

A STUDY OF THE FACTORS INFLUENCING THE
ACCEPTANCE OR REJECTION BY PROGRAM
DIRECTORS OF MICHIGAN RADIO STATIONS
OF ADULT EDUCATION PROGRAMS PRODUCED
AND DISTRIBUTED BY RADIO STATION WKAR,
MICHIGAN STATE UNIVERSITY, EAST LANSING
MICHIGAN

Thesis for the Degree of Ph. D.
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Lawrence T. Frymire
1961

This is to certify that the

thesis entitled

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ABSTRACT

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UNIVERSITY, EAST LANSING
MICHIGAN

by Lawrence T. Frymire

Body of Abstract

Submitted to the College of Education,
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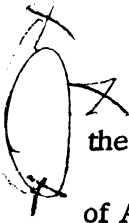
DOCTOR OF PHILOSOPHY

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Approved Harold S. Dillon

LAWRENCE T. FRYMIRE



This study was concerned with the appraisal of the factors influencing the acceptance or rejection by Program Directors of Michigan Radio Stations of Adult Education program produced and distributed by Radio Station WKAR, Michigan State University, East Lansing, Michigan.

The study was restricted to those Program Directors¹ of Michigan Radio Stations using Adult Education programs from the WKAR Tape Program Service as of March, 1960. The 65 cooperating Program Directors were asked to evaluate programs of the WKAR Tape Program Service in relationship to several factors which they considered important to their daily programming practices. Opinions were sought from the Program Directors themselves in order to record and report pertinent information of value to the operator of the WKAR Tape Program Service and others engaged in similar operations or contemplating entering this area of Adult Education.

The mail questionnaire and personal interview techniques were used to collect these data. A 72.3 per cent return of questionnaires was achieved.

From these data it was determined that there was a significant degree of relationship between the level of education completed by the Program Directors and the number and type of Adult Education programs accepted by the Program Directors. It was further determined that the Program Director does not actually formulate program policies at his station. The Program Director, although professionally supporting local Adult Education programs, did not actually participate in Adult Education activities in his local community.

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The respondents made certain recommendations for a future tape program service. It was reported that 15-minute programs in the area of state government was a first choice for future tape program service distribution. Other most recommended program types were in the areas of interviews with prominent people, programs for teenagers, programs for the aging and children's programs. The Program Directors also recommended the development of programs of five minute and 30 minute duration in the above areas. The Program Directors indicated a strong preference for programs on a one-program-per-week schedule.

While objective measurement of acceptance or rejection of Adult Education programs can be helpful in determining the relative effectiveness of a tape program service, the findings of this study emphasize that meaningful identification of the problems facing the operator of a tape program can be profitably gained through subjective evaluation of on-the-job practices of those responsible for accepting or rejecting the programs.

These data further suggested that this investigation represented an initial exploratory attempt to:

1. Learn what factors were involved in acceptance or rejection of of Adult Education program material by radio station Program Directors.
2. Learn what common ground existed between the operator of a tape program service and the consumers of the programs produced by the tape program service.

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3. Formulate a logical approach to development of future tape program services or revision of existing program service to conform to the significant findings of the study.

Additional study of the current and projected program needs of the radio broadcaster must be made before tape program service operators can effect major changes in program content and production techniques with any appreciable degree of certainty that a high degree of program acceptance will reward his efforts.

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The writer wishes to express his gratitude and appreciation to Dr. Harold J. Dillon and to members of his Guidance Committee for their encouragement and guidance during the planning of this study and the preparation of this thesis.

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PREFACE

Within the memory of most living Americans, the broadcasting industry has developed into a most influential force in our society. Its early beginnings included a series of experiments conducted by scientists, professors and students of physics and electrical engineering and amateurs. With little more than a 40 year history to look back upon, American radio has become an item of everyday use in more homes than any other form of mass communication.¹ According to figures compiled by the Research Division of the National Association of Broadcasters, as of January 1, 1960, there were 106,007,000 radio receivers in American homes. In addition, it was estimated that there were 40,387,000 radios in automobiles.²

Within the state of Michigan it is reported that a radio receiver in good working condition and presently in use, is found in 2,200,000 homes. This comprises over 95 per cent of the homes in the state.³

There are currently 105 AM (Amplitude Modulation) or standard broadcasting stations operating in Michigan. In addition, there are 25 FM (Frequency Modulation), radio stations licensed to Michigan communities. The

¹Shurick, E. P. J., THE FIRST QUARTER CENTURY OF AMERICAN BROADCASTING, Midland Publishing Co., Kansas City, Missouri, 1946.

²Allerton, Richard M., Manager of Research, National Association of Broadcasters, Washington, D. C., 1960.

³Allerton, Richard M., op. cit., 1960

total as of March 31, 1960 was 130 operating radio stations with applications pending or construction permits already granted by the Federal Communications Commission for another 18 stations in the state.⁴

Of the total number of operating radio stations in Michigan, there were nine educational non-commercial radio stations serving a major segment of the population.

At Michigan State University, the development of radio broadcasting dates back to the first use of wireless telegraphy during World War I. Michigan Agricultural College, as it was known at that time, offered training in radio Morse code to army personnel and civilians. From 1917 to 1922 an "unofficial" amateur radio station was operated on the college campus. In 1922 the federal government officially recognized a radio station at Michigan Agricultural College and assigned it the call letters of WKAR.⁵

Since August 18, 1922, the date of the original broadcasting license, Michigan State University has steadily engaged in presenting educational and cultural programs to the citizens of Michigan over station WKAR.

From the earliest efforts in educational broadcasting, which consisted of a one-hour-per-day schedule, the growth of WKAR has developed to the present full schedule of programming. The schedule provides for broadcasts from sunrise to sunset six days per week with an additional eight hours on Sunday.

⁴Allerton, Richard M., Manager of Research, National Association of Broadcasters, Washington, D. C., 1960.

⁵Kamins, Robert W., Thesis, THE HISTORY OF RADIO BROADCASTING AND RADIO EDUCATION AT MICHIGAN STATE COLLEGE 1917-1947., 1946, p.2

This approximates the maximum number of hours permitted under the daytime license granted by the Federal Communications Commission. In addition, WKAR-FM, which was established in 1948 and operates on an unrestricted license, offers a 15 hour daily broadcast schedule, and eight hours on Sunday. Thus, the total radio broadcast effort of the University averages 98 hours per week, or 5,096 hours per year. The growth of the operating schedule is reflected in figures compiled in January, 1936 by J. Willis Brown of the Ohio State University Bureau of Educational Research. These figures showed that WKAR presented 6,180 minutes of programming.⁶ In the month of June, 1960 WKAR and WKAR-FM offered a combined total of 27,120 minutes of programming.⁷

During this period of growth and development, WKAR frequently was called upon to provide special educational programming for various commercial radio stations in Michigan. As the broadcasting industry developed in the state, WKAR found itself recognized by many commercial radio stations as an established source of educational and public service programming.

By 1949 work was begun on the preparation and production of a series of 13 transcribed programs relating the services of Michigan State College to the people of the state. "This series is now in active preparation and will be

⁶Kamins, Robert W., Thesis, op. cit., p. 14.

⁷DAILY OPERATING LOG, WKAR WKAR-FM, June, 1960

distributed to approximately 30 radio stations. This is the first attempt by the College to produce a series of programs for use by local stations."⁸

For the fiscal year of 1950-51, the WKAR ANNUAL REPORT stated, "the extension of radio programs from the College to those areas beyond the reach of our broadcast stations, notably in the Upper Peninsula, has long been desired." A number of radio station in reach of WKAR have re-broadcast programs regularly. During the year, programs furnished by tape recording have been sent out regularly on a limited basis. Among the earliest programs distributed were those related to the Michigan State University Alumni Office and Consumer Food Facts which was presented in co-operation with the Cooperative Extension Service. A special vocational guidance series, Senior Outlook, was rebroadcast by the Paul Bunyan Network which is based at Traverse City and serves the communities of Traverse City, Petoskey, Alpena, Gaylord and Cadillac. In addition, stations in Marquette, Escanaba, Pontiac and the station of the Cleveland, Ohio Public Schools were also served.

The Coleman report further states: "By action of the State Board of Agriculture, April, 1951, funds were provided for expansion of this service to any Michigan station desiring to carry programs. Equipment for tape recording and reproducing is on order and personnel will be hired to place this

⁸Coleman, Robert J., ANNUAL REPORT, Radio Stations WKAR WKAR-FM, 1949-50.

service on a regular basis by Fall, 1951. This expansion of radio service will permit the College to reach listeners throughout the entire state with its own programs." ⁹

As an example of the growth of the tape recorded program service to other Michigan radio stations, the following statement from the WKAR ANNUAL REPORT for 1951-52 is pertinent: "During the year, program series were furnished to 43 Michigan radio stations for rebroadcast on a regular basis. Twelve separate series of programs were offered for acceptance by the stations. In servicing the stations, the Department has provided a total of 2,889 separate programs on the tape network amounting to 881½ hours of broadcasting. This is a creditable showing in this first year of tape service, but future offerings and bookings will undoubtedly exceed this first year's total." ¹⁰

To substantiate the accuracy of the above prediction, the following is the latest summary of the scope of this activity: "The demand for this service continues to increase each year as broadcasters depend upon this source for public service and educational materials. During the past year, 20 series were offered to stations for their selection. Programs were accepted and used by 76 stations. This year, 9,565 tapes were distributed to the network. This is an increase of over 1,000 from the fiscal year 1958-59. The

⁹ Coleman, Robert J., ANNUAL REPORT, Radio Stations WKAR WKAR-FM, 1951-52.

¹⁰ Ibid

time given to WKAR programs by these other stations was 2, 573 hours, which is 51.4 per cent the number of hours broadcast by WKAR in an entire year. This is an increase of over 20 per cent during the past year."¹¹

As an active member of the National Association of Educational Broadcasters, which operates a tape program service for educational stations on a national basis, WKAR also provides program series on a regular basis for use by other NAEB member stations. An indication of the scope of this activity is the steady growth of acceptance of WKAR produced programs by member stations of the NAEB Radio Network. In 1959-60 five series of programs were carried by a combined total of 166 educational stations throughout the nation.

During the later months of 1960, WKAR Tape Program Service regularly served commercial stations in such widely separated cities as Los Angeles, San Francisco, Philadelphia, Richmond, Milwaukee, and Wheeling. There are indications that this particular phase of program distribution will be expanded in the immediate years ahead and will eventually comprise a significant portion of the total program distribution system operated by WKAR.

¹¹Frymire, Lawrence T., ANNUAL REPORT, Department of Radio Broadcasting, 1959-60.

CHAPTER I
PART I
THE PROBLEM

Introduction

The dynamism which characterizes America and what has been referred to as "the American way of life" has long been closely associated with the philosophy of education for all citizens of our nation. Thus, from its earliest development, America has come to base much of her progress as a nation in the field of education. Educators have been sought out and placed in positions of influence and responsibility in the administration of governmental affairs at community, state, regional and national levels.

In their wisdom, American educators were among the first to recognize the value to the educational process which is inherent in the radio broadcast media. Early in the development of radio broadcasting, educational institutions, public school systems and organizations allied with the educational process seized upon radio broadcasting as a means of extending the educational potential of students of all ages in school or beyond school age.¹² As a teaching device, or an aid to the teaching function, radio broadcasting has been a familiar tool to educators. Since the development of the

¹²Frost, S. E., EDUCATION'S OWN STATIONS, University of Chicago Press, Chicago, Illinois, 1937.

tape recording process, the American educational system utilized another tool allied to radio broadcasting which has admirable characteristics for the educator.

Educators, who are themselves also radio broadcasters, have used the tape recording as a device to extend the program services maintained by radio stations under their control. Educational broadcasters, in virtually every part of the United States, have been sharing their educational program materials with commercial broadcasters. "There seems to prevail across the country a policy of serving local commercial broadcasters. A 1959 survey revealed that educational broadcasters in more than 30 states were extending their services to commercial broadcasters by means of tape recordings of educational programs."¹³

PART II

Statement of the Problem

This thesis is concerned with an identification, examination, and analysis of the factors influencing the acceptance or rejection of adult education programs, produced and distributed by Radio Station WKAR, by Program Directors of Michigan radio stations.

¹³ McKenzie, Betty, Editor, THE FEASIBILITY AND ROLE OF STATE AND REGIONAL NETWORKS IN EDUCATIONAL BROADCASTING. Proceedings of conference held in Washington, D. C., September 9-11, 1959. p. 167.

PART III

Importance and Need for This Study

The operator of an educational tape program service faces the problem of offering programs which will be of value to his consumers. He must determine the content, length, and format of the programs his service offers, or is to offer, should he be planning to develop such an activity in the radio broadcasting field.

In addition, he must be aware of the interest and needs of his consumers. This study is an attempt to provide the tape program service operator with data which can be of assistance in the wise management of such a service and in expanding it within the broadcast industry.

The operator's human resources are the consumers of the tape program service and, for purposes of this study, the Program Directors of the Michigan radio stations using the WKAR Tape Program Service comprise the basic field of study. Through the use of the questionnaire and personal interviews, the writer secured information from the responses of 47 Program Directors (72.3 per cent) employed at 65 Michigan radio stations using the WKAR Tape Program Service as of March, 1960.

Since the operator of a useful and successful tape program service must become expert in knowing or anticipating the types of programs his consumers want, this study reflects some of the reactions and opinions of consumers and offers considerations which can be of importance in the field of educational radio broadcasting as it is allied to the commercial broadcast industry.

This study attempts to identify what common ground exists between Program Directors employed at radio stations in communities of varying size, serving audiences ranging from metropolitan to rural. It further attempts to present a statistical profile of program directors at radio stations operating in the state of Michigan as of March, 1960. As part of this profile (see Appendix A) the writer has reviewed several areas of interest and activity of the respondents, both of a professional nature and also information which reveals some of the personal characteristics of these persons, in order that the reader might formulate certain opinions concerning the evolving radio broadcasting industry as of the date of this study.

While the WKAR Tape Program Service has been widely accepted by broadcasters in the state of Michigan, there never has been a systematic attempt made to contact the consumers of the service to determine their particular needs and interests. The WKAR Tape Program Service did not "grow like Topsy." There has been present, throughout its development, a feeling or concern of the WKAR management that the basic programming offered has been the result of demands by the commercial broadcasting industry for programs enabling them to fulfill their obligation to operate "in the public interest, convenience, and necessity."

The scope of the WKAR Tape Program Service, together with the expanding development of similar services in other areas of the United States, points up the need for study and research in this field. While the Tape Program Service operated by Michigan State University has certain unique aspects,

there is a similarity of program content, management policy and consumer markets which indicate that every operator of an educational tape program service is performing his function within a broad general framework. For example:

- a. Program distribution is mainly confined to commercial stations within the state boundary of the station providing the service.
- b. The program service is free.
- c. The tape program service operator usually makes contact with the Program Director in the cooperating stations.
- d. Tape program service operators have no data available with which to compare their own service since there has been little or no research reporting on the success or failure of such services elsewhere.

While the WKAR Tape Program Service is sponsored and financed by Michigan State University, it has been developed without the research which is normally associated with the activities of such an institution. The writer is of the opinion that the financial investment alone merits careful attention to details of the program distribution service to insure both a wise investment and a wise expenditure of public money in such an enterprise. Of even greater importance, however, is the matter of providing a tape program service which is significant in the light of present and future practices and needs of the radio broadcasting industry.

