack or limited presentation of commercial orientation and training in specific commercial procedures and practices.

31. The majority of former radio and television students feel that the most valuable parts of their college work in relationship to their professional broadcasting careers were (1) radio and television workshops, (2) liberal arts courses, and (3) radio and television courses.

32. Production and programming are the most emphasized industry divisions within college and university radio and television training programs, as determined by the institutions and students.

33. The reason most often mentioned as to why the former students were first attracted to the radio and television medium was the "challenge and opportunity of the new medium" and the "opportunity for self-expression and creativity." College classes in radio and television or college workshops in radio and television were the second most often mentioned reasons for student entrance into the profession.

34. Substantial agreement was found to exist between the institutional respondents and the radio and television station respondents in relation to the most essential employment qualifications of the individual entering into the broadcast profession. "Creativity," "desire to be a part of the industry," "ability to get along with people," "drive for success," "ability to assume responsibility," "facility to make quick decisions," "intelligence," "sales and promotional ability," and "business background" were the essential employment qualifications that received similar frequency of mention rankings by both groups of respondents.

35. Disagreement was found to exist between the two groups of respondents in relation to the following qualifications: "specific production skills," "specific knowledge of advertising and the broadcasting industry," and "commercial experience." "Specific production skills" and "specific knowledge of advertising and the broadcasting industry" were ranked as the first and the sixth most essential employment qualifications by the institutional respondents and the station respondents ranked them eighth and eleventh most essential employment qualifications. "Commercial experience" was ranked ninth by the institutional respondents and

it was ranked sixth most essential qualification by the station respondents.

36. The most essential employment qualification as determined by the station respondents was the "willingness to work and learn." There was no comparable item cited by the institutional respondents.

37. The two most important suggestions for "How an organization such as the Association for Professional Broadcasting Education could better serve radio and/or television training programs" are as follows: (1) "establish faculty-industry internships" and (2) "establish in-service scholarships for students." The other suggestions in order of importance are: (3) "develop and operate an audio-visual center for national use," (4) "develop a national placement service," (5) "design course outlines," (6) "establish a national radio-television loan library," (7) "establish an accreditation bureau," (8) "promote better relations between professional broadcasters and educators by sponsoring regional industry-instruction clinics," (9) "establish a national speakers' bureau," (10) "develop a teacher exchange of information," and (11) "establish recognition of the professional status of broadcasting and attract superior students."

General Conclusions

1. This study shows that a uniformity exists among the institutions in regard to the following profile items: the existing administrative alignment of the radio and television training programs and the desired or "ideal" administrative structure, the type of radio studio facilities regularly employed in the teaching of radio, the degree and type of commercial and educational broadcasting experience of the radio and television faculty, type of degrees offered, size of enrollments, and the common problems facing radio and television training programs.

The typical college or university radio and television training program is a part of the Department of Speech within the school or college of arts and sciences and major work in radio has been offered for 11.1 years and major work in television has been offered for 3.5 years. An average of 2.8 faculty members teach radio and television courses only, 1.7 faculty members teach radio and television courses as part of their fulltime teaching duties, and 1.4 faculty members teach radio and television only parttime. The typical college or university offers both the bachelor and master degrees in relationship to radio and television instruction and has an average undergraduate enrollment of radio and television majors of 54.6 students. The average number of graduate students majoring in radio and television is 6.3 and the average number of graduate students minoring in broadcast training is 4.2. The typical school offering radio and television training employs institutionally owned and operated amplitude modulation and fre-

quency modulation stations in conjunction with its radio training. This typical training institution lists as its most important training problems, in order of importance: finance, improvement of training facilities, equipment needs, faculty extra-curricular loads, curriculum construction, development of graduate programs, and salaries.

2. No one television studio facilities arrangement appears to be essential in the majority of institutions. Instead, it was found that three arrangements are most prevalent: television studio facilities with 16 mm. film camera equipment, studio facilities with closed-circuit television system for intra-school or intra-campus use only, and privately owned and operated commercial television stations. In addition, fifteen institutions indicated that they had no television facilities available.

3. A total of seven objectives were established in relationship to the radio and television training programs. The most often stated objective was "to develop professional competence within the student;" and "a liberal education" and the "relaying of the social, economic, and moral significance of broadcasting" are the second most often stated objectives of radio and television training programs. The other objectives listed in sequence of mention were: "the providing of educational and cultural broadcasting service to the general public," "the development of utilization-criticism," "institutional public relations and promotion," and "to train teachers of broadcasting."

In conjunction with this discussion of training objectives

associated with radio and television instructional programs, it is of particular importance to analyze the most often mentioned objective, "to develop professional competence within the student." This objective can be better defined as the preparation of the student with those skills, techniques, and procedures commonly practiced in the day-by-day operation of broadcast stations; but how effective the institutions are in achieving this objective, or whether they should be dedicated to this objective, are questions that have arisen from other findings included within this study and which are applicable to this discussion.

It should be pointed out that production was listed as one of the two most emphasized industry divisions within college and university radio and television training programs. The second most often mentioned division is programming. From this point of view, the schools appear to be fulfilling the objective of developing professional competence; but as was pointed out in other findings of this study, the courses, Production Internships, Station Management, and Station Procedures, are not adequately treated. From this data, it is suggested that some adjustment is needed within this area of production emphasis.

At the same time, in discussing this matter of developing professional competence, it is necessary to turn our attention to the finding that the institutions indicated "specific production skills" to be the most essential employment qualification of employees in the radio and television industry and that the stations declared it to be the ninth most essential. In addition, the stations do not cite production as one of the station divisions that

would be most benefited by college trained personnel, nor does it rank substantially high within the divisions of stations where it is most difficult to secure qualified personnel. It is true that stations ranked "commercial experience" as the sixth most essential employment qualification and this most essential employment qualification might be interpreted to mean "experience in production skills." Even if so interpreted, "commercial experience" was ranked no higher than sixth position by the stations in terms of essential employment qualifications.

It is concluded then that production is an over-emphasized industry division within radio and television training programs and the institutions would do well to lessen this emphasis on production and at the same time deal with production in a more realistic or commercial manner.

4. Also, it is concluded that the institutions should continue to stress those radio and television training objectives of "offering a liberal education" and "relaying the social, economic and moral significance of broadcasting."

Both of these objectives are reflected within the listing of the most essential employment qualifications by both institutions and broadcast stations. Specifically, in the case of a "liberal or general education," the institutions ranked this as the second most essential employment qualification and the stations ranked it fourth. The most essential employment qualification that seems to reflect the "relaying of the social, economic and moral significance of broadcasting" is "the sincere desire to be a part of the broadcast industry."

This conclusion is further strengthened by the finding that within the listing of the most valuable parts of total college work taken, as cited by the former students, liberal arts courses were among the three course groupings most frequently mentioned.

5. As a result of this research activity, it is possible to conclude that the radio and television training programs in colleges and universities are generally serving the radio and television students in an effective manner in relationship to preparatory training for the broadcast industry. This conclusion is based primarily on the finding that nearly 50 per cent of the former students rated their training as good and nearly 24 per cent rated their training in radio and television as excellent. In addition, this conclusion is further strengthened by the finding that the majority of former radio and television students indicated that the over-all expectations of the broadcast industry as derived from their college training has been substantiated.

6. General agreement was found to exist between the institutions and the former students in relation to the frequency with which radio and television courses are offered, the frequency with which these courses are taken and the importance attached to the courses by the former students. Specific agreement was found to exist among the three rankings in terms of the following courses: Program Production, Directing, Fundamentals of Broadcasting, Program Planning, Announcing, Continuity Writing, Radio-Television Workshop, Newswriting and Broadcasting, Control Room Operations, Acting, Studio Operations, Newswriting and Editing, Policies and Regulations, Design, Public Relations, Staging and Criticism.

But predominant dissimilarities were found to exist between the frequency of course offerings, frequency of enrollment and importance of the courses in relationship to the following courses: Dramatic Writing, Advertising, Production Internships, Station Management, Education and Broadcasting, and Station Procedures. Dramatic Writing is offered more frequently than enrollment or importance indicates is warranted; Advertising is first in importance but lacks in terms of frequency of offering and enrollment; Production Internships is ranked eighth in terms of importance, but was ranked twelfth in frequency of class offerings, and twenty-first in frequency of enrollment; Station Management was ranked fourteenth in terms of frequency of course offering, seventeenth in frequency of enrollment and sixth in terms of importance. Education and Broadcasting ranked sixteenth in frequency of course offering, eighteenth in frequency of enrollment and twenty-fifth in terms of importance. Station Procedures was ranked twenty-first in frequency of course offerings, nineteenth in frequency of enrollment and fourteenth in importance.