A survey of member institutions of the Big Ten was made in July, 1960. The survey revealed that all of the state-supported universities of this group now distribute educational and cultural program material to radio stations by means of tape recordings.¹⁴ An examination of some of the similarities and differences in operating procedures and policies will lend emphasis to the need for the development of a sound and workable policy under which educational tape program services may be offered to the commercial broadcasting industry. There is a growing interest among operators of educational radio stations in the area of sharing programming resources on a greatly increased scale, even to the extent of establishing live, inter-connected radio networks on a state-wide, regional or national basis. This provides another reason for establishing a sound management policy for the establishment and operation of an educational program exchange service.

The National Association of Educational Broadcasters has, for many years, provided the broadcasting industry with an extensive exchange and distribution facility for educational program material. The NAEB Radio Network, as this service has become known, now serves over 100 educational radio stations in over 40 states plus Puerto Rico and several foreign countries. In July, 1960, the NAEB sponsored a seminar for managers of educational radio

¹⁴ Northwestern University, being a privately-endowed institution, was not included in the survey. Also, Northwestern is the only member of the Big Ten which does not operate a full-time radio station oriented to serve the general public on a state-wide basis. Hence, to include Northwestern in the survey would have resulted in implying that the institution does not share the broadcasting concerns or interests of the state-supported Big Ten universities. The writer suggests that such an implication would be erroneous.

stations which had as its purpose the study and development of a "live" national radio network and the establishment of regional networks in various parts of the country in the field of educational radio broadcasting. The seminar participants also devoted attention to the further development of the present tape program service so as to bring about a more comprehensive service as well as insure that the service is fulfilling the needs of educational radio stations now and in the immediate future.

Marked changes have occurred in the commercial broadcasting industry during the past decade which lend further importance for this study. Some of the more pronounced changes which have occurred are:

- a. The development of radio stations in communities of such small size that up until 1950 it was believed, by many broadcasting authorities, that these stations would prove unprofitable and thus would fail.
- b. The programming service offered by these "small-town-small market-daytime-only" radio stations was a sharp departure from network and "large-city-large-market-full-time stations." This has led to an evolution in radio programming, during the 1950's, which has resulted in shorter program segments and the practice of supplying the audience with a frequently changing program content. This has become known as the "music and news" programming format.

- c. The competitive situation which has developed with the growth and expansion of the television industry with the attending requirement for radio station operators to adapt management and programming practices to meet this economic and audience-dividing challenge.
- d. The steadily increasing involvement with programming content of individual stations and networks by the Federal Communications Commission as the Commission processes license renewal applications.
- e. The technological advances made in radio broadcasting equipment which enables virtually all stations to make use of program material produced in a variety of ways such as tape recordings and disc recordings of varying recording speed.

The policy that the FCC intends to follow requires an applicant for a new station or for a renewal to prove he has diligently tried to discover the "needs" of his community and has planned programs to satisfy those needs.

What the FCC proposes is documented program submissions prepared as the result of assiduous planning and consultation covering two main areas. First, a canvass of the listening public who will receive the signal and who constitute a definite public interest figure and, second, consultation with leaders in community life - public officials, educators, religious, the entertainment media, agriculture, business, labor, and others who bespeak the

interests which make up the community. By the care spent in obtaining and reflecting the views thus obtained, it is felt the standard of programming in the public interest will be best fulfilled.

To enable the Commission in its licensing function to make the necessary public interest finding, they intend to revise Part IV of their application forms to require a statement by the applicant, whether for a new facility renewal or modification, as to (1) the measure he has taken, and the effort he has made, to determine the tastes, needs, and desires of his community or service areas, and (2) the manner in which he proposes to meet those needs and desires. It is the FCC's contention it can evaluate a programming report of that kind without straying into program control.

This FCC activity has tended to make commercial radio station operators more keenly aware of the desirability of placing before the Commission a good record of educational and public service programming.

PART IV

Basic Assumptions

In conducting this study, the investigator was guided by the following assumptions:

1. a) that response to a questionnaire which provides for opportunity to reflect interest and needs of the respondent can be taken to be indicative of interest.

- b) that responding to a questionnaire will be more indicative of interest than failure to respond.
- 2. that the respondents will be cognizant of their own interests and motives for using the WKAR Tape Program Service.
- 3. that the printed questionnaire can be a means to communicate with persons who are consumers of the WKAR Tape Program Service.
- 4. that Program Directors are better qualified to evaluate the WKAR Tape Program Service than non-program directors since the Program Director is the person with whom the WKAR Tape Program Service has contact.
- 5. that the program needs, interests, and motives of the Program Director, as expressed by responses to items of the questionnaire, when considered in point of view of aggregate numbers of responses, will provide information which can be of value for consideration by operators of educational tape program services.
- 6. that the expressed attitudes of the majority of the respondents will reflect a programming philosophy, the knowledge of which can be of value to operators of educational tape program services and others.
- 7. that the views of Program Directors relative to strengths and weaknesses of an educational tape program service can be of value for consideration by operators of an educational tape program service.

8. that the expressed opinions of the Program Directors sampled will be valid over a long enough period of time to be of value to operators of an educational tape program service and others.
9. that if the operator of a tape program service has a knowledge of the needs and desires of the consumers of that service, he is better prepared to determine the requirements of his tape program service in order to meet those needs and desires.
10. that knowledge of the attitudes of the consumers can enable the operator of a tape program service to extend that service to others.
11. that with a knowledge of Program Directors' opinions regarding the service, the operator can increase his understanding of the relationship of the tape program service to the broadcast industry.

PART V

Scope and Limitations of This Study

This study was concerned with factors influencing the acceptance or rejection of Adult Education radio programs by Program Directors of 65 Michigan radio stations which were actually using programs distributed by

the WKAR Tape Program Service as of March 1, 1960. The Program Directors surveyed were employed at radio stations located within the state of Michigan, and were serving in stations located in communities ranging in population from the city of Detroit (1, 678, 613)¹⁵ to East Tawas (2, 040).¹⁶

The power of the stations represented in this study ranged from a Clear Channel 50, 000 watt station (WJR, Detroit) to others ranging in power from 10, 000 watts (WKNX, Saginaw) to many 250 watt stations.

Throughout the study, when referring to the Program Director, the investigator assumed the Program Director was the management person who actually selects or rejects programs for his station. In all contacts, both personal and by mailed questionnaire, the Program Director was addressed as the Program Director only although it is recognized that in the radio broadcasting industry there have always been individuals performing other management functions while being referred to as the Program Director.

The term Adult Education used throughout the study referred to all programs supplied by the WKAR Tape Program Service since all programs distributed by the service were designed for general adult audiences.

The adult listener was assumed to be one who had reached maturity, although not necessarily having attained the legal status of adulthood.

¹⁵ PRELIMINARY FIELD COUNT OF POPULATION OF THE STATE OF MICHIGAN, U. S. Bureau of Census, E. S. Department of Commerce, Washington, D. C., October, 1960.

¹⁶ U. S. CENSUS OF POPULATION, 1950., Vol. 2., Part XXII., Table 6., U. S. Government Printing Office, Washington, D. C., 1951.

The total of some 20 separate program series offered to the Program Directors for their acceptance or rejection during 1959-60 represented a variety of program types ranging from agriculture to Broadway theater, from music appreciation to highway traffic safety, from current events to the problems of alcoholism, from problems of adolescent behavior to the wise use of electricity on the farm and in the home. This diversity of programming content necessarily tended to make certain program types more appealing to individual Program Directors than to others and thus gave the investigator an opportunity to explore wide areas of personal program preferences among the respondents.

In questions 1 - 2 - 3 - 14 - 15 - 16 - 17 - 18 of the questionnaire (see Appendix B, Part III, page 102), the investigator was examining areas of personal program preference. Confining the divergence of personal preference to the greater rigidity of a questionnaire is difficult. The investigator does not believe that a personal interview would produce any more satisfactory response since the respondent would not be protected by time and distance and the impersonality and anonymity of writing his own responses.

It was recognized that these factors are part of a total Gestalt which is non-rigid, but changes with the constant development and evolution of the individual Program Director in the dynamic broadcast industry. It is logical to assume that an appraisal of the findings of the study must always be viewed in the context of conditions of the broadcast industry in the state of Michigan at the time of the sample.

Although printed directions were provided with the questionnaire and a letter of explanation was mailed with the questionnaire to each respondent, variables existed in terms of experience with previous questionnaires. These included familiarity with, and interest in, the WKAR Tape Program Service, tenure of the Program Director at his particular station and the differing personalities of the respondents.

PART VI

The Methodology:

In determining the methodology for this study, the investigator consulted with his Guidance Committee in the development of a working plan and formulation of a broad plan of procedure.

The problem was presented to a graduate seminar in Adult Education at Michigan State University in an effort to validate certain concepts of procedure and to enable the investigator to "sound out" the group. The total problem was analyzed in considerable detail by the seminar with the result that a basic instrument of measurement was devised.

The questionnaire was prepared and submitted to members of the writer's Guidance Committee for examination and suggested revisions prior to submitting it to the respondents.

The files of radio station WKAR were made available to the writer to obtain information concerning the WKAR Tape Program Service which was relevant to the study.

After formulating the questionnaire, broadcasting colleagues of the writer filled out a sample questionnaire in order to provide the writer with an opportunity to time their response and to note their reactions. No responses were made at that time which indicated to the investigator the need for further revision.

The investigator checked on validity further by obtaining assistance from the Bureau of Educational Research, College of Education, Michigan State University.

All customers of the WKAR Tape Program Service, as of March 1, 1960, were provided with an opportunity to complete a copy of the questionnaire. As a public relations gesture and to further test the validity of the instrument, the investigator toured a wide area of Lower Michigan on five occasions to visit cooperating Program Directors and have them fill out a questionnaire in person. The tours were carried out on the schedule outlined in Appendix B, Part IV, page 115. A total of 20 Program Directors were thus contacted.

The investigator found no significant difference in responses of the 20 personally contacted Program Directors when compared with responses supplied by 27 Program Directors who responded to the mailed questionnaire.

The questionnaire used in this study, as well as other written communications which were a part of the methodology used in collecting the data, may be found in Part B, the Appendix, page 100.

PART VII

Hypotheses to Be Tested:

1. The educational background and experience of the Program Director will influence the amount and type of educational programs he will accept or reject from the WKAR Tape Program Service.
2. The Program Director actually does not formulate program policy at his station.
3. The Program Director, although professionally supporting local Adult Education programs, will not have actually participated in adult education activities in his local community.

PART VIII

Definitions:

The following definitions serve to identify frequently mentioned terminology in the study:

- | | |
|-------------------|--|
| Program Director: | An individual employed by a radio station who is charged with the responsibility of acquiring and scheduling radio programs. |
| Station Manager: | An individual employed by a radio station who is responsible for the management of the station. |

Sales Manager:	An individual employed by a radio station who is charged with the responsibility of selling broadcast time for the station.
Board of Directors:	A group of persons who share ownership and policy-making responsibility of the station.
Organized Listener Group:	A recognizable group of listeners who are served by a particular radio station.
Adult Education:	The expansion of adult experience into purposeful and planned activities with the aim of constructive change.
Interest or Need or Desire:	For purposes of testing the hypotheses, interest or need or desire is that motivation which causes a person to check some item contained in the questionnaire.
Motivation:	That which moves people to activity.

PART IX

Review of the Literature:

The writer has found no evidence of previous research bearing directly on the subject of this study. A thorough examination of materials in the Michigan State University Library related to educational broadcasting and/or adult education from 1939-1959 revealed no data pertaining to the problem.

In order to obtain a frame of reference to the problem, a survey of member institutions of the Big Ten was made in July, 1960. A report of this survey is included in Chapter III.

A study of responses by Program Directors as to what they perceive to be the most desirable kind of tape program service is included in Chapter III.

The writer sees this study as of value in stimulating further research into an area that needs study and attention if it is to achieve the values inherent in educational radio broadcasting. Though it may produce few definitive or final answers, this study explores an area of great relevance to the educational broadcaster. It may well become the basis for further related research.

CHAPTER II

THE METHOD OF INVESTIGATION

The Instrument of Measurement:

In determining factors influencing the acceptance or rejection by Program Directors of Michigan radio stations of adult education programs produced and distributed by the WKAR Tape Program Service, the first problem considered was that of finding a satisfactory instrument of measurement.

Investigation revealed that there was no body of data upon which to base judgments of such factors. Therefore, it was assumed that the study would be conducted in an area not previously studied. This factor offered the writer the opportunity to conduct the study free of bias or opinion based upon previous knowledge or judgments related to the research of others. Thus, a fertile field of investigation was available.

The problem was discussed in detail with the Chairman and other members of the writer's Guidance Committee. The writer also discussed the problem with colleagues in the field of educational broadcasting. Three of these broadcasters (all of whom administer tape program services) encouraged the writer to pursue the study and suggested possible values of such a study.

The problem was presented to a graduate seminar in Adult Education at Michigan State University in order to further validate (a) the need for such a study and (b) to use the seminar participants as a resource for refining a

draft of the instrument of measurement. The seminar provided the writer with constructive opinions concerning these matters and aided significantly in refining the instrument of measurement into its final form.

To further validate the instrument, the writer utilized the resources of the Bureau of Educational Research at Michigan State University.

Lastly, before submitting the instrument to the Program Directors of radio stations using adult education materials from the WKAR Tape Program Service, the writer again called upon colleagues in the field of educational broadcasting and asked them to fill out a trial copy of the final questionnaire. This afforded the writer the opportunity to study and time their reactions to the instrument. No major changes resulted from this procedure and the study proceeded.

The Sample:

As of March, 1960, Program Directors from 65 Michigan Radio stations were making use of the WKAR Tape Program Service. Communities in which these Program Directors were employed ranged in size from Detroit, the largest city in Michigan, to East Tawas, which is representative of the smaller size communities to which radio stations were licensed in the state of Michigan. Thus, the sample included a cross-section of population centers and a rather thorough representation of sizes and scope of operation of the more than 100 radio stations within the state of Michigan.

The writer arranged a schedule of 20 personal interviews with cooperating Program Directors and mailed a questionnaire to the remaining 45

Program Directors in the sample. The personal interviews were arranged with the purpose of (a) having the Program Director respond to the questionnaire with the writer present and (b) to carry out a station visitation among cooperating stations as a public relations gesture in behalf of the WKAR Tape Program Service of Michigan State University.

An examination of responses furnished by the mail respondents revealed no significant difference from responses by those Program Directors who were visited by the writer.

The decision upon which the selection was made between those Program Directors to be contacted by mail and those to be personally visited was based upon the following considerations:

- (a) Mileage distance from the campus of Michigan State University.
- (b) Mileage separation between cooperating stations to be visited.
- (c) To visit Program Directors in stations serving communities of varying types and sizes.
- (d) To visit Program Directors in stations using varying amounts and types of programs from the WKAR Tape Program Service.
- (e) To visit Program Directors employed in stations which were non-commercial educational facilities and also to visit Program Directors employed in commercial outlets.
- (f) To visit Program Directors employed at independent, daytime-only stations and to visit Program Directors in full-time stations which were affiliated with a national broadcasting network.

In assembling a list of Program Directors which would fit the above list of specifications, it was discovered that the writer was personally acquainted with most of the Program Directors. The acquaintanceship ranged from casual knowledge to long-time close friendship. Four of the Program Directors were former employees of the writer and obtained their introduction to radio broadcasting under his guidance while undergraduates at Michigan State University. These men were employed at stations serving Saginaw, Flint, Bay City and Battle Creek.

In making the arrangements for the visit with the Program Directors, each was contacted by telephone. Confirmation of date and time for the visit was made.

Interviews lasted from 45 minutes to two hours, depending upon the time necessary to obtain all significant information needed for the study.

No interviews were hastily conducted, nor was any Program Director forced to arrange for the interview. The writer was interested in the Program Director's total responses to the questionnaire and so conducted the interviews as non-directively as the limits of each particular situation and the personalities involved would permit.

In assaying the results of the personal interviews, the writer concluded there were many important values gained beyond the relevancy of the study itself.

The Procedure for Analysis of the Data:

The data, the hypotheses projected and the instrument used to make the investigation, suggested a summary of data in terms of percentages of responses

to particular items, rank order analysis, exact probability analysis and chi square analysis.

In determining the grouping into categories of the various programs supplied by the WKAR Tape Program Service, it should be stated that the content of programs did not readily lend itself to strict areas of delimitation and that consensus of subject content or delineation of subject categories did not tend to exist among either cooperating broadcasters or those supplying the tape program service. This confusion is accentuated by the wide area of disagreement between broadcasters and the Federal Communications Commission's designation of program classification and categories. Much disagreement exists in this area. For example, a broadcaster will argue that a public affairs discussion program should not be classified solely as a public affairs program but should also be designated as an educational program since the content is readily recognized by broadcasters and listeners as being of educational value.

Program Directors have tended to classify all adult education program materials supplied by the WKAR Tape Program Service as educational in nature since they were provided by an educational institution. Such a broad classification did not take into account the various program types which were supplied by the tape program service. Actually, the Program Director had a choice in his program selections among a wide range of program formats and subject matter content. The purpose of the program selection or rejection was not considered since the individual Program Director functions

under conditions and policies peculiar to his own station objective and based upon his own broadcasting and educational experience. To attempt to identify all of these conditions and policies would prove unwieldy.

For purposes of this analysis, the writer grouped the 13 program series offered by the WKAR Tape Program Service as of March, 1960 into the following four categories:

1. SCIENCE

- (a) Science News - High level science report based heavily on astronomy, chemistry, space achievements and profound investigations reported in leading professional journals.
- (b) Progress Report - Popular science report. Magazine of the air type presentation.
- (c) Exploring the Museum - Scientific aspects of museum collecting and exhibit preparation. Reports on field collecting explorations and natural science involved.

2. HOME AND FAMILY LIVING

- (a) Living with Adolescents - Discussion by a professional dealing with problems of youth/parent adjustment.
- (b) Education Today - Explanation of annexation, curriculum planning, etc. Program aimed at the taxpaying parent and also citizens of the state who do not have children in school but are faced with the problem of voting for development of the total educational establishment.

- (c) Homemakers Chat - Homemaking advice and suggestions based upon research and studies carried on by the Michigan State University College of Home Economics and other research and educational organizations.
- (d) Farm Pulse - Practical farm news and information related to the field of agriculture. Resources of the Michigan State University College of Agriculture and other research and educational institutions as well as the Co-operative Extension Service are called upon for program material.
- (e) Electricity at Work - Promotes wider use of electricity to lighten and make more efficient home and farm work.

3. DISCUSSION AND CURRENT AFFAIRS

- (a) Viewpoint - High level discussion program featuring MSU faculty members as they consider a wide range of topics and issues in the arts, science and humanities.
- (b) Geography in the News - Background commentary of current events. Geopolitics.
- (c) Situation Wanted - Radio documentary on unemployment as a social and economic problem.
- (d) You Are The Jury - Highway traffic safety information. Accident prevention and legal explanations of accidents are featured. Driver responsibility is stressed.

4. CULTURAL ENRICHMENT

- (a) Piano Profiles - Classical piano performance and commentary on compositions and composers. Music appreciation series.
- (b) Curtain Going Up - Current theater news dealing with Broadway and state of Michigan theater developments and trends.

Other program classifications not included in program distribution as of March, 1960, but which are a part of the WKAR Tape Program Service at other times during the year were:

5. SPORTS

- (a) Spartan Sports Special - Football season only. Report dealing with MSU season, team and personalities. Collegiate sports reported.
- (b) High School Sports Report - Developments in Michigan high school athletics are reported.
- (c) Winter Sports Report - Skiing and other winter outdoor sports attractions in Michigan are reported. Safety and health are stressed.

6. TRAVEL AND RECREATION

- (a) The Week in Michigan - Tourist and outdoor recreation features are reported.

In addition, a variety of special emphasis program series are offered periodically. All program series are based upon resources of the WKAR staff and University specialists in content areas. Cooperating agencies lend their resources to program development when called upon.

CHAPTER III

REPORT OF TAPE PROGRAM SERVICES
OPERATED BY BIG TEN UNIVERSITIES

In July, 1960, a survey was made of managers of radio stations operated by member institutions of the Big Ten for the purpose of (a) determining what, if any, pattern of operation existed concerning the distribution of educational and cultural radio program materials and (b) to study how each particular station was organized within the over-all organization of the supporting university. Here, the writer was seeking to determine whether stations administered under a chief public relations officer would be more apt to distribute radio program materials to other stations than would stations administered under an Extension Service or other administrative officer.

A brief, three-part-questionnaire (see Appendix E, page 129) was mailed to the manager of the following stations:

1. Purdue University, Station WBAA
2. Indiana University, Station WFIU
3. University of Wisconsin, Station WHA
4. University of Illinois, Station WILL
5. Ohio State University, Station WOSU
6. State University of Iowa, Station WSUI
7. University of Michigan, Station WUOM

8. University of Minnesota, Station KUOM

Northwestern University, Station WNUR, was not included in the survey since Northwestern University is not a state-supported or land grant institution.

Michigan State University, Station WKAR, was included as the organization which supports the WKAR Tape Program Service, the center of this study.

Response was forthcoming from each of the station managers, with the following relevant information reported:

1. Purdue University, Station WBAA, reported that the Purdue University School of the Air entered its 17th year of operation in September, 1960. In 1959, 18 Indiana radio stations broadcast School of the Air programs by means of tape recordings to over 155,000 public school pupils as part of their regular classroom activity. Stations desiring to subscribe to any or all of the 11 School of the Air series were required only to fill out an order form supplied by WBAA. Programs were supplied free of charge throughout the school year.¹⁷

In addition to the School of the Air service, WBAA also maintained the Purdue Tape Service, which is a program distribution service offered to radio stations and is made up of

¹⁷ Henderson, John, Educational Program Supervisor, Station WBAA, Purdue University, Lafayette, Indiana, July 20, 1960.

tape recordings of radio programs and series primarily intended for a general audience.

The Purdue Tape Service started in 1953 with the installation of a tape duplicator. The Tape Service makes available selected WBAA programs to any Indiana radio station so requesting. The cooperating station agrees to return the tapes regularly after use, paying only the return postage.

Seventeen different program series were offered during 1956-57 and consisted of ten for in-school listening and seven for the general radio audience. One program from each of these 17 series was broadcast by WBAA each week, requiring altogether 5.5 hours of broadcast time, or 6.1 per cent of the station's weekly broadcast time. These 17 program series were made up of 412 individual programs (15 and 30 minute duration) produced by WBAA and other Purdue personnel.

Each of the 635 tapes, circulated by mail throughout the year, was used about seven times in the process. This made a total of 4,293 individual tapes recorded and mailed. The 412 Purdue programs offered consumed 1,799 hours of broadcast time on the 59 cooperating stations during the year.¹⁸

WBAA serves the citizens of Indiana at 920 kc. as a part of the responsibilities of the Dean of Field Services and

¹⁸ Carroll, Jack, THE PURDUE TAPE SERVICE, Annual Report, 1956-57, WBAA, Purdue University, Lafayette, Indiana.

is administered by the Extension or Continuing Education Branch of Purdue University.

2. Indiana University, Station WFIU, reported serving 19 radio stations during 1958-59 with its School of the Sky (in-school) program service. In addition, programs intended for a general audience were supplied to ten other radio stations.

WFIU, the FM service of Indiana University, is administered under a University vice-president whose responsibilities include other mass media and services such as the Library and the University Press.¹⁹

3. The University of Wisconsin station, WHA, reported that because it serves as the base station for a ten station state-wide educational radio service, distributed few tape recordings to commercial broadcasters. WHA mainly relied upon its widely dispersed signals (via the nine other transmitters distributed throughout the state) to serve commercial stations requesting educational program service. WHA granted broadcasting authorizations to some 20 - 25 stations taking programs regularly either live or for delayed broadcast by tape.

However, WHA recording facilities are used by the Conservation Department, State Medical Society, the Extension

¹⁹ Sulzer, Elmer, Director of Broadcasting, Station WFIU, Indiana University, Bloomington, Indiana, July 15, 1960.

Division and other agencies for making tapes which they distribute to commercial stations. This recording facility is used principally to serve state and other public agencies.

WHA is administered under the Vice-President for Academic Affairs with a joint staff responsibility to the Wisconsin State Broadcasting Service (University of Wisconsin Radio Service) and the State Radio Council, the organization which is the policy-making group in control of the radio stations, other than WHA, throughout the state.²⁰

4. The University of Illinois, Station WILL, reported tape program service to some 37 Illinois radio stations. Programs were furnished on a no-cost basis and mainly consisted of material from the Cooperative Extension Service in the areas of Agricultural Extension and Home Economics Extension. The station is a department in the Division of University Broadcasting which is administered by the Director of Broadcasting serving under the Dean of the College of Journalism and Communications.²¹

²⁰Engel, Harold, Assistant Director, Station WHA, University of Wisconsin, Madison, Wisconsin, August 9, 1960.

²¹Schooley, Frank, Director of Broadcasting, Station WILL, University of Illinois, Urbana, Illinois, July 12, 1960.

5. Ohio State University, Station WOSU, reported a tape program service for Ohio radio stations. Programs were furnished on a no-cost basis and were supplied to stations with the understanding that these programs were offered to a station on an exclusive basis and would not be offered to neighboring stations unless approval was granted by the first station served. WOSU is a department of the OSU Telecommunications Center which is an agent of the Department of Special Services operating directly under the office of the University President.²²
6. The State University of Iowa, Station WSUI, distributed taped programs to commercial stations on a very limited basis. This involved special programs by University musical groups and probably happens only once or twice each year. Programs must be carried on a sustaining basis. WSUI is administered through the University Extension Division. The radio station is a non-academic department of the University and in addition to the Extension Division also is a responsibility of the Provost and the office of the University President.²³

²²Quayle, Donald, Manager, Station WOSU, Ohio State University, Columbus, Ohio, July 20, 1960.

²³Menzer, Carl, Director of Broadcasting, Station WSUI, State University of Iowa, Iowa City, Iowa, July 13, 1960.

7. The University of Michigan, Station WUOM, supplied tape recorded programs to many radio stations in Michigan and some stations scattered throughout the United States. The most widely used series was "Let's Sing" which has been used by school systems in Michigan for many years as part of the in-school musical enrichment program. Other specific series are offered to radio stations requesting program service.

No commercial sponsorship of WUOM programs is permitted and programs are furnished free of charge. WUOM is a responsibility of the Director of Broadcasting who also administers the University Television Service under a University-wide policy making Executive Committee on Broadcasting. Chief administrative officer is the Vice-President in charge of University Relations.²⁴

8. The University of Minnesota, Station KUOM, distributed programs via tape recording to commercial and educational stations in the area, though not on a regular basis. Programs were supplied at actual cost and were mainly related to in-school service although occasionally adult level programs were distributed also.

²⁴ Burrows, E. G., Manager, Station WUOM, University of Michigan, Ann Arbor, Michigan, July 12, 1960.

The University Institute of Agriculture maintains its own program distribution service for commercial stations.

KUOM's chief administrative officer is the Director of Broadcasting who serves under the Dean of the Division of General Extension through an All University Advisory Committee policy making group.²⁵

Information made available by WKAR, Michigan State University, revealed that the WKAR Tape Program Service provided free program service to 76 Michigan radio stations during 1959-60. The programs ranged through some 20 program series dealing with subjects intended for a general adult audience. A total of 9,565 individual tapes was provided to the cooperating stations and consumed 2,573 hours of air time which was 51.4 per cent of the total broadcast time of WKAR WKAR-FM of 5,000 hours per year. WKAR is a department of the Division of Broadcast Services functioning under the Director of Broadcasting. Chief administrative officer is the Assistant to the President, in charge of University Relations.²⁶

In summary, the administrative organization of Big Ten radio stations ranges through a variety of plans. However, two areas of administrative control stand out. Three universities, Indiana University, The University of Michigan, and Michigan State University, placed their radio stations under the administrative control of the chief officer in charge of university relations.

²⁵Paulu, Burton, Director of Broadcasting, Station KUOM, University of Minnesota, Minneapolis, Minnesota, July 14, 1960.

²⁶Frymire, Lawrence T., ANNUAL REPORT WKAR WKAR-FM, Michigan State University, East Lansing, Michigan, 1959-60.

Three other universities, Purdue University, State University of Iowa, and University of Minnesota, placed their radio stations under the administrative authority of extension officers. The remaining three universities surveyed have placed their radio stations under the following administrative organization:

1. University of Wisconsin, Station WHA, Vice-President for Academic Affairs.
2. Ohio State University, Station WOSU, Office of the President.
3. University of Illinois, Station WILL, Dean of the College of Journalism and Communications.

There does not appear to be any relationship between administrative organization of radio stations and the type or scope of tape program service offered by Big Ten radio stations. Likewise, there does not appear to be any pattern of operation of the various tape program services operated by Big Ten radio stations. The only similarity existing among the tape program services is that in most instances there is no charge to the station receiving the service other than return postage for the tape recordings.

CHAPTER IV

REPORT AND ANALYSIS OF DATA

The sample for this study included 65 Michigan Program Directors who were customers of the WKAR Tape Program Service as of March, 1960. Of the total, 45 Program Directors were contacted by questionnaire while 20 were scheduled for a personal interview by the writer.

The study covers the questionnaires returned by 27 Program Directors and the questionnaires of the 20 interviewed Program Directors. A 72.3 per cent return of questionnaires was achieved.

Those questionnaires returned by mail contained some unanswered questions. In reporting and analyzing the data, the writer assumed those who failed to answer particular questions would have agreed with the average of those respondents who did answer the questions.

In this chapter, the writer used Rank Order of Importance, Chi Square, Exact Probability and Percentage procedures in analyzing the data. The formulae used were:

1. Chi Square²⁷

$$X^2 = E \frac{(O - E)^2}{E} \quad \text{No correction for Continuity.}$$

²⁷ McNemar, Quinn, PSYCHOLOGICAL STATISTICS, 2nd Edition, John Wiley & Sons, Inc., New York, 1955, pp 222 - 233.

$$X^2 = \frac{\left[(a d - c b) - \frac{N}{2} \right]^2}{(a b) (c d) (a c) (b d)}$$

Correction for Continuity.

2. Exact Probability.²⁸

$$P = \frac{(A + B)! (C + D)! (P + C)! (B + D)!}{N! A! B! C! D!}$$

Part A: Report of Respondents' Participation in the WKAR Tape Program Service.

The participation by each respondent is indicated in the following table:

Table 1. RESPONDENTS' PARTICIPATION IN WKAR TAPE PROGRAM SERVICE

No.	Station	No. of Programs	Program Title	No. of Hours
1.	WAGN	2	Farm Pulse You Are The Jury	1/2
2.	WBCH	3	Farm Pulse You Are The Jury Science News	3/4
3.	WBCK	1	You Are The Jury	1/4
4.	WBCM	2	Farm Pulse Exploring The Museum	1/2
5.	WBRN	4	Farm Pulse You Are The Jury Homemakers Chat Living With Adolescents	1

²⁸ op. cit. pp 240 - 242.