As a result of these disparate findings associated with the courses Advertising, Production Internships, and Station Procedures in particular, and the finding that the most often mentioned criticism by former students in relationship to the industry expectations derived from their training was the complete lack or limited presentation of commercial orientation and training in specific commercial procedures and practices, it is important for the institutional training programs to be reevaluated in terms of course applicability.

7. As established within the Most Important Findings of this study, the former students of institutional radio and television training programs rated their respective training programs in terms of four criteria. These criteria were, in the order of frequency of mention (both in positive and negative comments): (1) curriculum, (2) faculty, (3) general facilities, and (4) practical applications.

At the same time, the colleges and universities listed the important training problems facing them and the first six items included in the list were, in order of importance, the following: (1) finance, (2) improvement of training facilities, (3) equipment needs, (4) faculty extra-curricular loads, (5) curriculum construction, and (6) development of graduate programs.

While over-all agreement exists between the four criteria mentioned by the former students and the first six training problems listed by the schools, it is suggested that there is a more important meaning associated with this comparison. It is concluded that colleges and universities would be wise to reevaluate their lists of most important problems in terms of the criteria employed by the former students in rating their training programs and the order in which these criteria were most often mentioned. It is suggested that the criteria mentioned by the former students represent an objective, detached, external analysis of the basic qualities of a radio and television training program; while the listing of the training problems named by the colleges and universities tend to reflect an internal-administrative interpretation.

A solidifying of both lists would appear to make it possible for the educators to more effectively improve the training programs in their colleges or universities.

8. The majority of the faculty members teaching radio and television courses in colleges and universities have had both commercial and educational broadcasting experience and this experience has been centered in commercial radio and television stations, educational radio and television stations and radio and television networks. Since stations and networks are the major employers within the industry, the faculty members appear to have the type of broadcast experience that would best serve radio and television training programs. It is concluded, however, that a certain danger may exist in this concentration; for it may limit the faculty member in his ability to introduce other employment areas of the total industry to the student and that he may contribute to a too rigid radio and television training program in terms of training emphases. It is suggested that it might be well for institutions to search for faculty with experience in areas of the broadcasting industry other than radio and television stations in order to broaden the scope of their instructional programs.

9. At the same time, it is concluded, as a result of the former student questionnaire tabulations, that the radio and television graduates of institutions of higher learning can receive versatile training within their institutional training programs in view of the twelve general broadcast industry divisions represented by the former student respondents. It is further concluded that the majority of students trained are males in view of the overwhelming

proportion of males provided by the institutions. It might well be, however, that while a great number of women are originally trained in radio and television by institutions of higher learning, they do not remain in the field primarily because of marriage.

10. Some agreement exists between the institutions and radio and television stations in relation to a number of most essential employment qualifications of the individual entering into the broadcast profession. "Creativity," "desire to be a part of the industry," "ability to get along with people," "drive for success," "ability to assume responsibility," "facility to make quick decisions," "intelligence," "sales and promotional ability," and "business background" were the essential employment qualifications that received similar frequency rankings by both groups. It is concluded, however, that these essential employment qualifications agreed upon by both institutions and stations represent, to a great extent, those general qualities almost any industry or business or professional group desires of its employees. After all, what employer doesn't desire to have creative, ambitious, energetic, intelligent, cooperative, responsible, quick-thinking, and personable employees? As a result, these essential employment qualifications fail to characterize the specific employment qualifications of radio-television personnel. It is only when those qualifications include specific aspects of the radio and television profession that any meaning results from a comparison of the institution and station lists of essential employment qualifications.

It is important to point out that when this latter comparison occurred, disagreement was found to be in evidence. Disagreement was found to exist between the two groups in relation to the following qualifications: "specific production skills," "specific knowledge of advertising and the broadcasting industry," and "commercial experience." "Specific production skills" and "specific knowledge of advertising and the broadcasting industry" were ranked as the first and sixth most essential employment qualifications by the institutions and the stations ranked them eighth and eleventh most essential employment qualifications. "Commercial experience" was ranked ninth by the institutions and it was ranked sixth most essential qualification by the station respondents. As a result of this ranking and the insertion of one more consideration into the discussion, it is possible to conclude that the stations are willing to sacrifice some degree of professional competence and knowledge of broadcasting and advertising, on the part of the employee, for a more basic attitude toward broadcasting.

To establish what the author means, let us turn to a discussion of the most essential employment qualification listed by the stations, "willingness to work and learn."

This station employee essential employment qualification could be interpreted to simply mean that the stations desire employees that are willing to "work like a dog" in order to keep efficiency up and overhead down and the writer is not denying that there are broadcasters that have had this in mind; however, there appear to be other implications associated with this employment qualification.

These implications might be more in evidence if we were to turn for a moment to the question of why students enter into the broadcast profession. The three most often mentioned reasons associated with this why are as follows: "the challenge and opportunity of the new medium," "the opportunity for self-expression and creativity," and "the glamour of the field." These reasons may appear to be nothing more than interesting and obvious reasons, but it is projected by the writer, that it may be that the radio and television student is too often proselyted by the institution upon the basis of self-expression and creativity, and the glamour of the field and then no attempt, or at best a feeble attempt, is made to have the student recognize the economic and procedural facts of broadcasting.

It is suggested then, that the most essential employee qualification listed by the stations does not necessarily simply reflect the desire to get a dollar's worth for a dollar paid, but is an attempt to say that radio and television training program graduates enter into the profession with a perverted perspective that might be described as "art for art's sake."

It is obvious that student maturation comes into the picture somewhere and this factor is somewhat beyond the control of both station and institution, but it is concluded that the student training for radio and television should be made more aware of the routine life of the radio and television industry and yet keep instilled in him the honest desire to be as creative and vibrant as possible in his work.

11. While the majority of institutions indicated that their radio and television training programs are located within the Department of Speech and the college or school of arts and sciences, they also indicated (in majority) that the "ideal" institutional administrative alignment for a worthwhile radio and television training program is to have a separate radio and television department located in a school or college of communication arts or its equivalent. This college or school should include: journalism, film, advertising, public relations, and audio-visual. A degree of this type of unification was noted in regard to 31 institutional respondents, or 30.7 per cent, who mentioned that some radio and television courses were taught within the journalism area of their schools. At the same time, however, 24 schools, or 23.8 per cent stated no courses were taught outside the radio and television area. It is concluded that this declaration of the "ideal" institutional alignment represents a sensitiveness on the part of the institutions that more inclusive emphases are warranted within radio and television training programs; and by the creation of a curricular-administrative structure as suggested here, a broader training program can develop. It is suggested that the observation on the part of the former student respondents, that existing radio and television training programs are weak in regard to instruction of the sales emphasis of broadcasting and in the presentation of commercial orientation, represents an aspect of radio and television training programs that could be improved as a result of the initiation of the "ideal" administrative structure as outlined above.

12. As a result of the compilation of the data associated with the radio and television station respondents, it is possible to conclude that the three divisions of radio stations that would profit most from college trained personnel are: sales, programming, and engineering. The three divisions of television stations that would profit most from college trained personnel are: engineering, programming, and sales. In view of these findings, and in view of the most often mentioned criticism cited by the former students in relation to the industry expectations derived from their radio and television training, that there is a complete lack or limited presentation of commercial orientation and training in specific commercial procedures and practices, it is important for the administrators of radio and television training programs to review their course offerings in light of commercial importance and value, and to stress the sales emphasis to a greater degree.

13. Another general conclusion associated with this study is that the institutions are correct in emphasizing programming within their training areas. This conclusion is substantiated by the finding that of the work divisions of radio and television stations which would profit most from college trained personnel, the responding stations included programming.

14. No general conclusion can be derived from the information tabulated in relationship to the most often mentioned and most important reasons given by both the radio and television stations for the scarcity of qualified personnel. These were (1) "inadequately trained job candidates," (2) "competition for personnel among stations," and (3) "candidates lack specialized training"

15. Because the finding that "college or university placement bureaus" ranked sixth in the field of seven employment sources for radio stations and that this same employment source ranked last in terms of use by television stations, it is concluded that university and college broadcast training programs have neither encouraged nor deliverately set out to establish communications with broadcast stations in an effort to relate the availability of radio and television training graduates or to ascertain the personnel needs of the broadcast stations. As a result, it is urged that institutions make an honest effort to provide information about their training program and resulting graduates to broadcast stations, as well as other associated businesses, within some proximity of their respective schools.

16. The types of suggestions offered by the institutional respondents about how an organization such as the Association for Professional Broadcasting Education could better serve radio and television training programs indicate the educators are particularly concerned with the objective "to develop professional competence within the student" and are most eager to cooperate with the industry leaders in producing a more competent and industry-oriented radio and television student.