No.	Station	No. of Programs	Program Title	No. of Hours
6.	WCAR	4	You Are The Jury Living With Adolescents Science News Situation Wanted	1
7.	WCEN	3	You Are The Jury Science News Electricity at Work	3/4
8.	WCBY	11	You Are The Jury Farm Pulse Homemakers Chat Living With Adolescents Science News Piano Profiles Electricity at Work Viewpoint Education Today Geography in News Situation Wanted	3 1/4
9.	WCER	1	You Are The Jury	1/4
10.	WCRG	1	You Are The Jury	1/4
11.	WCSR	2	You Are The Jury Situation Wanted	1/2
12.	WDET	5	You Are The Jury Living With Adolescents Science News Piano Profiles Situation Wanted	1 1/2
13.	WDMJ	1	Homemakers Chat	1/4
14.	WFBE	1	You Are The Jury	1/4
15.	WFDF	1	Science News	1/4

No.	Station	No. of Programs	Program Title	No. of Hours
16.	WFYC	5	You Are The Jury Homemakers Chat Living With Adolescents Education Today Situation Wanted	1 1/4
17.	WGRD	2	You Are The Jury Farm Pulse	1/2
18.	WHAK	3	You Are The Jury Homemakers Chat Viewpoint	1
19.	WHFB	0	(Station scheduled programs dur- March, 1960, but cancelled the WKAR Tape Program Service just prior to interview by the writer.)	
20.	WHTC	1	You Are The Jury	1/4
21.	WIOS	6	You Are The Jury Farm Pulse Homemakers Chat Science News Electricity at Work Progress Report	1 1/2
22.	WJBK	7	You Are The Jury Living With Adolescents Science News Electricity at Work Viewpoint Exploring the Museum Geography in News	2
23.	WJPD	5	Farm Pulse Homemakers Chat Electricity at Work Education Today Situation Wanted	1 1/4

No.	Station	No. of Programs	Program Title	No. of Hours
24.	WJR	1	You Are The Jury	1/4
25.	WKLZ	5	You Are The Jury Farm Pulse Science News Electricity at Work Viewpoint	1 1/2
26.	WKMh	1	Farm Pulse	1/4
27.	WKNX	2	You Are The Jury Viewpoint	3/4
28.	WKZO	2	You Are The Jury Curtain Going Up	1/2
29.	WLAV	7	Farm Pulse Homemakers Chat Living With Adolescents Piano Profiles Education Today Geography in News Situation Wanted	2
30.	WLDM	9	You Are The Jury Farm Pulse Homemakers Chat Living With Adolescents Science News Electricity at Work Viewpoint Curtain Going Up Exploring the Museum	2 1/2
31.	WLEW	1	You Are The Jury	1/4
32.	WLST	1	You Are The Jury	1/4
33.	WMAB	5	You Are The Jury Farm Pulse Homemakers Chat Electricity at Work Geography in News	1 1/4

No.	Station	No. of Programs	Program Title	No. of Hours
34.	WMCR	7	You Are The Jury Science News Piano Profiles Education Today Curtain Going Up Geography in News Situation Wanted	2
35.	WMPL	1	You Are The Jury	1/4
36.	WMRP	6	You Are The Jury Farm Pulse Homemakers Chat Living With Adolescents Science News Situation Wanted	1 1/2
37.	WMTE	9	You Are The Jury Farm Pulse Homemakers Chat Living With Adolescents Piano Profiles Electricity at Work Viewpoint Education Today Situation Wanted	2 3/4
38.	WMUZ	5	You Are The Jury Living With Adolescents Science News Piano Profiles Geography in News	1 1/2
39.	WOAK	12	You Are The Jury Homemakers Chat Living With Adolescents Science News Piano Profiles Viewpoint Education Today Curtain Going Up Progress Report Exploring the Museum Geography in News Situation Wanted	3 1/2

No.	Station	No. of Programs	Program Title	No. of Hours
40.	WOWE	4	You Are The Jury Farm Pulse Electricity at Work Curtain Going Up	1
41.	WPON	1	You Are The Jury	1/4
42.	WSOO	5	You Are The Jury Science News Viewpoint Progress Report Exploring the Museum	1 1/2
43.	WTAC	4	You Are The Jury Farm Pulse Electricity at Work Viewpoint	1 1/4
44.	WTTH	2	You Are The Jury Farm Pulse	1/2
45.	WTRX	4	You Are The Jury Science News Piano Profiles Situation Wanted	1 1/4
46.	WUOM	2	You Are The Jury Piano Profiles	3/4
47.	WWBC	1	Farm Pulse	1/4

Stations were using 168 programs per week.

Total time involved per week: 46 3/4 hours.

In summary, it was observed that the respondents accepted an average of 3.55 programs per week from the WKAR Tape Program Service. Their program acceptance ranged from one program per week by 14 Program

Directors (30 per cent of total respondents) to 12 programs per week by the Program Director who was the major consumer of the program service.

Respondents scheduled an average of .994 hours of programs per week from the WKAR Tape Program Service. The number of broadcast hours devoted to WKAR Tape Program Service programs ranged from one-quarter hour per week at 14 stations (30 per cent of total sample) to a maximum of three and one-half hours per week by the major consumer of the program service.

At various times during 1960, the WKAR Tape Program Service supplied programs to a total of 85 Michigan radio stations with weekly shipments as high as 300 programs.

Part B: Report of Relationship of Level of Education Completed by Program Directors to Number of Programs Accepted or Rejected Per Week from the WKAR Tape Program Service.

All respondents (100 per cent) reported having completed grade school.

Nine respondents (19 per cent) of the total reported completion of high school.

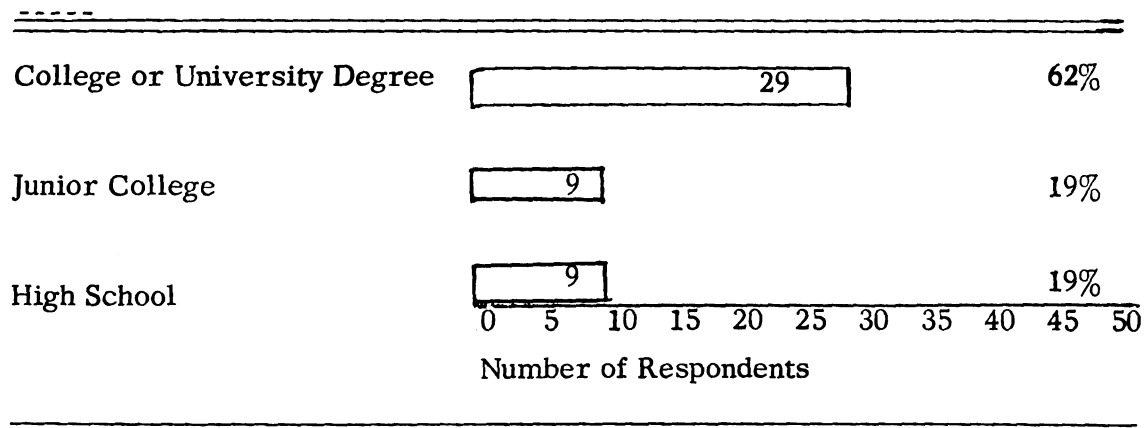
Nine respondents (19 per cent) of the total reported attendance or completion of junior college.

As shown in Table 2, the largest group of respondents had training beyond junior college. Twenty-nine respondents (62 per cent) of the total graduated from a college or university. Six of the respondents who graduated

from college or university reported additional training to the master's level. Twenty-one per cent of the graduates reported post-graduate work. The college or university graduates reported study in 14 academic fields at 29 institutions widely distributed throughout the United States.

Of those reporting college graduation, 14 or 48 per cent had Radio, Television, Speech or Journalism as their major field of study.

Table 2. LEVEL OF EDUCATION COMPLETED BY RESPONDENTS



The writer hypothesized that:

The educational background and experience of the Program Director will influence the amount and type of educational programs he will accept or reject from the WKAR Tape Program Service.

One of the major considerations in proposing this hypothesis was the belief that education plays an important role in shaping future behavior of those in the educational process. It seemed logical to assume that the longer one was involved in the formal educational process the greater would be its influence upon him. In dealing with adult education program materials from the tape service, it was assumed that the Program Director would reveal this influence in part by his acceptance or rejection of programs from the tape program service.

Tables 3, 4, 5, 6, and 7 show a high degree of support for the hypothesis.

Using the Exact Probability technique, the writer demonstrated the relationship between the educational background of the Program Directors and the number of programs accepted by them for use on their respective radio stations. Table 3 reveals that there was relatively little chance involved in the responses studied.

Table 3. RELATIONSHIP OF THE LEVEL OF EDUCATION COMPLETED TO NUMBER OF ADULT EDUCATION PROGRAMS ACCEPTED BY PROGRAM DIRECTORS

No. of Programs Accepted by Program Director	Educational Background of Program Director		
	Completed High School	Completed Junior College or Beyond	Total
0 - 5 Programs Accepted	7	30	37
6 - 12 Programs Accepted	2	8	10
Total	9	38	47

P .00000

Part C. Report of Relationship of Level of Education Completed by Program Directors to Types of Adult Education Programs Accepted or Rejected from the WKAR Tape Program Service.

Table 4 data reveal that only two responses in 100 could have occurred by chance alone as the Probability factor totaled .01927. Twenty-seven of the Program Directors with junior college education or above accepted adult education programs dealing with Home and Family Living problems. Thus,

57.2 per cent of the respondents supported the hypothesis while 11 Program Directors rejected this type of program.

The Home and Family Living type of programs are related to the area of Liberal Arts and Humanities which was the predominant educational background reported in the study. While 14 major fields of study were reported by the Program Directors, 62 per cent of them majored in the areas of Speech, Radio-TV and Journalism. None reported having studied extensively in the field of Science or Engineering.

Table 4. RELATIONSHIP OF THE LEVEL OF EDUCATION COMPLETED TO ACCEPTANCE OR REJECTION OF ADULT EDUCATION HOME AND FAMILY LIVING PROGRAMS

Home and Family Living Programs	Education -- Number of Years Completed		
	High School	Junior College or Above	Total
Accepted	3	27	30
Rejected	6	11	17
Total	9	38	47

P .01927

Table 5 demonstrates the relationship of acceptance or rejection of science programs to the educational level of the respondents. In this respect, Table 5 demonstrates that while more Program Directors rejected science programs than accepted them, the level of education completed still retained a high degree of relationship. Only four responses in 100 could have been the result of chance alone as the Probability factor equalled .03619.

The data revealed that 34 per cent of the Program Directors, who had completed junior college or beyond, accepted science programs while 46.8 per cent of the respondents rejected this type of program.

Table 5. **RELATIONSHIP OF THE LEVEL OF EDUCATION COMPLETED TO ACCEPTANCE OR REJECTION OF SCIENCE PROGRAMS**

Science Programs	Education -- Number of Years Completed		
	High School	Junior College or Above	Total
Accepted	1	16	17
Rejected	8	22	30
Total	9	38	47
P .03619			

Table 6 deals with the relationship of the level of education completed to the acceptance or rejection of Current Affairs Adult Education Programs. Reflecting their educational background as one of the factors involved, the respondents supported the hypothesis.

The Probability factor was extremely negligible in this regard. Seventy-eight and six-tenths per cent of the respondents who had completed junior college or above accepted Current Affairs Adult Education Programs. Only one Program Director at this educational level rejected this type of program.

Table 6. RELATIONSHIP OF LEVEL OF EDUCATION COMPLETED TO ACCEPTANCE OR REJECTION OF CURRENT AFFAIRS ADULT EDUCATION PROGRAMS

Discussion and Current Affairs Programs	Education -- Number of Years Completed		
	High School	Junior College or Above	Total
Accepted	4	37	41
Rejected	5	1	6
Total	9	38	47
P .00000			

Table 7 relates to the relationship of the level of education completed to the acceptance or rejection of Cultural Enrichment Adult Education Programs by the respondents. The Probability factor is nil in this regard indicating there is a high degree of relationship between the acceptance or rejection of Cultural Enrichment Programs to the educational level and background of the respondents. Of the respondents who completed junior college or above, 21.3 per cent accepted this type of program, while 59.5 per cent who completed junior college or above rejected them.

Table 7. RELATIONSHIP OF THE LEVEL OF EDUCATION COMPLETED TO ACCEPTANCE OR REJECTION OF CULTURAL ENRICHMENT ADULT EDUCATION PROGRAMS

Cultural Enrichment Programs	Education -- Number of Years Completed		
	High School	Junior College or Above	Total
Accepted	1	10	11
Rejected	8	28	36
Total	9	38	47
P .00000			

In Table 7, as in Table 5, it appears that other factors than those reported in this study might be involved. In future studies in this area, one might wish to explore the relationship between the length of Science and Cultural Enrichment programs to:

- (a) the station programming format
- (b) the type of community in which the station is located
- (c) the specific type of program being offered within the category of Science and/or Cultural Enrichment
- (d) the other types of Adult Education programs being offered to the Program Director by the tape program service.

Part D. Report of Rank Order of Importance of Items Used to Form Basis of Acceptance of Adult Education Programs from the WKAR Tape Program Service.

Part one of the instrument used in this study questioned the respondents on the basis of their acceptance of programs from the WKAR Tape Program Service. The respondents were asked to rate 19 items as to their importance in program acceptance. A scale of values was explained as follows:

- a. Rate "1" those items you consider as very important to your basis for program selection.
- b. Rate "2" those items you consider of some importance to your program selection.
- c. Rate "3" those items you consider of little importance to your program selection. (See Appendix B, Part III, page 102).

Table 8 shows the results of this questionnaire item. A strong "belief in the effectiveness of radio as an educational medium" (item 16 in the list) ranked first in the opinion of 64 per cent of the respondents. Two other items related to personal opinion were ranked second and third by the respondents. Item 12 -- "I believe these programs are what my audience wants to hear" -- was ranked second. Item 7 -- "I consider these programs 'good' for my audience" -- was ranked third by the respondents.

"An actual audition of the program under consideration" was ranked fourth in order of importance by the respondents. This was Item 2 in the list. "A written description of programs sent with the offering" was found first in the list, but ranked fifth in importance by the respondents.

Another highly ranked item dealt with a personnel problem found in many small-market radio stations which have comparatively small staffs. The respondents ranked in sixth place Item 18 -- "I do not have staff to produce similar programs."

The respondents reflected a somewhat pessimistic view of the community in which they were employed when they ranked in seventh order of importance Item 19 on the list -- "I do not have local resource people who could bring this information to my station."

Many of the respondents were employed at stations using the news and music format so familiar to radio listeners in 1960. The respondents ranked eighth in order of importance Item 10 on the list -- "The programs offer 'contrast' programming for my schedule." It was assumed by the writer

that the Program Directors were basing their selection of programs from the WKAR Tape Program Service upon the fact that the programs were all "talk" programs and contained material which normally would not be found on their schedule. Of the respondents, 38.4 per cent ranked the item in this manner.

Personal program preference found its way into the judgment of the respondents again when they ranked Item 6 from the list -- "My personal preference as to type of program which should be on my station" -- in ninth order of importance. It should be noted that this item did not rank higher in importance because, contrary to popular belief, this study proved that the Program Director did not actually formulate program policy at his radio station.

Tenth in order of importance, the respondents viewed programs from the WKAR Tape Program Service as filling a programming need imposed upon them by the terms of the station license. They ranked Item 4 -- "Programs fill the FCC 'public service' requirements" -- below the median.

Convenience apparently was involved in the eleventh ranked item -- "The programs fit into a particular time slot." In this case, either the program length or subject matter were looked upon as being of importance in basis of program selection.

The "image" of a great university apparently did not influence the respondents to any great extent. They ranked in twelfth place Item 8 from the list -- "Prestige of Michigan State University." Only six (13 per cent) of the respondents valued this item number one as being very important in program selection.

The recommendation of others did not sway the respondents in their program selection. Item 3 in the list -- "Recommendation of others" -- was placed in thirteenth place by the respondents. Only one Program Director (2.1 per cent of total) valued this item one as being very important in program selection.

Cost of programs was not considered to be an important factor in program selection. Sixth-eight per cent of the respondents rated Item 9 -- "This is a free source of program material" -- as being of little importance in their consideration of program acceptance. This appears in fourteenth rank order of importance.

The data revealed that the respondents consider the programs of the WKAR Tape Program Service to be of some stature since they rated Item 5 -- "The programs are good 'fillers' for my schedule" -- down in fifteenth order of importance.

The respondents placed Item 17 -- "Pressure from local groups" -- sixteenth in rank.

The respondents apparently have placed themselves above being influenced by any past association with either WKAR or Michigan State University in their consideration of programs. Item 13 -- "A past connection with WKAR" -- ranked seventeenth and Item 15 -- "A past connection with MSU" -- ranked eighteenth. Both were considered to be of little importance in the acceptance of programs.

Ranked last (nineteenth) was Item 14 -- "I have no organized plan for selecting programs." However, three of the Program Directors (6.4 per cent of the total) did indicate this item was a factor of consideration for them as they valued the item one.

The writer assumed that where no answers to this portion of the instrument were given, they would agree with the average.

Table 8. RANK ORDER OF IMPORTANCE OF ITEMS USED TO FORM BASIS OF ACCEPTANCE OF ADULT EDUCATION PROGRAMS FROM THE WKAR TAPE PROGRAM SERVICE

Rank	Item No.	Value			Weight	Item Description
		1	2	3		
1.	16	30	12	4	1.43	I believe radio is an effective educational medium.
2.	12	25	15	5	1.56	I believe these programs are what my audience wants to hear.
3.	7	26	12	7	1.58	I consider the programs "good" for my audience.
4.	2	28	9	9	1.59	A personal audition of programs offered.
5.	1	21	20	4	1.62	The written description of programs sent with the offering.
6.	18	22	13	9	1.70	I do not have staff to produce similar programs.
7.	19	18	11	15	1.93	I do not have local resource people who could bring this information to my station.
8.	10	13	21	11	1.96	The programs offer "contrast" programming for my schedule.
9.	6	10	17	18	2.18	My personal preference as to type of program which should be on my station.

Rank	Item No.	Value			Weight	Item Description
		1	2	3		
10.	4	11	11	23	2.27	FCC "Public Service" requirements.
11.	11	9	10	25	2.36	The programs "fit" into a particular time slot.
12.	8	6	15	23	2.39	The prestige of MSU.
13.	3	1	21	21	2.47	The recommendation of others.
14.	9	7	5	33	2.58	This is a free source of program material.
15.	5	2	12	29	2.63	Programs are good "fillers" for my schedule.
16.	17	0	6	36	2.71	Pressure from local groups.
17.	13	3	6	35	2.73	A past connection with WKAR.
18.	15	1	8	34	2.77	A past connection with MSU.
19.	14	3	1	35	2.82	I have no organized plan for selecting the programs.

Part E. Report of Rank Order of Importance of Items Used to Form Basis of Rejection of Adult Education Programs from the WKAR Tape Program Service.

Question two of the instrument used in this study questioned the respondents on the basis of their rejection of programs from the WKAR Tape Program Service. The respondents were asked to rate 18 items as to their importance in program rejection. In the context of the study, these items were assumed

to be a criticism of the WKAR Tape Program Service. A scale of values was explained as in Question One of the questionnaire (see Part D of this chapter, page 56).

The programming philosophy propounded by many commercial radio broadcasters is evident in the item ranked by the respondents as most important in forming a basis for program rejection. This philosophy places great emphasis upon programming which will appeal to the greatest segment of the total available audience at any one time. Critics have stated that a radio station practicing this philosophy of programming will offer programs of the lowest common denominator in order to capture a so-called "mass audience" for the station. The respondents have ranked in first order of importance Item 12 from the list -- "Programs do not have wide enough appeal." Fifty-five and two-tenths per cent of the respondents placed a value of either one or two in ranking this item. However, 17 Program Directors (36.2 per cent of the total sample) did not consider this item of importance as a basis for their program rejection.

The educational broadcasters of America have been advocates of a philosophy of programming which results in production of programs intended for specialized audiences or which will respond to specific social, cultural or economic needs of the audience. Through a wide diversity of specialized programs, the educational broadcaster thus hopes to reach a wide segment of the total available audience. Thus, one would expect the adult education programs offered by the WKAR Tape Program Service to be criticized for not having wide enough or mass audience appeal.

The respondents felt that they already were scheduling an adequate quantity of public service programs. This is demonstrated when they ranked second in order of importance Item 7 from this portion of the questionnaire -- "My public service time is already filled."

Item 4 -- "Programs lack 'showmanship'" -- was valued one or two by 44 per cent of the respondents. They ranked this item in third place in their scale of judgment.

In fourth rank of importance, but tied with Item 4 in total score, was Item 11 -- "I already have similar material from another source." Forty per cent of the respondents valued this item one or two.

In questions 19, 20 and 22 of the instrument (see Appendix B, Part III, page 102) the respondents revealed they were making use of educational programs from various other colleges and universities as well as local school systems.

Two more items which had identical total weight placed upon them were: Item 15 -- "The programs tend to 'kill' my audience" which was valued one or two by 40 per cent of the respondents and ranked fifth in importance. Item 18 -- "The programs do not 'fit' into my station programming format" -- valued one or two by 36 per cent of the respondents and ranked sixth in order of importance.

Item 15 was valued one by only five of the respondents (10.3 per cent of the total). However, in question 7 of the instrument (see Appendix B, Part III, page 102) 72.2 per cent of the Program Directors stated they felt

the programs tended to hold their listening audience and 79 per cent stated they believed the programs accepted were interesting to their listeners. Only 8.5 per cent of the respondents declared they felt the programs decreased their listening audience and only one (2.1 per cent of the total) believed the programs were mostly rejected by their listeners. Item 18 was valued one in importance by only six of the Program Directors (13 per cent of the total) while 12 (26 per cent) considered the item to be of some importance in basing their judgment for program rejection. Another 49 per cent did not consider the item to be of importance in their basis of program rejection.

Ranked seventh by the respondents was Item 8 -- "Programs are not convenient length to fit my schedule." In this regard, there was a conflict in judgment exhibited. In Chapter IV, Part F, page 68, it will be noted that 70 per cent of the respondents ranked a continuation of 15-minute programs as the most important program length to continue to be offered by the WKAR Tape Program Service.

In the first portion of the analysis, the respondents felt the programs did not have wide enough appeal and ranked Item 9 in eighth place -- "Program topics are too 'highbrow.'" The writer assumed these items would have been ranked in the same relative position.

Only five (10.3 per cent) of the Program Directors felt they were influenced to reject programs because programs did not arrive on time to meet their broadcast schedule. This was Item 2 in the list, but was ranked ninth by the respondents.

Four of the Program Directors objected to recording quality (Item 5). This amounted to 8.5 per cent of the total sample. Eight others also felt this item was of some importance as a basis for program rejection while 30 (64 per cent) did not consider the item pertinent and by their cumulative judgment proceeded to rank the item in tenth place.

Item 13 -- "We produce programs of this type ourselves" -- obtained the same total weight as Item 5, but was ranked in eleventh place.

The program production techniques employed by the WKAR Tape Program Service was criticised by four (8.5 per cent) of the respondents. Thirty-eight Program Directors apparently did not consider this item (Number 3 on the list) to be of major importance as a basis for program rejection. Their combined opinion resulted in ranking the item twelfth. Item 6 -- "Announcing is weak or amateurish" -- relates to unsatisfactory program quality. Again only four of the respondents believed this to be very important in deciding their rejection of programs. The majority opinion placed this item into thirteenth rank, although it obtained the same total weight as Item 3 did.

In fourteenth place on the ranking was Item 10 -- "I lack adequate information as to program details." Only three Program Directors (6.4 per cent of the total) considered this item very important.

Every adult education program distributed by the WKAR Tape Program Service identifies WKAR and Michigan State University as the program source. However, the respondents did not regard Item 16 -- "MSU is mentioned too often" -- as of any great concern. Not one of the Program Directors listed

Rank	Item No.	Value			Weight	Item Description
		1	2	3		
5.	15	5	14	22	2.41	The programs tend to "kill" my audience.
6.	18	6	12	23	2.41	The programs do not "fit" into my station programming format.
7.	8	7	9	24	2.42	Programs are not convenient length to fit my schedule.
8.	9	4	15	21	2.42	Program topics are too "highbrow".
9.	2	5	6	29	2.60	Tapes do not arrive on time to meet my schedule.
10.	5	4	8	30	2.62	Recording quality is below standard.
11.	13	4	7	29	2.62	We produce programs of this type ourselves.
12.	3	4	5	31	2.67	Poor production technique is used.
13.	6	4	5	31	2.67	Announcing is weak or amateurish.
14.	10	3	7	32	2.69	I lack adequate information as to program details.
15.	16	0	6	34	2.85	MSU is mentioned too often.
16.	1	1	2	37	2.90	Tapes arrive in poor condition due to packaging weakness.
17.	14	0	4	35	2.90	I have no personal interest in this type of program material for my station.
18.	17	0	2	33	2.94	There is no interest in MSU in my area.

this item as very important. Seventy-two and two-tenths per cent felt it was of little importance. Majority opinion resulted in placing the item fifteenth in order of importance.

Apparently the packaging methods used by the WKAR Tape Program Service are satisfactory since Item 1 -- "Tapes arrive in poor condition due to packaging weakness" -- was ranged sixteenth.

The respondents did not believe personal program preference was a basis for program rejection as they ranked in seventeenth order of importance Item 14 -- "I have no personal interest in this type of program material for my station." The writer assumed this item would have been ranked in the upper value of importance since personal opinion is freely expressed in most phases of program judgment.

Finally, the respondents placed Item 17 in eighteenth rank -- "There is no interest in MSU in my area."

Table 9. RANK ORDER OF IMPORTANCE OF ITEMS USED TO FORM BASIS OF REJECTION OF ADULT EDUCATION PROGRAMS FROM THE WKAR TAPE PROGRAM SERVICE

Rank	Item No.	Value			Weight	Item Description
		1	2	3		
1.	12	7	19	17	2.23	Programs do not have wide enough appeal.
2.	7	8	10	24	2.38	My public service time is already filled.
3.	4	4	17	20	2.39	Programs lack "showmanship".
4.	11	6	13	22	2.39	I already have similar program material from another source.

Part F. Report on Other Miscellaneous Factors Relevant to the Study.

Few businesses are confronted with such a complex intermingling of social, public and economic interests as is the business of broadcasting. Although operating under the "free enterprise" system, the broadcasting industry in America is controlled in many of its aspects by the Federal Government. Former Chairman of the Federal Communications Commission, Paul A. Porter said, in 1945, in his initial speech to the members of the National Association of Broadcasters, "The facts are these. An applicant seeks a construction permit for a new radio station and in his application makes the usual representations as to the type of service he proposes. These representations include specific pledges that time will be made available for civic, educational, agricultural, and other public service programs. The station is constructed and begins operations. Subsequently the licensee asks for a three-year renewal and the record clearly shows that he has not fulfilled the promises. The Commission in the past has, for a variety of reasons, including limitations of staff, automatically renewed these licenses, even in cases where there was a vast disparity between promises and performance. I think the industry is entitled to know of our concern in this matter and should be informed that there are pending before the Commission, staff proposals which are designed to strengthen renewal procedures and give the Commission a more definite picture of the station's overall operation when licenses come up for renewal."²⁹

²⁹ White, Llewellyn, THE AMERICAN RADIO, A report on the Broadcasting Industry in the United States from the Commission on Freedom of the Press, The University of Chicago Press, Chicago, Illinois, 1947, p. 182.

The concern of Commissioner Porter and others of the Federal Communications Commission staff resulted in the issuance of a new set of rules and regulations titled "Public Service Responsibility of Broadcast Licensees." This 149 page report issued March 7, 1946 turned out to be what has been referred to as the "Blue Book" and was a well-documented review of the whole history of broadcasting in the United States, a stinging indictment of certain broadcasters and trends, a confession of government's past sins of commission and omission, a rebuke to the listening public for its indifference, and a plain warning to the broadcast industry to give more concern to the needs and desires of the audiences being served. The "Blue Book" literally shook the foundations of the networks and independent stations throughout the country. Standards were raised, protestations of "look how good we are" were made by broadcasters as they flooded the Federal Communications Commission with reports of public service programming. However, by 1960 the Federal Communications Commission again held hearings leading to issuance of a revised set of programming standards for the radio stations of America.

Meanwhile, the broadcaster is confronted with the challenge of interpreting what is the "public interest, convenience or necessity" of his fellow citizens. Certainly it differs between those who live in rural areas and those who live in urban America. How, then, can the broadcaster carry out the obligations of his license and still be in a position to serve this complex "public interest"? He has rejection of matter offered for broadcasting. Radio is not a common carrier, forced to sell time to all with the means to buy. It should be remembered that American radio is predicated upon the right of the listener

to hear and not upon the right of an individual to be heard. From this assumption and from various programming policy statements and regulations issued by the Federal Communications Commission through the years, the writer assumed that when a person reached the level of Program Director, he would have been in the broadcasting business for a number of years and would have become familiar with the implications of license restrictions and would exemplify his own concern for fulfilling the spirit and intent of serving in the "public interest" by programming his station accordingly. While the writer does not specifically indict the respondents for failing to fulfill their responsibility in this regard, the respondents themselves displayed a lack of concern for public involvement in programming policy and practice.

The respondents were asked, "Do you believe organized listener groups should have a voice in determining program policy for your station?" In Table 11, the respondents indicated that apparently Program Directors with less than five years experience in broadcasting will answer "yes" to the question. It is further indicated that Program Directors with more than five years experience will tend to answer "no" to the question. This would seem to represent a paradox in that since broadcasters are bound by Federal Communications Commission regulations to operate in the "public interest, convenience or necessity" it would be safe to assume that the longer a person was involved in broadcasting, the greater would be his concern with developing a philosophy of involving the public in his broadcasting operation.

Table 10. AMERICAN COUNCIL FOR BETTER BROADCASTS
(A National Organized Listener Group)

Number of Participating States	34
Total Membership	700

Among others, this recognized group has, for the past eight years represented the public in identifying programming "tastes" to the broadcast industry.

Table 11. RELATIONSHIP OF NUMBER OF YEARS IN BROADCASTING TO INVOLVEMENT OF ORGANIZED LISTENER GROUPS IN PROGRAMMING POLICY

Number of Years Program Director Has Been in Broadcasting	Do You Believe Organized Listener Groups Should Have a Voice in Determining Program Policy at Your Station?		
	Yes	No	Total
Less than 5 Years	8	1	9
5 or More Years	15	23	38
Total	23	24	47
P .01846			

The study validated the second hypothesis that the Program Director does not formulate program policies.

The respondents were asked to score numerically, 1, 2, 3, 4, etc., the person or group who formulated program policy and what person or group should formulate program policy. Table 12 indicates 87.2 per cent of the respondents named the Station Manager as the person who formulated program policy. Seventy-two and two-tenths per cent indicated various combinations of persons or groups responsible for policy. Seventy-two and one-tenth per cent named themselves as having responsibility for this function. The Board of Directors was indicated as

formulating program policy by only 13 per cent of the respondents. The Sales Manager was lowest in the ranking receiving only 8.5 per cent responses to this question.