The educators indicated that the two most important functions that an organization such as the APBE could perform would be to "establish faculty-industry internships" and "establish in-service scholarships for students." It appears that the educators interpret these services as very real means to better determine what the industry needs in terms of qualified employees by bringing the faculty up-to-date on industry practices and by offering the student

a first-hand opportunity to see the actualities of the industry and thereby receive a more realistic picture of the industry. This same conditioning of radio and television faculties could be forthcoming, it is concluded, by the implementation of two other suggestions listed: "design course outlines," and by "sponsoring regional industry-instruction clinics."

In addition, it is concluded, that the educators feel a certain inadequacy within the instructional materials area as a result of the inclusion of such suggestions as: "develop and operate an audio-visual center for national use," "establish a national radio-television loan library," and "develop a teacher exchange of information."

It is further concluded that the educators are concerned with the up-grading of radio and television training programs, as a result of the listing of such suggestions for service by the APPE as: "establish an accreditation bureau," and "establish recognition of the professional status of broadcasting and attract superior students."

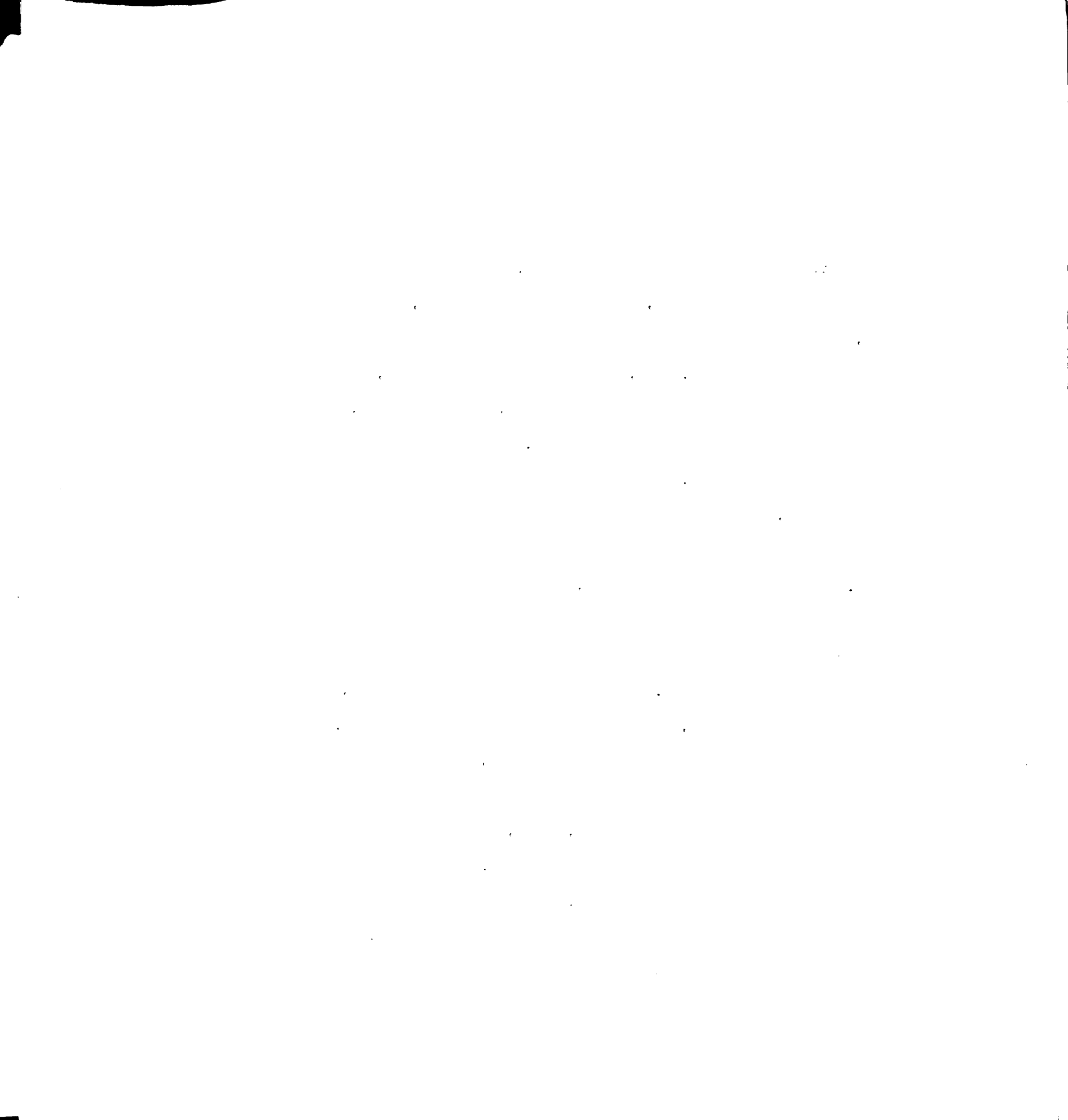
The suggestion to "establish a national speakers' bureau" can be interpreted as a service to up-grading of the radio and television training programs by the appearances of industry leaders at various radio and television training functions and other campus affairs and thereby exposing the populace to articulate industry spokesmen or it can be interpreted as an aid to promoting better industry-education relations.

Recommendations for Further Study

It is obvious that the person actively employed in some research activity has undertaken such research in the hope that it will result in fruitful and valuable contributions to the field of endeavor with which the research is associated. To insure substance and worth to his research, the investigator outlines, develops, and activates his investigation upon the building blocks of sound research techniques. Yet, in spite of all precautions, a number of questions are usually left unanswered, or partially so, and new questions or ramifications often arise. This study is no exception to this phenomenon. As a result of this particular research activity, several recommendations for further study have emerged:

1. Within this research project, representatives from a large sampling of radio and television stations were requested to make subjective judgments in regard to certain aspects of their station divisions and personnel. The person making these judgments, in practically all instances, was the general manager of the station. One of the questions asked of these respondents was, "What station divisions would profit most from college trained personnel?" In the case of the radio and television stations, sales, programming and engineering were the most often mentioned divisions. Management was among the least often mentioned divisions. It is felt by the writer that there is a dichotomy existing in conjunction with this data.

It can be reliably demonstrated that station sales personnel are more often the primary source for management jobs in a station



than any other station source. If this is true, why have the respondents indicated sales to be one of the station divisions to profit most from college trained personnel and not given equal value to management? Could it be that the over-all character of management personnel today shows that they lack a college education and that they have circumvented their own lack and need for training in higher education by indicating the need for college training for sales people? It would appear that a deeper meaning would result in relationship to the needs of the various station divisions if the person making the evaluation of the needs is more clearly identified.

Thus it is suggested that a worthwhile study of the job experience and personal qualifications of station management personnel is in order.

An extension of this recommended study would be to include an investigation into why the management division was ranked by both radio and television station respondents as one of the divisions in which it is least difficult to secure qualified personnel.

2. A part of this research project was associated with the determining of the personnel needs and preferred employment qualifications of a representative group of radio and television stations. An extension of this consideration could be appropriately made, in terms of other areas of the broadcast industry, such as: radio and television networks, advertising agencies, independent television program production companies and independent radio program production companies.

3. Closely related to the above-mentioned suggestions for further study, would be the proposal that a depth study be made of

the employee duties in relation to advertising agencies, networks, production companies, and radio and television stations.

4. Additional worthwhile study stemming from this research would be to undertake an examination of the most important training problems facing institutions. "Improvement of training facilities," "equipment need," "curriculum construction," and "development of graduate programs," were among those problems listed. It would be valuable to ascertain specifically what improvement of training facilities are needed. What do the institutions deem to be their equipment needs? What are the difficulties associated with the development of radio and television curriculums? Why is the development of a graduate program important? These are important questions and the acquiring of answers to them by research could help establish additional guidelines to broadcast educators in their search for better instructional programs.

APPENDIX A

RESEARCH PROSPECTUS

Research Prospectus for the study of the Radio-Television Training
Programs in Institutions of Higher Education

Prepared by D.N.Anderson, Instructor
Department of Speech
Michigan State University
May 28, 1956

Few people realized in the early 1920's, when broadcasting for the general public began in the United States, what an important part radio and television broadcasting would play in our present day social, cultural, and business worlds. It appears that this great new industry simply "grew like Topsy," until today it is a mature industry boasting of a net radio advertising time sales total of 455 million dollars and a net total of 840 million dollars for all television advertising time sales in 1955.¹ In addition, there are 46,200,000 radio homes and 33,600,000 television homes in the United States;² and, as of April 30, 1956, there were 2,844 amplitude modulation stations, 520 frequency modulation stations, and 175 television stations in operation.³ These station statistics are a far cry from the figures presented as a result of the first census of radio broadcasting taken in 1936. This census was the first complete, formal presentation of the character and extent of the radio business and the data presented represents the business of

¹ 1956 Broadcasting Yearbook-Marketbook, (Broadcasting Publications, Inc., Washington, D.C., 1956), p. 9.