Table 12. PROGRAM POLICY IS FORMULATED BY:

Person or Group		
Station Manager	41	87.2 %
Combinations	34	72.2 %
Program Director	33	70.1 %
Others	10	21.3 %
Board of Directors	6	13 %
Sales Manager	4	8.5 %
0 5 10 15 20 25 30 35 40 45 50 Number and Percentage of Respondents		

Table 13 indicates the percentage of responses as to what person or group should formulate program policy. Again, the Station Manager received top rating when 83 per cent of the respondents supported this officer as being the one who should be responsible for programming policy. In second place, 68 per cent of the respondents again nominated combinations of persons for this function. The Program Director was rated in third place as the person who should formulate program policy by 66 per cent of the Program Directors. All Staff Members, Operations Director and various "Others" were rated in fourth place by 17 per cent of the respondents. It is interesting to note that only one respondent named

Listeners in this category. The Board of Directors was ranked fifth by 15 per cent of the respondents and the Sales Manager received only three votes (6.4 per cent of respondents) as the person who should formulate program policy.

Table 13. PROGRAM POLICY SHOULD BE FORMULATED BY:

Person or Group		
Station Manager	39	83 %
Combinations	32	68 %
Program Director	31	66 %
Others	8	17 %
Board of Directors	7	15 %
Sales Manager	3	6.4 %
0 5 10 15 20 25 30 35 40 45 50		
Number and Percentage of Respondents		

Question 13 of the instrument was also related to the problem of who does or who should formulate program policy. The respondents were asked to reply to the following question: If you were free from existing program policy requirements, would you schedule more educational programs from WKAR? Eleven of the responding Program Directors answered "yes" to the question. This represented 23.3 per cent of the total responding to the question. Thirty-one of the respondents, 66 per cent of the total responding to the question, answered "no" to the question. In this regard, the majority of the respondents apparently either assumed they were scheduling sufficient quantity

of Adult Education programs from the WKAR Tape Program Service, or they felt satisfied with the existing programming policy at the station where they were employed.

However, in Question 39 of the instrument, the respondents were asked to classify their community as mostly agricultural, mostly industrial, devoted to tourist-type business, dynamic and growing, mixture of agriculture and small business, static and not competitive with neighboring towns or cities, and other.

Table 14 illustrates the manner in which the Program Directors viewed their local communities. Since the state of Michigan is recognized as a major industrial center, it is not strange that the largest number of respondents designated their communities as mostly industrial. Twenty-four respondents (51 per cent of the total) classified their communities in this category. Michigan has become one of the most rapidly growing states in population and human productivity during the past decade. Therefore, it is not inconsistent that 20 respondents (43 per cent of the total) also viewed their communities as dynamic and growing. Only eight respondents (17 per cent of the total) viewed their communities as static and not competitive with neighboring towns and cities.

In other designations, 16 of the respondents (34 per cent of the total) viewed their communities as a mixture of agriculture and small business. Seven respondents classified their communities as devoted to tourist-type business. The represented 15 per cent of the total. Five of the respondents (10 per cent of the total) identified their communities as agricultural communities.

Finally, there were four "Other" labels placed upon communities by respondents. These included designation of communities as military, educational (community with a college), civil service-military, and miscellaneous. Only one respondent failed to answer this question.

Table 14. COMMUNITY CLASSIFICATION BY RESPONDENTS

Community Classification		
Mostly Industrial	24	51 %
Mixture of Agriculture and Small Business	16	34 %
Devoted to Tourist-type Business	7	15 %
Mostly Agricultural	5	10.3 %
Dynamic and Growing	20	43 %
Static and not Competitive with Neighboring Towns or Cities	8	17 %
0 5 10 15 20 25 30 35 40 45 50 Number and Percentage of Respondents		

Those Program Directors who classified their communities as a mixture of agriculture and small business also tended to believe that organized listener groups should have a voice in determining program policy at their stations. Table 15 shows this area of relationship between these factors as being of statistical significance. The Probability factor in this regard was .03075, indicating only three responses in 100 could have been the result of chance alone.

Table 15. RELATIONSHIP BETWEEN COMMUNITY CLASSIFICATION AND "YES" RESPONSE TO: SHOULD ORGANIZED LISTENER GROUPS HAVE A VOICE IN DETERMINING PROGRAM POLICY?

Program Directors Who Classify Their Community As:	Should Organized Listener Groups Have A Voice in Determining Program Policy at Your Station?		
	Yes	"No" answer and No Response	Total
Mixture of Agriculture and Small Business	8	2	10
Other	15	22	37
Total	23	24	47
P .03075			

A third hypothesis made by the writer was that,

The Program Director, although professionally supporting local Adult Education programs, will not have actually participated in Adult Education activities in his local community.

Several questions in the instrument dealt with this hypothesis. Question 30 asked the direct question: "Have you enrolled in any Adult Education courses within the past year?" The responses of the Program Directors supported the hypothesis as follows:

- a. Forty-two of the respondents (89.2 per cent of the total) answered "no" to the question.
- b. Three of the respondents (6.4 per cent of the total) answered "yes" to the question.
- c. Two respondents (4.4 per cent of the total) failed to answer the question.

In other responses related to the field of Adult Education, the Program Directors answered:

- a. Question 20 - Does Your Local Adult Education Director Seek Your Support? Fifty-one per cent answered "yes", 40.4 per cent answered "no" and 8.6 per cent didn't answer this question.
- b. Question 21 - Do You Promote Local Adult Education Activity? Seventy-nine per cent answered "yes", 17 per cent answered "no" and 4 per cent didn't answer this question.

Finally, it was demonstrated that there was relationship between the number of years a respondent was employed in the field of broadcasting to the number of years he was designated as a Program Director. Table 16, a and b, shows that only two of the respondents were promoted to Program Director before their third year of employment in broadcasting. They represented only 4.4 per cent of the total. Eight of the respondents (17 per cent of the total) were Program Directors inside of the first five years of employment in broadcasting. However, the table reveals that most persons designated as Program Director in this study reported five years or more broadcasting experience before attaining the position.

Table 16a. RELATIONSHIP OF NUMBER OF YEARS IN BROADCASTING TO NUMBER OF YEARS RESPONDENT WAS A PROGRAM DIRECTOR

No. of Years as a Program Director	Number of Years in Broadcasting					Total
	1	1 - 3	3 - 5	5 - 10	More Than 10	
Less than 1	0	2	1	2	0	5
1 to 3	0	0	3	5	11	19
3 to 5	0	0	4	0	3	7
5 to 10	0	0	0	1	7	8
More than 10	0	0	0	0	7	7
No response	0	0	0	0	1	1
Total	0	2	8	8	29	47

Table 16b. EXACT PROBABILITY EXAMINATION OF RELATIONSHIP OF NUMBER OF YEARS IN BROADCASTING TO NUMBER OF YEARS RESPONDENT WAS A PROGRAM DIRECTOR

Number of Years As A Program Director	Number of Years in Broadcasting		Total
	Less Than 5	5 or More	
Less than 5	10	21	31
5 or More	0	16	16
Total	10	37	47
P .01713			

Program Directors at Michigan radio stations making use of one or more tape program services have formed opinions concerning these regular

program services. The following is a review of these opinions which may well be considered as recommendations to operators of tape program services.

The questionnaire presented the Program Directors with an opportunity to make recommendations in two specific areas relevant to this part of the study. They were asked to rank in order of importance their recommendations for (a) program types and (b) program lengths to be offered by a future tape program service which they would consider valuable and usable at their stations.

The review of recommendations for future program types is shown in Table 17.

First order of preference was for programs related to Michigan state government. Forty-nine per cent of the respondents ranked such programs as being a most important type of program to be offered by a tape program service. Since WKAR is located adjacent to the state capital, the respondents may well have assumed such a program type would be readily available for distribution.

Second in order of preference were programs dealing with interviews with prominent people. Forty-seven percent of the respondents ranked such programs as being of first preference. Since WKAR is located on a large university campus, and since most universities attract numbers of people of prominence in many fields, again the respondents may well have assumed such a program type would be more readily available than other program types.

Third in order of preference, and ranking so close to number two as to be nearly similar, were programs with special appeal for teenagers. Here 47 per cent of the respondents ranked such programs as being first preference for them. It would appear that the Program Directors were seeking programs bearing the mark of a university which would have special appeal for that segment of the audience to which many of them are now programming. It is widely recognized in the broadcast industry that a significant number of radio stations, especially those featuring the so-called news and music format and specializing in rock and roll music, are programming primarily to a teenage audience. By rating programs for teenagers so high, the respondents seemed to seek to bolster their mainly-music programming with some contrasting talk programs still within the framework of their total programming format.

Fourth in rank order of preference were programs with special appeal for the aging. Some 40 per cent of the respondents placed a value of one on such programs. Rating so high in preference, this type of program represented a dichotomy in the thinking of the Program Directors. Many were apparently programming for a teenage or youthful audience by specializing in rock and roll music to which older listeners have a stated objection. Still the respondents desired programs for aging listeners who would not be attracted to the bulk of the station's programming (rock and roll music) and hence would not likely to be tuned in to hear the programs for aging.

Other program types ranked among the first ten in order of first preference with a value of one were:

<u>Rank</u>	<u>Per cent of Sample</u>	<u>Program Type</u>
5	36 %	Children's Programs
6	34 %	University of the Air Credit Courses
7	40 %	News Programs
8	30 %	Concerts by University Groups
9	30 %	Talks on Foreign Affairs
10	28 %	Drama

Each of the program types listed above were ranked high in order of first preference by respondents representing 28 per cent or more of the total.

Lowest ranked program type, rated twenty-second and receiving only 2 per cent first preference rating by the respondents, was religious programs. Apparently the respondents felt they were well supplied with religious programs by national and local religious organizations and that a university tape program service would not fill a need by furnishing religious programs.

Other program types falling to low order of preference were:

<u>Rank</u>	<u>Per cent of Sample</u>	<u>Program Type</u>
11	19 %	Hobby Programs
12	15 %	Comedy Programs
13	15 %	Campus Variety and Talent Programs
14	13 %	University of the Air, Non-credit Courses
15	13 %	High School Courses
16	13 %	Grade School Courses

<u>Rank</u>	<u>Per cent of Sample</u>	<u>Program Type</u>
17	2 %	Art Appreciation Programs, but this program type also obtained 31 per cent second preference
18	4 %	Book Programs, but this program type also obtained 28 per cent second preference
19	10 %	Poetry Programs
20	6 %	Physical Fitness Programs
21	4 %	Alumni News Programs
22	2 %	Religious Programs

Table 17. RANK ORDER OF IMPORTANCE OF TYPES OF PROGRAMS RECOMMENDED BY RESPONDENTS TO BE OFFERED IN A FUTURE TAPE PROGRAM SERVICE

Rank	Item No.	Value			Weight	Item Description
		1	2	3		
1.	19	23	11	7	1.61	State Government Programs or Series
2.	14	22	14	6	1.62	Interviews with Prominent People
3.	10	22	8	9	1.67	Programs for Teenagers
4.	11	19	11	7	1.68	Programs for the Aging
5.	20	17	10	12	1.87	Children's Programs
6.	9	16	11	12	1.90	University of the Air, Courses for MSU Credit
7.	15	19	7	16	1.93	News Commentary
8.	2	14	10	15	2.03	Concerts by MSU Groups

Rank	Item No.	Value			Weight	Item Description
		1	2	3		
9.	1	14	8	19	2.12	Talks on Foreign Affairs
10.	12	13	8	18	2.13	Drama
11.	3	9	12	18	2.23	Hobby Programs
12.	17	7	10	20	2.35	Comedy
13.	7	7	10	22	2.38	Campus Variety and Talent Programs
14.	21	6	10	20	2.39	University of the Air, Non-credit Courses
15.	6	6	8	25	2.49	High School Courses
16.	5	6	6	25	2.51	Grade School Courses
17.	4	1	15	20	2.53	Art Appreciation
18.	18	2	13	21	2.53	Book Programs
19.	13	5	7	26	2.56	Poetry
20.	22	3	8	25	2.61	Physical Fitness
21.	16	2	7	27	2.69	MSU Alumni News
22.	8	1	7	27	2.74	Religious Programs

The review of recommendations for future program lengths is shown in Table 18.

The radio broadcasting industry has been undergoing somewhat of a revolution within the past decade concerning the length of programs presented by a large percentage of stations. Prior to 1950, most radio program directors

avored the industry pattern of quarter-hour, half-hour, or even longer programs. With the development of the low-power, daytime-only, small-market type of station and the attending shift from national sponsors to local sponsors, there arose the necessity of adding to the revenue of the station by placing on the schedule a greater number of low-cost and brief commercial announcements. In order to accomodate this need, program directors drifted away from the time-honored standard of program lengths and developed the news and music format so familiar in 1960.

Since a great number of Michigan radio stations employ the news and music format, one would assume that there would be a great demand upon the tape program service operator to make available programs falling within the rank of from one to five minutes. It is interesting to note that in spite of the ten-year trend toward shorter program lengths, 70 per cent of the respondents ranked 15 minute programs as their first order of preference for a future tape program service. This very well could indicate a trend in program lengths away from the shorter programs so popular in 1960 except for the fact that 53 per cent of the respondents also ranked five minute programs as their first order of preference. To add weight to the assumption that there might be a trend indicated, 31 per cent of the respondents ranked 30 minute programs as first order of preference for future tape program service while only 25 per cent of the respondents indicated three minute programs as their first order of preference.

Programs of one-hour duration were rated as first order of preference by only 10 per cent of the respondents. Only five Program Directors indicated they rank 60 minute programs in first order of preference.

Supplementing the personal interview, several Program Directors expressed the desire for short programs available on a basis of more than one program per week. These respondents indicated that they had difficulty in making 15 minute time periods available for adult education programs from the WKAR Tape Program Service but would be better able to make five minute or three minute time periods available frequently during any given week. Since their station programming format stressed frequent changes in program content, shifting from music to commercial announcements, music to weather information, music to commercial announcement, public service announcement to music, and so forth, the respondents theorized that they actually would use more total minutes of adult education program material per week if it were not in 15 minute program segments. It is interesting to note, however, that the majority of Program Directors did not favor programs on a more than once per week basis. These respondents placed Item 6 - "Offer programs on a twice weekly basis" - in eleventh place in the rank order of importance. The same majority opinion resulted in placing Item 7 - "Offer programs on a three times per week basis" - in twelfth place on the rank order of importance listing.

In an attempt to check consistency in the thinking of the respondents, the writer placed three items in Table 18 relative to program types in addition to the items dealing with program lengths. Thus, the respondents had two opportunities to indicate their opinions concerning:

1. Programs related to the high school program.
2. Programs carrying college credit.
3. Programs related to the grade school program.

In Table 17 these same items appear among the 22 program types ranked by the respondents. In Table 17, programs related to the secondary school program were ranked in fifteenth place while in Table 18, the respondents ranked the item in sixth place. Only six respondents favored this type of program to the extent of placing a value of one on it in Table 17. Some 14 respondents placed a value of one on the item in Table 18. There was a greater degree of consistency displayed relative to programs carrying college credit. In this instance the respondents placed the item in sixth rank of importance in Table 17 and in seventh rank of importance in Table 18. A value of one was placed on the item by 16 respondents in Table 17 and by 15 respondents in Table 18. The item dealing with programs related to the grade school program was valued one by only six respondents in Table 17 and was ranked in sixteenth place. In Table 18, the item was valued one by 13 respondents and was ranked in eighth place.