² Ibid., p. 14.

³ "Station Authorizations, Applications," Broadcasting-Telecasting Magazine, Vol. 50, No. 18, (April 30, 1956).

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561 stations operating on December 31, 1935.¹ On that date, networks and stations together employed an average of 14,561 persons with an annual payroll of 26,911,392 dollars.² In 1948, radio engaged 34,740 full-time employees and paid them a total salary of \$130,416,000.³

It is evident that if the broadcasting industry is to continue to improve in its program presentations and to flourish economically it must attract and absorb a continuous flow of able, competently trained, and earnest persons into its system. The leaders of this great industry, the teachers of radio-television in institutions of higher education, and the critics of broadcasting have been aware of this need and have repeatedly spoken out about it. But how this need is being met and who is meeting it are more intimate considerations.

In the Spring of 1947, the National Association of Broadcasters, (now the National Association of Radio and Television Broadcasters), created a committee within its organization entitled the Educational Standards Committee. This committee was formed as "evidence of the recognition of a need for additional competent, highly specialized personnel in radio broadcasting."⁴ In addition, a group of Directors of Radio in certain colleges and universities, feeling a need for better standards in the teaching of radio and eager to work with the

¹ Charles F. Lindsley, Radio and Television Communications, (New York: McGraw-Hill Book Company, Inc., 1952), pp. 48-49

²Ibid., p. 49.

³Ibid.

⁴Judith Waller, Radio-The Fifth Estate, (New York: Houghton-Mifflin Company, 1950, 2nd. ed.), p.383.

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broadcasting industry in seeking out additional competent personnel, formed an organization in 1949 named the University Association for Professional Radio Education. In May of 1955, however, the UAPRE was dissolved and in its place the Association for Professional Broadcasting Education was created. This new organization has united a number of institutions of higher education offering radio and television training with the NARTB in an effort to achieve more effective and applicable training of individuals for the broadcasting industry.

Before any rapid gains may be made in advancing and improving radio and television training and the exchanging of ideas, we must seek the answer to the question, "What are the real facts with regard to the existing conditions?"

In timely accordance with the creation of this cooperative organization dedicated to the exchange of ideas and materials and the seeking out of new paths of development, the author proposes that a study of the existing pattern of radio-television training and industry personnel needs is in order.

The following study is projected:

An Analysis of the Radio-Television Training Programs in Institutions of Higher Education and the Preferred Employment Qualifications of a Representative Group of Radio and Television Stations.

The purpose of this study is to: (1) establish the objectives of the radio-television training programs in institutions of higher education offering a major in radio and/or television; (2) identify, and analyze the curriculums of the radio-television training programs; (3) compare the curriculum pattern or patterns of the radio-television

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations. This section also highlights the role of internal controls in preventing fraud and errors.

2. The second part of the document focuses on the implementation of robust risk management strategies. It outlines various risk assessment techniques and provides guidance on how to identify, measure, and mitigate potential risks. The text stresses the need for a proactive approach to risk management to protect the organization's assets and reputation.

3. The third part of the document addresses the importance of effective communication and reporting. It discusses the need for clear and concise communication channels and the role of regular reporting in keeping stakeholders informed. This section also touches upon the importance of maintaining accurate financial statements and providing timely updates to management and investors.

4. The fourth part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations. This section also highlights the role of internal controls in preventing fraud and errors.

5. The fifth part of the document focuses on the implementation of robust risk management strategies. It outlines various risk assessment techniques and provides guidance on how to identify, measure, and mitigate potential risks. The text stresses the need for a proactive approach to risk management to protect the organization's assets and reputation.

6. The sixth part of the document addresses the importance of effective communication and reporting. It discusses the need for clear and concise communication channels and the role of regular reporting in keeping stakeholders informed. This section also touches upon the importance of maintaining accurate financial statements and providing timely updates to management and investors.

7. The seventh part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations. This section also highlights the role of internal controls in preventing fraud and errors.

8. The eighth part of the document focuses on the implementation of robust risk management strategies. It outlines various risk assessment techniques and provides guidance on how to identify, measure, and mitigate potential risks. The text stresses the need for a proactive approach to risk management to protect the organization's assets and reputation.

9. The ninth part of the document addresses the importance of effective communication and reporting. It discusses the need for clear and concise communication channels and the role of regular reporting in keeping stakeholders informed. This section also touches upon the importance of maintaining accurate financial statements and providing timely updates to management and investors.

10. The tenth part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations. This section also highlights the role of internal controls in preventing fraud and errors.

(4)

training programs to the personnel needs and preferred employment qualifications of a representative group of radio and television stations; (4) appraise the radio-television training programs in terms of specific recommendations for more effective and expert instruction; and (5) ascertain how the Association for Professional Broadcast Education can best serve the radio and television broadcasters and the radio-television training programs in institutions of higher education.

This study will be directed toward those institutions of higher education that offer a radio and/or television major. The list of such institutions will be derived from the 1952-53 and 1954-55 Directories of College Courses in Radio and Television, published by the Office of Education, United States Government, Washington, D.C. This list will include both members and non-members of the Association for Professional Broadcast Education with special emphasis on the member institutions.

In addition, the second part of the study will be directed toward a representative group of diversely sized and located radio and television stations operating commercially in the United States. The list of such stations operating in the United States will be compiled from the 1955-56 National Association of Radio and Television Broadcasters Handbook, published by the NARTB, Washington, D.C., and the Broadcasting Yearbook-Marketbook 1956 and the Telecasting Yearbook-Marketbook 1956, published by Broadcasting Publications Inc., Washington, D.C.

(4)

training programs to the personnel needs and preferred employment qualifications of a representative group of radio and television stations; (4) appraise the radio-television training programs in terms of specific recommendations for more effective and expert instruction; and (5) ascertain how the Association for Professional Broadcast Education can best serve the radio and television broadcasters and the radio-television training programs in institutions of higher education.

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(5)

Methods to be employed in this study for the purpose of securing data can be grouped under the broad heading of Normative-Survey.

1. Questionnaires will be sent to the radio and television training programs in institutions of higher education offering a major in Radio and/or Television.

2. Questionnaires will be sent to a representative group of "graduates" from these institutions of higher learning offering a major in Radio and/or Television.

3. Questionnaires will be sent to a representative group of Radio and Television Broadcasting Stations.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support informed decision-making.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and reporting, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that data is handled in a responsible and secure manner.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that data management practices remain effective and aligned with the organization's goals.

APPENDIX B

INSTITUTION QUESTIONNAIRE AND LETTERS

February 20, 1957

The questionnaire enclosed with this letter is sent to you in an effort to secure the data essential to an analysis of Radio and Television Training Programs in institutions of higher education.

Specifically, this study will attempt to: (1) determine the objectives of the radio-television training programs in institutions of higher education; (2) identify and analyze the curriculums of the radio-television training programs; (3) compare the curriculum patterns of the training programs to the personnel needs of the broadcast profession; (4) appraise the radio-television training programs in terms of specific recommendations for more effective instruction; and (5) ascertain how an organization such as the Association for Professional Broadcast Education can best serve institutions of higher education offering radio-television training programs and the broadcast profession. For those of you who may not be acquainted with the APBE, I have enclosed an informational sheet which deals with that organization.

I am asking your institution, as one which offers undergraduate or graduate degrees with major work in radio and television, to assist me with this study. The study has the approval of the APBE. This information will be used in my doctoral dissertation.

No individual or school will be identified in the study; however, names of reporting institutions will be acknowledged.

Your cooperation in this project will be greatly appreciated and a digest of the final study will be forwarded to you. It will be greatly appreciated if you would return the completed questionnaire as soon as possible.

Thank you for your cooperation.

Sincerely,

Dale N. Anderson
Radio-Television Area



WHAT IS THE ASSOCIATION FOR PROFESSIONAL BROADCASTING EDUCATION?ORGANIZED

With the ratification on June 25, 1955 of the Constitution of the Association for Professional Broadcasting Education by the Board of Directors of NARTB, the new Association became an entity, and its predecessor organization, the University Association for Professional Radio Education, passed out of existence.¹

MEMBERSHIP

There are two classes of membership in the Association: Active and Associate. The active membership of the organization consists of the National Association of Radio and Television Broadcasters, representing its member stations and networks, and of those regionally accredited four-year colleges and universities which have regularly organized schools, departments, or course sequences providing comprehensive professional training in radio and/or television broadcasting. Associate membership consists of those regionally accredited four-year colleges and universities which offer courses in broadcasting.²

PURPOSE

The purpose of this organization is " . . . to secure mutual advantages that will flow from a continuing relationship between the nation's broadcasters and institutions of higher education which offer a high standard of training and guidance for those planning to enter the broadcasting profession."³

OBJECTIVES

1. To enhance the quality and to improve the services of broadcasting to the people of the United States of America;
2. To improve, continually, the capabilities and understanding of those who enter the profession of broadcasting;
3. To provide adequate facilities designed to exchange information and to bring together those working in the industry and those in institutions of higher learning to their mutual advantage;
4. To facilitate employment at maximum effectiveness for those who meet the standards of the institutions of higher learning and of the broadcasting industry.⁴

PRESENT SIZE

Institutions of Higher Education holding Active Membership -- 30
Institutions of Higher Education holding Associate Memberships --

¹Report on the Association for Professional Broadcasting Education.

²Constitution of the Association for Professional Broadcasting Education.

³Ibid.

⁴Ibid.

Questionnaire on
RADIO AND TELEVISION TRAINING

Name of Institution _____
 Location _____
 Reporting Official _____
 Title _____

I. Institutional Classification

A. What is the classification of your institution? (Check the most appropriate.)

1. _____ State University
2. _____ Land Grant College or University
3. _____ State University and Land Grant College
4. _____ State Teachers College
5. _____ Private Teachers College
6. _____ Municipal University or College
7. _____ Denominational College or University
8. _____ Private University
9. _____ Private College
10. _____ Women's College
11. _____ Other (Please indicate) _____

B. What was your school's gross graduate and undergraduate enrollment as of Fall, 1956? (Check one.)

- | | |
|-------------------------|---------------------------|
| 1. _____ Under 500 | 6. _____ 6,000 to 10,000 |
| 2. _____ 500 to 1,000 | 7. _____ 10,000 to 15,000 |
| 3. _____ 1,000 to 2,000 | 8. _____ 15,000 to 20,000 |
| 4. _____ 2,000 to 4,000 | 9. _____ Over 20,000 |
| 5. _____ 4,000 to 6,000 | |

II. Administrative Classification

A. Within what department, or equivalent division, of your institution is your radio and/or television training program located? _____

B. Within what school, college, or equivalent division of your institution is your radio and/or television training program located? _____

C. Within what other departments, schools, or colleges, or equivalent divisions of your institution are radio and/or television courses taught? _____

D. How many years has your institution offered major work in radio? (Please circle the applicable number of years.) 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, _____

E. How many years has your institution offered major work in television? (Please circle the applicable number of years.) 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, _____

F. How many years has your institution offered combined major work in radio and television? (Please circle the applicable number of years.) 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, _____

SECRET

SECRET

SECRET

SECRET

SECRET

III. Faculty

255

(Please place appropriate number of faculty members in blanks to the right of each question. Note the three different columns.)

	<u>Teaches</u> <u>Radio Only</u>	<u>Teaches</u> <u>TV Only</u>	<u>Teaches</u> <u>Radio</u> <u>& TV</u>
A. How many <u>full-time</u> faculty members teach radio and/or television courses at your institution?	_____	_____	_____
B. How many <u>full-time</u> faculty members teach radio and/or television courses <u>part-time</u> at your institution?	_____	_____	_____
C. How many <u>part-time</u> faculty members teach radio and/or television courses at your institution?	_____	_____	_____
D. How many of the <u>full-time</u> faculty members have had at least one year of <u>commercial</u> radio and/or television industry experience?	_____	_____	_____
E. How many of the <u>full-time</u> faculty members have had at least one year of <u>educational</u> radio and/or television experience?	_____	_____	_____
F. How many of the <u>part-time</u> faculty members have had at least one year of <u>commercial</u> radio and/or television industry experience?	_____	_____	_____
G. How many of the <u>part-time</u> faculty members have had at least one year of <u>educational</u> radio and/or television experience?	_____	_____	_____
H. Of the <u>full-time</u> faculty members teaching radio and/or television courses, in which of the following divisions of radio and television profession have they been employed? (<u>Please place the appropriate number of faculty members in the blanks found to the right of each division.</u>)			
1. Advertising agency			_____
2. Equipment manufacturer			_____
3. Government broadcast agency			_____
4. Independent film production company			_____
5. Independent radio or television program production company			_____
6. Network -- Radio			_____
7. Network -- Television			_____
8. Personnel Service			_____
9. Prizes and Premium Organization			_____
10. Radio Station (commercial)			_____
11. Radio Station (educational)			_____
12. Public Relations and Promotion Organization			_____
13. Station Service Organizations (e.g., news service; music service; station representative firm; etc.)			_____
14. Survey and Market Research Organization			_____
15. Television Station (commercial)			_____
16. Television Station (educational)			_____

CONFIDENTIAL - SECURITY INFORMATION

MEMORANDUM FOR THE DIRECTOR

RE: [Illegible]

1. [Illegible]

2. [Illegible]

3. [Illegible]

4. [Illegible]

5. [Illegible]

6. [Illegible]

7. [Illegible]

8. [Illegible]

9. [Illegible]

10. [Illegible]

11. [Illegible]

12. [Illegible]

13. [Illegible]

14. [Illegible]

III. H. (Cont'd.)

- 17. Union and Labor Organization _____
- 18. Other (Please indicate) _____
- 19. _____
- 20. _____

I. Of the part-time faculty members teaching radio and/or television courses, in which of the following divisions of the radio and television profession have they been employed or are they presently employed? (Please place the appropriate number of faculty members in the blanks found to the right of each division.)

- 1. Advertising agency _____
- 2. Equipment manufacturer _____
- 3. Government broadcast agency _____
- 4. Independent film production company _____
- 5. Independent radio or television program production company _____
- 6. Network -- Radio _____
- 7. Network -- Television _____
- 8. Personnel Service _____
- 9. Prizes and Premium Organization _____
- 10. Radio Station (commercial) _____
- 11. Radio Station (educational) _____
- 12. Public Relations & Promotion Organization _____
- 13. Station Service Organizations (e.g., news service; music service; station representative firm; etc.) _____
- 14. Survey and Market Research Organization _____
- 15. Television Station (commercial) _____
- 16. Television Station (educational) _____
- 17. Union and Labor Organization _____
- 18. Other (Please indicate) _____
- 19. _____
- 20. _____

IV. Curriculum

A. Please indicate by a check mark in the appropriate column, which of the following courses are offered in your radio and/or television training program.

	Offered as Radio Course	Offered as TV Course	Offered as Combined Course
1. Fundamentals of Broadcasting (historical, social, political, economic aspects)	_____	_____	_____
2. Acting	_____	_____	_____
3. Advertising	_____	_____	_____
4. Announcing	_____	_____	_____
5. Audience Measurement & Research	_____	_____	_____
6. Continuity writing	_____	_____	_____
7. Control Room Operations	_____	_____	_____
8. Criticism	_____	_____	_____
9. Design (set)	_____	_____	_____
10. Directing	_____	_____	_____
11. Documentary Broadcasting	_____	_____	_____
12. Dramatic Writing	_____	_____	_____
13. Education & Broadcasting	_____	_____	_____
14. Film for Television	_____	_____	_____

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in the context of public administration and government operations. The text notes that such records should be maintained in a clear, organized, and accessible manner to facilitate audits and oversight.

2. The second part of the document addresses the need for regular communication and reporting. It states that stakeholders, including the public and oversight bodies, should be kept informed about the progress of various projects and initiatives. This involves providing timely updates and ensuring that the information is presented in a clear and understandable format. The text also highlights the importance of listening to feedback and incorporating it into the planning and execution of future activities.

3. The third part of the document focuses on the importance of collaboration and teamwork. It notes that achieving the organization's goals and objectives requires the coordinated efforts of all team members. This involves fostering a culture of open communication, mutual respect, and shared responsibility. The text also emphasizes the need for clear roles and responsibilities to be defined for each team member to ensure that everyone is working towards the same goals.

4. The fourth part of the document discusses the importance of continuous learning and improvement. It states that the organization should regularly evaluate its performance and identify areas for improvement. This involves conducting regular assessments, seeking input from staff and stakeholders, and implementing changes based on the findings. The text also highlights the importance of staying up-to-date with the latest trends and best practices in the field to ensure that the organization remains competitive and effective.

5. The fifth part of the document addresses the importance of ethical conduct and integrity. It notes that all actions and decisions should be guided by a strong sense of ethics and a commitment to the public good. This involves being transparent, honest, and fair in all interactions and decisions. The text also emphasizes the importance of holding oneself and others accountable for ethical behavior and taking appropriate action when violations occur.