Table 18. RANK ORDER OF IMPORTANCE OF LENGTHS OF PROGRAMS RECOMMENDED BY RESPONDENTS TO BE OFFERED IN A FUTURE TAPE PROGRAM SERVICE

Rank	Item No.	Value			Weight	Item Description
		1	2	3		
1.	1	33	7	4	1.34	Continue 15 minute programs
2.	13	25	10	9	1.64	Offer programs with local, civic and/or club tie-in
3.	5	25	5	12	1.69	Offer five minute programs
4.	9	18	12	12	1.86	Send promotion material for each program

Rank	Item No.	Value			Weight	Item Description
		1	2	3		
5.	2	15	10	14	1.97	Continue 30 minute programs
6.	12	14	14	14	2.00	Offer programs related to the high school program
7.	10	15	10	16	2.02	Offer programs carrying college credit
8.	11	13	14	19	2.13	Offer programs related to the grade school program
9.	8	14	4	22	2.20	Offer programs on a daily basis
10.	4	12	3	24	2.31	Offer three minute programs
11.	6	6	7	25	2.50	Offer programs on a twice weekly basis
12.	7	6	6	27	2.54	Offer programs on a three times per week basis
13.	3	5	3	31	2.67	Offer 60 minute programs

In analyzing the data of the study, the writer attempted to relate many factors to the hypotheses. Those reported in the preceeding pages of this chapter were found to be either statistically significant in relation to the hypotheses or to have been extremely relevant to the study. Other data which may be of interest to the reader, but which proved to bear no statistical relationship to the study are recorded in Appendix F, page 130.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS OF THE STUDY

This study was concerned with the appraisal of the factors influencing the acceptance or rejection by Program Directors of Michigan Radio Stations of Adult Education programs produced and distributed by Radio Station WKAR, Michigan State University, East Lansing, Michigan. Opinions were sought from the Program Directors themselves in order to provide the writer with an opportunity to record and report pertinent information of value to the operator of the WKAR Tape Program Service and others engaged in similar operations or contemplating entering this area of Adult Education.

The study was restricted to those Program Directors of Michigan Radio Stations using Adult Education programs from the WKAR Tape Program Service as of March, 1960. The 65 cooperating Program Directors were asked to evaluate the WKAR Tape Program Service in relationship to several factors which they considered important to their daily programming practices. The Program Directors were also asked to respond to questions relating to their professional experience in broadcasting as well as to questions relating to their civic activities and educational status. The responses were examined in relationship to the several hypotheses stated by the writer.

The questionnaires were mailed to 45 Program Directors and 27 were returned. Personal interviews were conducted by the writer, with 20 Program

Directors using the questionnaire to structure the interview. This chapter summarizes the data analyzed in Chapter IV. Conclusions are drawn and recommendations suggested for those considering using radio program distribution as a means of Adult Education. Suggestions for further research are also offered.

Summary of Responses:

In interpreting the findings relative to the hypotheses, first consideration was given to the following hypothesis:

The educational background and experience of the Program Director will influence the amount and type of educational programs he will accept or reject from the WKAR Tape Program Service.

It was determined that there was a significant degree of relationship between the level of education completed by the respondents and: (a) the number of programs per week accepted by the respondents and (b) the types of programs accepted by the respondents.

Thus, the data supported the hypothesis. With regard to the number of programs accepted per week by the respondents, it was determined that those respondents with Junior College education or beyond tended to accept more programs per week than did those respondents who reported only completing a secondary education.

Of the program types accepted by the respondents, it was reported that those respondents with Junior College education or beyond accepted more programs in the areas of Home and Family Living and Current Affairs than those reporting only completion of secondary school. Science programs and those

dealing with Cultural Enrichment were accepted to a lesser degree by respondents of all educational levels. It was suggested that factors other than the amount of education completed were involved in this regard. The writer suggested that perhaps the length of Science and Cultural Enrichment programs offered might have been a factor in their acceptance. Also, it was suggested the overall station programming format, composition of the local community being served by the station, similar material provided by another source or produced within the category of Science and Cultural Enrichment might have been involved in the lesser acceptance of these program types.

Other significant factors related to program acceptance were:

1. The respondents believed in the effectiveness of radio as an educational medium.
2. The respondents believed the programs accepted were what the audience "wanted" to hear.
3. The respondents believed the programs accepted would be "good" for the audience to hear.
4. The respondents believed they did not have staff or local resource persons available to produce similar programs themselves.

It was also reported that a past association with Station WKAR or Michigan State University was not considered to be an important factor. Too, respondents did not place significance upon the prestige of Michigan State University in forming their basis for program acceptance. The fact that the programs represented a free source of program material for their station was not a significant factor in acceptance.

The respondents stated they rejected programs because they felt certain programs tended to "kill" their audience. They criticised programs offered as not being the type or of convenient length to "fit" into the station programming format. It should be noted however, that the opinion of the majority of the respondents did not place a value of one or two on these items, but rather valued them at a level of three which indicated the items were of little or no importance in forming their basis for program rejection.

Other factors related to program rejection were:

1. The respondents believed the programs offered by the WKAR Tape Program Service did not have wide enough appeal.
2. The respondents felt they rejected programs because their public service time was already filled.
3. The respondents said they rejected programs because the programs lacked "showmanship".
4. The respondents revealed they already had similar programs from another source.

A second hypothesis stated by the writer was:

The Program Director actually does not formulate program policies at his station.

The above hypothesis was supported by the findings of the study. The Station Manager was indicated as the person who did and should formulate program policies. In second place the respondents said combinations of persons on the station staff did and should formulate program policies. The respondents placed themselves in the role of Program Directors, in third place in listing the person

or group who did and should formulate program policies. It was noted that only one respondent named "listeners" in answering the question as to who should have a voice in determining program policy.

A third hypothesis made by the writer was:

The Program Director, although professionally supporting local Adult Education programs, will not have actually participated in Adult Education activities in his local community.

The data supported this hypothesis. In responding to the question, "Have you enrolled in any Adult Education courses within the past year?", the respondents indicated only three "yes" answers while 42 "no" answers were recorded. Some 37 of the respondents indicated they supported local Adult Education activities. This represented 79 per cent of the total.

The respondents made certain recommendations for a future tape program service. The recommendations were related to the areas of most desirable program types and lengths to be offered in the future.

It should be noted that five program types were very closely grouped at the top of the preference list. In first place were programs related to state government. Closely following were interviews with prominent people, programs for teenagers, programs for the aging, and children's programs. Those program types with least appeal for the future tape program service were book programs, poetry, physical fitness programs, alumni news programs, and religious programs.

In spite of a ten year trend toward shorter programs, the respondents voted for continuation of 15 minute programs as their first recommendation.

Programs of a five minute length were placed second in preference and 30 minute programs were ranked in third place in the list of recommendations.

Seventy-two and two-tenths per cent of the respondents stated they believed the programs were interesting to their listeners. Fifty-seven and two-tenths per cent of the respondents believed the programs they accepted appealed to members of the public at all educational levels.

Conclusions of the Study:

1. The amount of education completed by radio station Program Directors had a direct influence upon both the number and type of Adult Education programs they accepted for scheduling on their stations.
2. The Michigan radio station Programs Directors represented in this study exhibited a strong belief in the effectiveness of radio as an educational medium. Directors of Adult Education programs should regard this belief as a factor greatly in their favor when seeking to place Adult Education materials on their local radio stations.
3. While 51 per cent of the Program Directors stated the local Adult Education Director sought their support in furthering the Adult Education program of the community, some 40.4 per cent of the respondents said they were not contacted by the Adult Education Director.

4. It was demonstrated in the study that the Program Director does not formulate program policy at his station. This function was fulfilled by the Station Manager in most instances and by a combination of staff members in a large percentage of the radio stations sampled.
5. The Program Directors indicated a preference for programs on a one-program-per-week basis. Programs in a series offered for scheduling more than once a week were not recommended as a future service.
6. The Program Directors showed a strong preference for programs of 15-minute length. Next were programs five minutes and 30 minutes in length.³⁰
7. Program Directors tended to accept Adult Education programs in the areas of Home and Family Living and Current Affairs to a greater degree than in the areas of Science or Cultural Enrichment.
8. Specific program types which were recommended for acceptance in the future were:
 - A. Programs dealing with state government affairs.

³⁰ Tomlinson and Frymire reported in 1956 that Adult Education "spot announcements" would find ready acceptance by most Program Directors. See THE 20-SECOND THOUGHT, Tomlinson, William, and Frymire, Lawrence T., College of Education, Michigan State University, East Lansing, Michigan, 1956.

- B. Interviews with prominent people.
 - C. Programs for teenagers.
 - D. Programs for the aging.
 - E. Children's programs.
9. Specific program types which were indicated as facing strong rejection in the future were:
- A. Religious programs.
 - B. Alumni programs.
 - C. Physical fitness programs.
 - D. Poetry programs.
 - E. Book programs.
10. The tape program service operator can expect to have nearly one hour per week of his Adult Education programs accepted by Program Directors sharing similar program preferences and desires as the Program Directors contacted in this study.

While objective measurement of acceptance or rejection of Adult Education programs can be helpful in determining the relative effectiveness of a tape program service, the findings of this study emphasized that meaningful identification of the problems facing the operator of a tape program service can be profitably gained through subjective evaluation of on-the-job practices of those responsible for accepting or rejecting the programs. The Program Director of the cooperating radio station is the final judge of the program material and represents the person who must be convinced that the program material is worthy of his use and interesting and valuable to his audience.

These data further suggested that this investigation can only be viewed as an initial exploratory attempt to learn what factors were involved in acceptance or rejection of Adult Education program material and to learn what common ground existed between the operator of a tape program service and the consumers of the programs produced by the tape program service. They also help to formulate a logical approach to development of future tape program services or revision of existing tape program service to conform to the findings of this study.

Additional study of the current and projected program needs of the commercial broadcaster must be made before tape program service operators can effect major changes in the program content and techniques of program production with any appreciable degree of certainty that a high degree of program acceptance will reward his efforts.

APPENDICES

APPENDIX A

1959-60 STATISTICAL INVENTORY OF 47 MICHIGAN RADIO PROGRAM DIRECTORS

1. Personal Status:

Age Range 20 - 55 years
Sex 46 (98%) male
1 (2%) female
Marital Status:
43 (91.5%) married
4 (8.5%) unmarried

2. Educational Status:

High school completion 9 (19%)
Junior college completion 9 (19%)
College completion 29 (62%)

3. Fields of Study:

These included a major in or combination of Speech, Radio, Television, and Journalism.

4. Employment Status:

Have been in broadcasting 10 years or more.	29	62%
Had over 20 years experience.	3	6.4%
Have been at their present station one to three years.	16	34%
Have had five to ten years experience at their present station.	11	23.3%
Have been Program Directors one to three years.	19	40.4%
Have been Program Directors five to ten years.	8	17%
Had been radio announcers prior to becoming Program Directors. Many still do announcing work.	44	93.5%

	Had been radio time salesmen.	20	43%
	Had been station managers as part of their total experience.	18	38.4%
	Had been radio engineers.	8	17%
	Had advertising agency experience.	1	2.13%
	Had other business interests, only one of which was related to radio broadcasting.	9	19.2%
5.	Community Activities:		
	Indicated membership in Junior Chamber or Board of Commerce.	23	49%
	Were active in PTA.	15	32%
	Were active in Community Chest	15	32%
6.	Magazines Read and/or Subscribed to:		
	<u>Broadcast/Telecast Magazine</u>	42	89.1%
	<u>Life Magazine</u>	33	70.1%
	<u>Time Magazine</u>	32	68%
	<u>Look Magazine</u>	20	43%
	<u>U. S. Radio Magazine</u>	18	38.4%
	<u>Saturday Evening Post Magazine</u>	14	30%
	<u>The New Yorker Magazine</u>	14	30%
7.	Further Training:		
	Expressed interest in attending a campus workshop or seminar on Educational Radio Programming.	38	81%

8.	Community Rating:		
	Rated their community as dynamic and growing.	20	43%
	Rated their community as static and not competitive with neighboring towns or cities.	8	17%
9.	Source of Personnel Replacement:		
	Individual from an experienced broadcaster now working elsewhere.	35	74.5%
	Employee at their own station.	25	53.1%
	MSU or other university or college placement bureau.	17	36.2%
	"Want Ad" in trade publication.	15	32%
	Professional training school.	7	15%
10.	Reaction to WKAR Programs:		
	Believe WKAR programs hold their audiences.	34	72.2%
	Believe WKAR programs increase their audiences.	8	17%
	Believe WKAR programs decrease their audiences.	4	8.5%
	Believe WKAR programs are interesting to their audiences.	37	79%
	Reported they felt WKAR programs were tolerated by their listeners.	7	15%
	Believed WKAR programs were mostly rejected by their listeners.	1	2.1%
	Said they would use more WKAR programs if a wider variety of programs were made available to them.	34	72.2%
	Reported they promoted WKAR programs they carried.	33	70.1%

APPENDIX B

PART I

March, 1960

Dear Sir:

We know that you have a great interest in obtaining the finest public service and educational programs for your station. In order to provide a more comprehensive and valuable program service, Station WKAR in cooperation with the Michigan State University College of Education, is attempting to determine the scope and value of educational radio programs having an appeal for your adult listeners and provided for your station by the WKAR Tape Program Service.

To accomplish this, it is necessary to obtain your considered opinion of the several questions contained in the enclosed questionnaire.

Please make every effort to set aside a few minutes to answer the questionnaire and return it to WKAR, East Lansing, Michigan in the enclosed self-addressed and stamped envelope on or before March 15, 1960.

In order to provide you with an improved Tape Program Service, it is important that we have a completed questionnaire from you.

I look forward to hearing from you by March 15th. Naturally, your answers will be kept in strict confidence and I invite your very frank appraisal of our Service. I will be happy to supply you with a summary of the data.

Thank you very much for your cooperation.

Cordially,

Larry Frymire
Manager, WKAR

APPENDIX B

PART II

March 28, 1960

Dear Sir:

Recently we sent you a questionnaire dealing with matters of mutual interest concerning the WKAR Tape Program Service.

We are attempting to gather information which will make the Tape Program Service more valuable to your operation.

Perhaps the questionnaire did not reach you, therefore I am enclosing another copy. In order to make our survey more valuable, please take a few moments to complete the questionnaire and return to us in the enclosed self-addressed stamped envelope.

Naturally, all information will remain confidential and will be used only to better the WKAR Tape Program Service. Questions of a personal nature appear in the questionnaire so that we may obtain a statistical picture of Program Directors in the radio stations of Michigan.

Thank you for your cooperation. I look forward to adding your opinions to our file.

Cordially,

Larry Frymire
Manager

LF:ja

APPENDIX B

PART III

1.

A Survey of Program Directors at Michigan Radio
Stations Being Served by the WKAR Tape Program
Service

Please answer all questions. Mark with a check (✓) unless otherwise indicated.

1. As you know, each Quarter WKAR offers your station a series of educational programs. On which of the items listed below do you base your selection of programs from the total offering?

Please indicate your rating of the items in terms of importance.

Example:

Rate 1 for those items you consider as
very important.

Rate 2 for those items you consider of
some importance.

Rate 3 for those items you consider of
little importance.

- () The written description of programs sent with the offering.
- () A personal audition of programs offered.
- () The recommendation of others.
- () FCC 'public service' requirements.
- () The programs are good 'fillers' for my schedule.
- () My personal preference as to type of program which should be on my station.
- () I consider the programs 'good' for our audience.
- () The prestige of MSU.