6. The sixth part of the document discusses the importance of financial management and budgeting. It states that the organization should maintain a clear and realistic budget and ensure that all activities are conducted within the allocated resources. This involves careful planning, monitoring, and reporting on financial performance. The text also highlights the importance of seeking cost-effective solutions and avoiding unnecessary expenditures.

7. The seventh part of the document addresses the importance of risk management and contingency planning. It notes that the organization should identify potential risks and develop strategies to mitigate them. This involves conducting regular risk assessments and having a clear plan in place to respond to any unforeseen events. The text also emphasizes the importance of having a strong contingency plan to ensure that the organization can continue to operate in the event of a crisis.

8. The eighth part of the document discusses the importance of public engagement and outreach. It states that the organization should actively seek to engage with the public and build strong relationships with stakeholders. This involves holding regular public meetings, conducting outreach campaigns, and providing opportunities for public input and feedback. The text also highlights the importance of being responsive to public concerns and addressing them in a timely and effective manner.

9. The ninth part of the document addresses the importance of documentation and archiving. It notes that all important documents and records should be properly documented and stored in a secure and accessible manner. This involves developing a clear system for document management and ensuring that all records are maintained for the appropriate period of time. The text also emphasizes the importance of having a backup plan in place to protect against data loss.

10. The tenth part of the document discusses the importance of staying motivated and committed. It states that the organization should foster a sense of purpose and mission among its staff and ensure that they are motivated to achieve the organization's goals. This involves providing regular feedback, recognizing achievements, and creating a positive work environment. The text also highlights the importance of staying focused and resilient in the face of challenges and setbacks.

IV. A. (Cont'd.)

	Offered as Radio Course	Offered as TV Course	Offered as Combined Course
15. Film Strips, Animation & Visuals	_____	_____	_____
16. History of film	_____	_____	_____
17. Internships in Production	_____	_____	_____
18. Lighting	_____	_____	_____
19. Motion Picture Directing	_____	_____	_____
20. Motion Picture Workshop	_____	_____	_____
21. Motion Picture Writing	_____	_____	_____
22. News writing and Broadcasting	_____	_____	_____
23. News writing & Editing	_____	_____	_____
24. Principles of TV and Radio	_____	_____	_____
25. Policies & Regulations of Broadcasting	_____	_____	_____
26. Program planning	_____	_____	_____
27. Program production	_____	_____	_____
28. Public Relations	_____	_____	_____
29. Society & Mass Media	_____	_____	_____
30. Special Events Broadcasting	_____	_____	_____
31. Staging	_____	_____	_____
32. Station Management	_____	_____	_____
33. Station Procedures	_____	_____	_____
34. Studio Operation	_____	_____	_____
35. Workshop	_____	_____	_____
36. Other _____	_____	_____	_____
37. _____	_____	_____	_____
38. _____	_____	_____	_____

B. What particular phase or phases of the broadcasting profession are emphasized in your radio and/or television training program? (Please place a check in the appropriate blank or blanks.)

- | | |
|---|-------|
| 1. Production (writing-directing-announcing) | _____ |
| 2. Programming (program development-audience research-history-social aspects) | _____ |
| 3. Promotion-Sales (advertising-marketing-sales) | _____ |
| 4. Management (business structure-law-FCC-sales) | _____ |
| 5. Education (inschool use-program development-close-circuit use) | _____ |
| 6. Other _____ | _____ |

C. What degrees can be earned by undergraduate students of radio and/or television at your institution? (Please place a check in the appropriate blank or blanks and indicate the field in which the degree is granted; e.g., speech or journalism, etc.)

- | |
|-------------------------------|
| 1. _____ B. A. in _____ |
| 2. _____ B. S. in _____ |
| 3. _____ B. F. A. in _____ |
| 4. _____ Other _____ in _____ |
| 5. _____ _____ in _____ |

- IV. D. What graduate degrees are offered in conjunction with your radio and/or television training program at your institution? (Please place a check in the appropriate blank or blanks and indicate the field in which the degree is granted; e.g., speech or journalism, etc.)

1. None
2. M. A. in _____
3. M. S. in _____
4. M. F. A. in _____
5. Ph. D. in _____
6. Ed. D. in _____
7. Other in _____
8. _____ in _____

- E. How many undergraduate students are "majoring" in radio and/or television at your institution Fall, 1956? _____

- F. How many graduate students are "minoring" or "majoring" in radio and/or television at your institution Fall, 1956? _____

Number of "majors" _____ Number of "minors" _____

V. Studio Facilities

Please check the type or types of facilities regularly used in your radio and/or television training program. (Check more than one if applicable.)

- A. Radio Studio facilities used in radio student training

1. Institutionally owned and operated radio station.
 AM FM Educational License or
 Commercial License
2. Privately owned and operated commercial station.
3. Institutionally owned and operated wired-wireless station.
4. Studio facilities with permanent lines to local radio station.
5. Studio facilities with tape, and/or disc recording equipment.
6. Studio facilities with permanent lines to local radio station and tape and/or disc recording equipment.
7. Other _____
8. _____

- B. How many hours of programming do your students present to the public over these radio studio facilities weekly? _____

- C. Please state for the complete week the number of hours devoted to each of the following types of programs:

1. Entertainment
 - a. Music _____
 - b. Drama _____
 - c. Variety _____
 - d. Comedy _____
 - e. Quiz _____
 - f. Children _____
2. Religious (news, music, talk) _____
3. Agricultural _____
4. Educational _____
5. News (newscasts & commentary) _____
6. Discussion (panels, group discussion) _____
7. Talks (speech-interview) _____

V. D. Television Studio facilities used in television student training

1. _____ Institutionally owned and operated television station. Educational license _____ or Commercial License _____
2. _____ Privately owned and operated commercial television station.
3. _____ Studio facilities with permanent coaxial cable or micro-wave link to local television station.
4. _____ Studio facilities with closed-circuit system for intra-school or intra-campus use only.
5. _____ Studio facilities with kinescope recording facilities.
6. _____ Studio facilities with 16 mm. camera equipment.
Sound _____ Silent _____
7. _____ Studio facilities with 35 mm. camera equipment.
8. _____ Other _____

E. How many hours of programming do your students present to the public over these television studio facilities weekly? _____

F. Please state for the complete week the number of hours devoted to each of the following types of programs:

1. Entertainment
 - a. Music _____
 - b. Drama _____
 - c. Variety _____
 - d. Comedy _____
 - e. Quiz _____
 - f. Children _____
2. Religious (news, music, talk) _____
3. Agricultural _____
4. Educational _____
5. News (newscasts & commentary) _____
6. Discussion (panels, group discussion) _____
7. Talks (speech-interview) _____

VI. Equipment and Services

Please indicate the number of these various pieces of equipment used in your radio and/or television training program.

A. Radio Equipment and Service

1. _____ Studios (include recording studios)
2. _____ Control Rooms
3. _____ Audio Consoles
4. _____ Turntables
5. _____ Microphones (broadcast quality)
6. _____ Sound tracks
7. _____ Syndicated news wire service
8. _____ Syndicated music library service
9. _____ Tape recorders
10. _____ Radio receivers
11. _____ Other major items _____
12. _____ _____

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and processing, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that the data remains reliable and secure.

5. The fifth part of the document discusses the importance of data governance and the role of various stakeholders in ensuring that data is used ethically and responsibly. It emphasizes the need for clear policies and procedures to guide data handling practices.

6. The sixth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that the data management processes remain effective and up-to-date.

VI. B. Television Equipment and Service

1. ___ Studios (include film studios)
2. ___ Control Rooms
3. ___ Audio Consoles
4. ___ Camera Switching units
5. ___ Television Cameras. These are image orthicon___ or vidicon___ chains.
6. ___ Television Camera Mountings
 ___ Boom Dolly ___ Pedestal ___ Tripod ___ Other
7. ___ Microphones (broadcast quality)
8. ___ Lighting panels
9. ___ Kinescope recorders
10. ___ Film Cameras
 ___ 35mm. ___ 16mm. S.O.F. ___ 16 mm. silent
11. ___ Television receivers
12. ___ Other major items _____
13. ___ _____

VII. Objectives of your radio and/or television training program

A. In a brief statement (three or four sentences) please state the objectives of your radio and/or television training program.

B. What general areas of study should be included within the ideal curriculum for the radio and/or television student?

C. What are the training problems facing you today? (Please check in the left-hand column the training program problems facing you. Then, indicate, in the right-hand column, the three most important problems by assigning 1 to the most important, 2 to the next most important, and 3 to the next most important.)

___ Administrative acceptance	___
___ Administrative alignment	___
___ Curriculum construction	___
___ Development of Graduate Program	___
___ Equipment needs	___
___ Faculty extra-curricular activity loads	___
___ Finance	___
___ Geographical location	___
___ Improvement of training facilities (physical plant)	___
___ Library facilities	___
___ Limitations of college enrollment	___
___ Placement of graduates	___
___ Recruitment of competent teaching staff	___
___ Salaries	___
___ Student Recruitment	___
___ Student help budget	___
___ Outsized college enrollment	___
___ Updating of staff	___
___ Other _____	___
___ _____	___
___ _____	___

VII. D. What is your concept of the ideal institutional administrative structure for a worthwhile radio and/or television training program?

E. What do you see as the most essential qualifications of the individual entering into the broadcast profession?

F. What suggestions have you as to how an organization such as the Association for Professional Broadcast Education could better serve your radio and/or television training program? (Please rank the following items in the order of their importance by placing 1 before the most important, 2 before the next most important, and 3 before the next most important. If you enter other suggestions, please be sure to consider them in the ranking.)

- _____ Establish In Service Scholarships for Students
- _____ Establish Faculty-Industry Internships
- _____ Establish a Speakers' Bureau (National)
- _____ Design course outlines
- _____ Develop and operate an audio-visual center for national use (e.g., films)
- _____ Develop national placement service
- _____ Establish national radio-television loan library
- _____ Establish an accreditation bureau
- _____
- _____

G. Please list the names and addresses of five graduates of your radio and/or television training program who are today employed on a full-time basis in any facet of the broadcast industry, either commercial or educational.

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MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF COMMUNICATION ARTS • DIVISION OF MASS COMMUNICATIONS • DEPARTMENT OF TELEVISION, RADIO & FILM

April 8, 1957

Recently a questionnaire was sent to you in an effort to secure essential data for the analysis of Radio and Television Training Programs in institutions of higher education. Your institution was selected as a participant in the survey because of your undergraduate or graduate program in radio and/or television.

A substantial number of completed questionnaires have been returned; however, there are still some institutions from which replies are yet to be received. A broad sample of reporting institutions is quite important; thus, if it is possible for you to forward the completed questionnaire in the near future a more complete and inclusive analysis of the radio and television training programs will be possible. Your cooperation in this matter will be greatly appreciated. I have enclosed another copy of the questionnaire in case your original copy has been misplaced.

If there are any questions concerning the questionnaire, I will be very happy to help you in any way.

I thank you for your aid in this matter.

Sincerely,

Dale N. Anderson
Radio - Television Area

DNA/ea

APPENDIX C

STUDENT QUESTIONNAIRE AND LETTER

MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

COLLEGE OF COMMUNICATION ARTS • DEPARTMENT OF SPEECH

April 15, 1957

The questionnaire enclosed with this letter is sent to you in an effort to secure the data essential to an analysis of Radio and Television Training Programs in institutions of higher education.

Specifically, this study will attempt to: (1) determine the objectives of the radio-television training programs in institutions of higher education; (2) identify and analyze the curriculums of the radio-television training programs; (3) compare the curriculum patterns of the training programs to the personnel needs of the broadcast profession; and (4) appraise the radio-television training programs in terms of specific recommendations for more effective instruction.

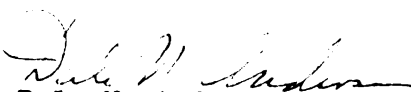
Certain institutions of higher education; a representative group of radio and television graduates from these colleges and universities; and a representative group of radio and television broadcast stations are to be surveyed in conjunction with this study.

I am asking you, as a person successfully employed in the broadcasting profession and a college graduate, to assist me in this study. The information gathered will be used in my doctoral dissertation.

No individual will be identified in the study. The names of individuals being contacted in this study were obtained from their respective schools.

Your cooperation in this project will be greatly appreciated. May I request that the questionnaire be returned as soon as possible?

Sincerely,


Dale N. Anderson
Radio-Television Area

DNA/ea

10/10/1987

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Questionnaire On
RADIO AND TELEVISION TRAINING

Name _____ Age _____ Male _____ Female _____

1. What is your present position? _____
2. How long have you held this position? (approximate time in months) _____
3. What other positions have you held in the broadcast profession? _____

4. What college degrees do you hold?

<u>Degree Title</u>	<u>Conferring Institution</u>	<u>Date Degree Granted</u>
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____

5. Please indicate by a check mark in the appropriate column, which of the following courses you had in college. Then in the same columns indicate what you now consider to be the five most important courses -- whether you took them or not. (Please rank them by assigning 1 to the most important, 2 to the next most important, 3 to the next most important, 4 to the next most important, and 5 to the next most important.)

	<u>Taken as Radio Course</u>	<u>Taken as TV Course</u>	<u>Taken as Combined Course</u>
1. Fundamentals of Broadcasting (historical, social, political, economic aspects)	_____	_____	_____
2. Acting	_____	_____	_____
3. Advertising	_____	_____	_____
4. Announcing	_____	_____	_____
5. Audience Measurement & Research	_____	_____	_____
6. Continuity writing	_____	_____	_____
7. Control Room Operations	_____	_____	_____
8. Criticism	_____	_____	_____
9. Design (set)	_____	_____	_____
10. Directing	_____	_____	_____
11. Documentary Broadcasting	_____	_____	_____
12. Dramatic Writing	_____	_____	_____
13. Education & Broadcasting	_____	_____	_____
14. Film for Television	_____	_____	_____
15. Film Strips, Animation & Visuals	_____	_____	_____
16. History of film	_____	_____	_____
17. Internships in Production	_____	_____	_____
18. Lighting	_____	_____	_____
19. Motion Picture Directing	_____	_____	_____
20. Motion Picture Workshop	_____	_____	_____
21. Motion Picture Writing	_____	_____	_____
22. News writing and Broadcasting	_____	_____	_____
23. News writing & Editing	_____	_____	_____
24. Principles of TV & Radio	_____	_____	_____
25. Policies & Regulations of Broadcasting	_____	_____	_____
26. Program planning	_____	_____	_____

**Questionnaire On
RADIO AND TELEVISION TRAINING**

Name _____ Age _____ Male _____ Female _____

1. What is your present position? _____
2. How long have you held this position? (approximate time in months) _____
3. What other positions have you held in the broadcast profession? _____

4. What college degrees do you hold?

<u>Degree Title</u>	<u>Conferring Institution</u>	<u>Date Degree Granted</u>
_____	_____	____/____/____
_____	_____	____/____/____
_____	_____	____/____/____

5. Please indicate by a check mark in the appropriate column, which of the following courses you had in college. Then in the same columns indicate what you now consider to be the five most important courses -- whether you took them or not. (Please rank them by assigning 1 to the most important, 2 to the next most important, 3 to the next most important, 4 to the next most important, and 5 to the next most important.)

	<u>Taken as Radio Course</u>	<u>Taken as TV Course</u>	<u>Taken as Combined Course</u>
1. Fundamentals of Broadcasting (historical, social, political, economic aspects)	_____	_____	_____
2. Acting	_____	_____	_____
3. Advertising	_____	_____	_____
4. Announcing	_____	_____	_____
5. Audience Measurement & Research	_____	_____	_____
6. Continuity writing	_____	_____	_____
7. Control Room Operations	_____	_____	_____
8. Criticism	_____	_____	_____
9. Design (set)	_____	_____	_____
10. Directing	_____	_____	_____
11. Documentary Broadcasting	_____	_____	_____
12. Dramatic Writing	_____	_____	_____
13. Education & Broadcasting	_____	_____	_____
14. Film for Television	_____	_____	_____
15. Film Strips, Animation & Visuals	_____	_____	_____
16. History of film	_____	_____	_____
17. Internships in Production	_____	_____	_____
18. Lighting	_____	_____	_____
19. Motion Picture Directing	_____	_____	_____
20. Motion Picture Workshop	_____	_____	_____
21. Motion Picture Writing	_____	_____	_____
22. News writing and Broadcasting	_____	_____	_____
23. News writing & Editing	_____	_____	_____
24. Principles of TV & Radio	_____	_____	_____
25. Policies & Regulations of Broadcasting	_____	_____	_____
26. Program planning	_____	_____	_____

5. (Cont'd.)

	<u>Taken as Radio Course</u>	<u>Taken as TV Course</u>	<u>Taken as Combined Course</u>
27. Program production	_____	_____	_____
28. Public Relations	_____	_____	_____
29. Society & Mass Media	_____	_____	_____
30. Special Events Broadcasting	_____	_____	_____
31. Staging	_____	_____	_____
32. Station Management	_____	_____	_____
33. Station Procedures	_____	_____	_____
34. Studio Operations	_____	_____	_____
35. Workshop	_____	_____	_____
36. Other _____	_____	_____	_____
37. _____	_____	_____	_____
38. _____	_____	_____	_____

6. What particular phase or phases of the broadcasting profession were emphasized in the school granting you the B.A. or B.S. degree? (Please place a check in the appropriate blank or blanks.)

- 1. Production (writing-directing-announcing) _____
- 2. Programming (program development-audience research-history-social aspects) _____
- 3. Promotion - Sales (advertising-marketing-sales) _____
- 4. Management (business structure-law-FCC-sales) _____
- 5. Education (in-school use-program development-close-circuit use) _____

7. What is your evaluation of the radio and/or television training program under which you studied? (Please place a check in the appropriate blank.)

Excellent_____ Good_____ Average_____ Fair_____ Poor_____

8. Why did you give the training program this rating? _____

9. What part or parts of your college work have been most valuable to you in your professional career in broadcasting? (Please place a check in the appropriate blank or blanks.)

- 1. Radio and Television Course Work _____
- 2. Radio and Television Workshop Activities (beyond course work) _____
- 3. Radio and Television Internships _____
- 4. Liberal Art Courses _____
- 5. Fine Arts Courses _____
- 6. General Education Courses _____
- 7. Sociology Courses _____
- 8. Business Courses _____
- 9. Political Science Courses _____
- 10. Journalism Courses _____
- 11. Others _____
- 12. _____
- 13. _____
- 14. _____

10. What first attracted you to the field of radio and television? _____

11. Now that you are employed in the broadcast profession how does it compare to the expectations derived from your training? _____

APPENDIX D

STATION QUESTIONNAIRE AND LETTERS

April 29, 1957

The questionnaire enclosed with this letter is sent to you in an effort to secure the data essential to an analysis of Radio and Television Training Programs in institutions of higher education.

Specifically, this study will attempt to: (1) determine the objectives of the radio-television training programs in institutions of higher education; (2) identify and analyze the curriculums of the radio-television training programs; (3) compare the curriculum patterns of the training programs to the personnel needs of the broadcast profession; and (4) appraise the radio-television training programs in terms of specific recommendations for more effective instruction.

A representative group of radio and television broadcast stations; certain institutions of higher education; and a representative group of radio and television graduates from these colleges and universities are to be surveyed in conjunction with this study.

I am asking you, as General Manager of a broadcast station, to assist me in this study. The information gathered will be used in my doctoral dissertation.

No individual or broadcast station will be identified in the study; however names (Call letters) of reporting stations will be acknowledged.

Your cooperation in this project will be greatly appreciated and a digest of the final study will be forwarded to you. May I request that the questionnaire be returned as soon as possible?

Sincerely,

Dale N. Anderson
Radio-Television Area

DNA/ea

Questionnaire On
RADIO AND TELEVISION TRAINING

STATION CALL LETTERS _____

LOCATION _____

STATION TYPE OR TYPES: _____AM _____FM _____TV. IF AM STATION, INDICATE
POWER _____

REPORTING OFFICIAL _____

TITLE _____

1. In which division or divisions of your radio and/or television station do you find it most difficult to secure qualified personnel? (Please indicate the division lacking most for qualified personnel by placing a 1 in the blank beside that division; place a 2 in the blank beside that division lacking next most; etc. Please rank all the divisions. NOTE the two columns -- Use the appropriate column or columns.)

<u>Radio</u>	<u>TV</u>	
_____	_____	Engineering
_____	_____	Production (writing, directing, announcing, operations, etc.)
_____	_____	Programming (continuity, traffic, news, sports, etc.)
_____	_____	Promotion - Sales
_____	_____	Management
_____	_____	Other _____
_____	_____	_____

2. Where the scarcity of qualified personnel is the greatest (a 1 rating in Question 1), what are the reasons? (Please check the appropriate reasons. NOTE the two columns -- Use the appropriate column or columns.)

<u>Radio</u>	<u>TV</u>	
_____	_____	Inadequately trained job candidates
_____	_____	Competition for personnel among stations
_____	_____	Competition within other areas of profession (advertising agencies, production companies, station representatives, etc.)
_____	_____	Competition from other media (movies, journalism, print media, etc.)
_____	_____	Lack of challenge in job
_____	_____	Poor pay
_____	_____	Lack of liberal education
_____	_____	Candidates lack specialized training
_____	_____	Lack of opportunity for advancement
_____	_____	Other _____
_____	_____	_____

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FAX: (773) 835-3101
WWW: WWW.CHEM.UCHICAGO.EDU

3. Where the abundance of qualified personnel is the greatest, what are the reasons? (Please check the appropriate reasons. NOTE the two columns -- Use the appropriate column or columns.)

<u>Radio</u>	<u>TV</u>	
_____	_____	Opportunity in position
_____	_____	Lack of need for specialized training
_____	_____	Adequate pay
_____	_____	Adequately trained job candidates
_____	_____	No competition for personnel among stations
_____	_____	No competition from other mass media
_____	_____	No competition from other professions, business, industry
_____	_____	No competition from other areas of broadcast profession (Advertising agencies, production companies, station representatives, etc.)
_____	_____	Other _____
_____	_____	_____
_____	_____	_____

4. What sources do you utilize to secure full-time employees (excluding clerical and custodial help)? (Please check all the sources you use. Then please indicate the three sources you use most by ranking them 1, 2, 3. Place these numbers beside the check marks in the appropriate blanks.)

_____	Professional placement bureau
_____	Trade magazine want-ads
_____	Fellow staff members in station
_____	Personal acquaintances in other businesses, or professions
_____	Station's correspondence files (job applications)
_____	Professional trade schools
_____	Placement bureaus of colleges and universities
_____	Other _____
_____	_____

5. What operational division or divisions of the typical radio and/or television station would profit from personnel with college training in radio and/or television?

_____	Engineering
_____	Production
_____	Programming
_____	Promotion - Sales
_____	Management
_____	Other _____
_____	_____

6. What do you see as the most essential qualifications of the individual entering into the broadcast profession?

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the implementation of data-driven decision-making processes. It discusses how the collected data is used to identify trends, assess risks, and make strategic decisions that align with the organization's goals and objectives.

4. The fourth part of the document addresses the challenges and limitations of data analysis. It acknowledges that while data provides valuable insights, it is not infallible and must be interpreted with care and context. It also discusses the importance of data security and privacy in handling sensitive information.

5. The fifth part of the document provides a summary of the key findings and recommendations. It reiterates the importance of a data-driven approach and offers practical suggestions for how the organization can continue to improve its data management and analysis practices.

6. The sixth part of the document includes a list of references and sources used in the research. It provides a comprehensive overview of the literature and resources that informed the analysis and conclusions presented in the document.

7. The seventh part of the document contains a list of appendices and supplementary materials. These include detailed data sets, charts, and additional information that supports the main findings and conclusions of the document.

8. The eighth part of the document provides a list of contact information for the authors and the organization. It includes details on how to reach the research team for further inquiries or to request additional information.

9. The ninth part of the document includes a list of acknowledgments and a list of contributors. It expresses gratitude to the individuals and organizations that supported the research and provided valuable input throughout the process.

10. The tenth part of the document contains a list of footnotes and a list of references. It provides additional context and details for the sources cited in the document, ensuring that all information is properly attributed and accessible to the reader.

11. The eleventh part of the document includes a list of tables and figures. These visual aids are used to present complex data in a clear and concise manner, making it easier for the reader to understand the key findings and trends.

12. The twelfth part of the document provides a list of glossary terms and a list of abbreviations. This section is designed to help the reader understand the terminology used throughout the document and to ensure consistency in the use of abbreviations.

13. The thirteenth part of the document includes a list of appendices and a list of supplementary materials. These additional resources provide further detail and support for the main findings and conclusions of the document.

14. The fourteenth part of the document contains a list of contact information and a list of acknowledgments. It provides details on how to reach the research team and expresses gratitude to the individuals and organizations that supported the research.

Recently a questionnaire was sent to you in an effort to secure essential data for the analysis of Radio and Television Training Programs in institutions of higher education and to determine personnel needs of the broadcasting profession. Your station was selected as a participant in the survey because it represents a certain wattage and a specific geographical area. Four hundred and eight stations have been contacted in the United States.

A substantial number of completed questionnaires have been returned; however, there are still some stations from which replies are yet to be received. A broad sample of reporting stations is quite important; thus, if it is possible for you to forward the completed questionnaire in the near future a more complete and inclusive analysis of the radio and television industry personnel needs will be possible. Your cooperation in this matter will be greatly appreciated. I have enclosed another copy of the questionnaire in case your original copy has been misplaced.

If there are any questions concerning the questionnaire, I will be very happy to help you in any way. The information gathered will be used in my doctoral dissertation.

No individual or broadcast station will be identified in the study; however, call letters of reporting stations will be acknowledged. A digest of the final study will be forwarded to you.

Thank you for your aid in this matter.

Sincerely,

D. N. Anderson, Instructor
Radio-Television Area

DNA/ea

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