- () This is a free source of program material. 2.
- () The programs offer 'contrast' programming for my schedule.
- () The programs 'fit' into a particular time slot.
- () I believe these programs are what my audience wants to hear.
- () A past connection with WKAR.
- () I have no organized plan for selecting the programs.
- () A past connection with MSU.
- () I believe radio is an effective educational medium.
- () Pressure from local groups.
- () I do not have staff to produce similar programs.
- () I do not have local resource people who could bring this information to my station.
- () Other. _____

2. As one involved in selecting programs for scheduling on my station, I base my rejection of WKAR programs on the following: (Please rate the listed items as you did for Question 1.)

- () Tapes arrive in poor condition due to packaging weakness.
- () Tapes do not arrive on time to meet my schedule.
- () Poor production technique is used.
- () Programs lack 'showmanship'.
- () Recording quality is below standard.
- () Announcing is weak or amateurish.
- () My public service time is already filled.

- () Programs are not convenient length to fit my schedule. 3.
- () Program topics are too 'highbrow'.
- () I lack adequate information as to program details.
- () I already have similar program material from another source.
- () Programs do not have wide enough appeal.
- () We produce programs of this type ourselves.
- () I have no personal interest in this type of program material for my station.
- () The programs tend to 'kill' my audience.
- () MSU is mentioned too often.
- () There is no interest in MSU in my area.
- () The programs do not 'fit' into my station programming format.
- () Other. _____

3. Which of the following would you recommend for future development in the WKAR Tape Program Service? (Please rate according to importance as in Questions 1 and 2.)

- () Continue 15 minute programs.
- () Continue 30 minute programs.
- () Offer 60 minute programs.
- () Offer 3 minute programs.
- () Offer 5 minute programs.
- () Offer programs on a twice weekly basis.
- () Offer programs on a three-times-per-week basis.
- () Offer programs on a daily basis.

- () Send promotion material for each program. 4.
- () Offer program series carrying college credit.
- () Offer programs related to the grade school program.
- () Offer programs related to the high school program.
- () Offer programs with local civic and/or club tie-in.
- () Other. _____

Please mark the following questions with a check (✓).

4. If a wider variety of programs were made available by WKAR, would you tend to use more of them than you do now? () Yes () No
5. Do you promote WKAR programs you now schedule? () Yes () No
6. Do you feel the WKAR programs you schedule function as
() Entertainment ?
() Education ?
7. Do you feel that programs offered by WKAR tend to:
Increase your listening audience? ()
Decrease your listening audience? ()
Hold your listening audience? ()
8. Do you believe WKAR programs you schedule are:
Interesting to your listeners? ()
Tolerated by your listeners? ()
Mostly rejected by your listeners? ()
9. To which area of your listening audience do you believe WKAR programs you schedule have widest appeal?
Better educated members of the public. ()

Less educated members of the public. () 5

Members of the public at all educational levels. ()

Other: _____

10. Program Policy at your station is formulated by:

(Please check more than one if applicable.)

Board of Directors	()
Station Manager	()
Program Director	()
Sales Manager	()

Other: _____

11. In your opinion, who should formulate station program policy?

(Please check more than one if applicable.)

Board of Directors	()
Station Manager	()
Program Director	()
Sales Manager	()

Other: _____

12. Do you believe organized listener groups should have a voice in determining program policy at your station? () Yes () No

13. If you were free from existing program policy requirements, would you schedule more educational programs from WKAR? () Yes () No

14. The following is a listing of WKAR programs and series offered during the past year. Please mark with a check (✓) those you would have scheduled if more available time on your station were the only factor.

- | | | |
|----------------------------|-----------------------------|----|
| () Tender Twigs | () Exploring the Museum | 6. |
| () Traffic News | () Curtain Going Up | |
| () News of Books | () Viewpoint | |
| () Spartan Sports Special | () Piano Profiles | |
| () It's A Small World | () Electricity at Work | |
| () The Week in Michigan | () Living with Adolescents | |
| () Cap and Gown Series | () Homemakers Chat | |
| () Progress Report | () Farm Pulse | |
| () Education Today | () You Are The Jury | |
| () Geography in The News | () Thru A Glass Darkly | |
| () Science News | () Situation Wanted | |

15. Please refer to the preceding list of programs and CIRCLE (O) those programs or series which you consider to have been the most valuable to your listeners.
16. Please refer again to the preceding list of programs and DOUBLE CHECK (✓✓) those programs or series which you consider to have been the most popular with your listeners.
17. Please refer to the preceding list of programs and TRIPLE CHECK (✓✓✓) those programs or series which you personally most enjoyed having on your station.
18. What kinds of programs do you desire, but do not now have available from the WKAR Tape Program Service?
Please indicate your rating of the items in terms of importance.
Example: Rate 1 for those items you consider as very important.

 Rate 2 for those items you consider of some importance.

 Rate 3 for those items you consider of little importance.

- | | |
|---|---|
| ☐ Talks on Foreign Affairs | ☐ Drama |
| ☐ Concerts by MSU Music Groups | ☐ Poetry |
| ☐ Hobby Programs | ☐ Interviews with Prominent People |
| ☐ Art Appreciation | ☐ News Commentary |
| ☐ Grade School Courses | ☐ MSU Alumni News |
| ☐ High School Courses | ☐ Comedy |
| ☐ Campus Variety and Talent Programs | ☐ Book Programs |
| ☐ Religious Programs | ☐ State Government Programs or Series |
| ☐ University of the Air Courses for MSU Credit | ☐ Childrens Programs |
| ☐ Programs for Teenagers | ☐ University of the Air non-credit Courses |
| ☐ Programs for the Aging | ☐ Physical Fitness |
| ☐ Other. _____ | |
| | |
| | |
| | |
| | |

19. Do you schedule programs from other colleges or universities? ☐ Yes ☐ No

a. If yes, please check source:

- | | |
|--|---|
| ☐ Northern Mich. U. | ☐ U. of Michigan |
| ☐ Ferris Institute | ☐ U. of Detroit |
| ☐ U. of Wisconsin | ☐ Wayne State U. |
| ☐ U. of Minnesota | ☐ Western Mich. U. |

8.

() Indiana U.

() Central Mich. U.

() Purdue U.

() Eastern Mich. U.

() Other _____

20. Does your local Adult Education Director seek your support?

() Yes () No

21. Do you promote local Adult Education activity?

() Yes () No

22. Do your local schools have time (other than sports) on your station?

() Yes () No

a. If yes, please indicate type of program.

23. Do you personally believe that radio is an effective teaching medium?

() Yes () No

24. If you were going to hire your own replacement, where would you look for him?

() Your own station

() Trade publication
"want ad"

() MSU

() Professional Training School

() Other college or university

() Other. _____

() Experienced broadcaster now working elsewhere

() Your local High School

25. Would direct Air-to-Air F M feed be an acceptable alternate to present Tape Program Service?

() Yes () No

9.

26. Would you equip your station with F M re-broadcast facilities to obtain direct Air-to-Air educational and public service programs from WKAR? () Yes () No

a. If no above, would you do so to obtain MSU Football or other Sports Broadcasts? () Yes () No

27. Is your station a member of the Michigan Association of Broadcasters? () Yes () No

a. If yes above, are you personally active in the Association? () Yes () No

28. Are you a member of any other professional broadcasting group or association? () Yes () No

a. If yes above, please name the organization.

We are also attempting to gather information about station personnel who are serving in decision-making positions. Would you therefore answer the following personal questions? As previously indicated, all information will be treated confidentially.

29. Personal Inventory:

a. Age () c. Married () Yes () No

b. Sex () M () F d. Wife Working? () Yes () No

e. Number of School age children. ()

30. Education---number of years completed:

() Grade School

() High School

() Junior College

() College

() Name of College

() Other: _____

a. If college graduate, what was your major? _____

b. Are you taking college courses now? _____ Yes _____ No

c. Have you enrolled in any Adult Education courses within the past year? _____ Yes _____ No

d. Have you ever enrolled in courses at Michigan State University? _____ Yes _____ No

e. Have you enrolled in courses at an MSU Regional Center? _____ Yes _____ No

f. If married, has your wife had college training? _____ Yes _____ No

31. Please check (✓) the number of years you have been employed in broadcasting.

_____ Less than 1 year _____ 5 to 10 years
_____ 1 to 3 years _____ More than 10 years
_____ 3 to 5 years

32. Please check the number of years you have been employed with your present station.

_____ Less than 1 year _____ 5 to 10 years
_____ 1 to 3 years _____ More than 10 years
_____ 3 to 5 years

33. Please check the number of years you have been a Program Director.

_____ Less than 1 year _____ 5 to 10 years
_____ 1 to 3 years _____ More than 10 years
_____ 3 to 5 years

11.

- a. Would you use more WKAR programs if you were contacted by a personal visit of a WKAR representative?

() Yes () No

34. Please check the various jobs you have had in broadcasting.

() Writer	() Agency Representative
() Newsman	() Disc Jockey
() Announcer	() Program Director
() Salesman	() Manager
() Engineer	() Sales Manager
() Chief Announcer	() Traffic Manager
	() Other _____

35. Are you engaged in any other business activity while employed at your present station?

() Yes () No

- a. If yes above, please indicate what type of work.

36. Please check (✓) those civic or fraternal groups in which you are active.

() Chamber of Commerce (or local business group)	() Exchange
() Junior Chamber of Commerce	() Civitan
() Rotary	() Red Cross

12.

- | | |
|--|--|
| ☐ Lions | ☐ Community Chest |
| ☐ Kiwanis | ☐ Labor Union |
| ☐ Optimists | ☐ PTA |
| ☐ College Fraternity
or Sorority | ☐ Veterans Group |
| ☐ College Alumni Assoc. | ☐ High School Alumni
Association |
| | ☐ Other _____ |
| | _____ |
| | _____ |
| | _____ |

37. Have you ever run for political office such as elective positions on a Board of Education or City Council?

☐ Yes ☐ No

a. Please indicate any elective positions you have held.

38. Please check (✓) the magazines which you read.

- | | |
|--|---|
| ☐ Life | ☐ New Yorker |
| ☐ Fortune | ☐ Sports Illustrated |
| ☐ Business Week | ☐ Playboy |
| ☐ Time | ☐ US News & World Report |
| ☐ Saturday Review | ☐ Popular Mechanics |
| ☐ Broadcast/Telecast | ☐ US Radio |
| ☐ Saturday Evening Post | ☐ Look |
| ☐ Holiday | ☐ Other _____ |

39. Would you classify your community as:

- ☐ Mostly agricultural
- ☐ Mostly Industrial
- ☐ Devoted to tourist-type business
- ☐ Dynamic and growing
- ☐ Mixture of agriculture and small business
- ☐ Static and not competitive with neighboring towns or cities.

☐ Other _____

40. Would you attend a campus workshop or seminar on educational radio programming if one were developed by MSU?

☐ Yes ☐ No

41. Do you desire a summary of this questionnaire?

☐ Yes ☐ No

APPENDIX B

PART IV

SCHEDULE OF VISITS TO PROGRAM DIRECTORS

March 8, 1960

WBCK	Battle Creek Mr. Eugene Cahill
WKLZ	Kalamazoo Ron Newhouse
WMCR	Kalamazoo Mr. Robert Dye
WHFB	Benton Harbor

March 17, 1960

WOAK	Royal Oak Mr. James Mead
WLDM	Detroit Mr. Richard Bernard
WJBK	Detroit Mr. John Grubbs
WJR	Detroit Mr. R. P. Merridew
WDET	Detroit Mr. Carl Banz

March 24, 1960

WFYC	Alma Mr. Richard Crowley
WCEN	Mt. Pleasant Mr. Lou Williams

WIOS East Tawas
 Mr. Richard Egli

WWBC Bay City
 Mr. Robert Benklemen

WBCM Bay City
 Mr. Devere Logan

March 25, 1960

WKNX Saginaw
 Mr. David Kushler

WFBE Flint
 Mr. Robert Boston

WFDF Flint
 Mr. Elmer Knopf

WTRX Flint
 Mr. Skip Knight

March 26, 1960

WUOM Ann Arbor
 Mr. E. G. Burrows

April 13, 1960

WCER Charlotte

APPENDIX C

PART I

RADIO STATIONS WKAR, WKAR-FM
MICHIGAN STATE UNIVERSITY
East Lansing, Michigan

Spring, 1960

WKAR TAPE PROGRAM OFFERING

As a follow-up to our successful Winter Offering, we are again happy to suggest to you several programs which we will be able to furnish through our tape recorded program service during the coming months. It is gratifying to note the number of Michigan radio stations we have been privileged to serve. During the past year, 1959-60, we mailed out 8829 tapes to 81 stations. That you find our service helpful is attested by the growing acceptance of the programs.

Among the programs available this Spring are some which have been on the list for some time. We know you have an established audience for them, and so they will be continued. We call your special attention to the new series "Situation Wanted", detailed on the next page.

All programs in this offering are available for your scheduling beginning April 4, 1960. Thursday continues to be our mailing day for all programs in this offering. Please check again those programs you are now receiving and wish to continue. The only requirements regarding use of programs are that (1) you schedule programs in their entirety at a regular period, on a non-commercial basis, (2) return all tapes within 30 days, and (3) you pay return postage.

Please return your order as soon as possible. We will be happy to send as many of the programs as you wish.

Cordially,

Larry Frymire
Manager

APPENDIX C

PART II

WKAR TAPE PROGRAM OFFERING

SPRING, 1960

SITUATION WANTED

15 Minutes

April - June (13 weeks)

The effects of persistent unemployment problems in our economy can be fully understood only in terms of the individual job-seeker and the unpleasant difficulties confronting him and his family when their income ceases.

Departing from the customary "statistical" approach, a new WKAR series seeks to assemble personal and documentary testimony illustrating various facets of this chronic problem that dominates the lives of jobless millions today. Entitled "Situation Wanted", the series is produced by Al LaGuire, WKAR Producer-Director, in cooperation with the Labor and Industrial Relations Center at MSU, with Dr. Daniel Kruger, employment security economist, as principal adviser.

Listeners will hear a sequence of revealing interviews with unemployed persons, recounting their experiences in seeking jobs and their efforts to surmount employment obstacles such as age barriers, obsolete work skills, and job-market scarcities. Actual and potential solutions to problems of unemployment are surveyed through extensive interviews with employment security counsellors and officials of the State and Federal employment services. . . within and outside of Michigan. Listeners will have an opportunity to hear important excerpts from the special hearings on unemployment being conducted by the Senate Unemployment Problems Committee.

"Situation Wanted" can begin a 13-week run on your station beginning the week of April 4, 1960.

Selected program titles are as follows:

"The Senators Hear The Jobless". . . . Highlights of testimony developed in Senate hearings before special committee on unemployment problems. . .

"Labor & Management View Unemployment". . . . Excerpts of statements made by organized labor spokesmen and a representative of the U. S. Chamber of Commerce, in their respective appearances before the Senate jobless hearings.

"Community Leaders Speak". . . . Various regional and city officials testifying on their unemployment situation for the Senate committee hearings.

"Hungry Town". . . . Communitywide and general effects of unemployment, indicating over-all costs of unemployment and welfare programs necessitated by widespread chronic unemployment.

"The Tireless Hand". . . . The impact of Automation. . . . it's progress todate, it's future importance. . . .advantages and disadvantages from the employment viewpoint. . . .the problems it creates.

"Jobs in the Making". . . . What creates employment? What are the possibilities in the field of industrial re-development, on local basis; on state basis; on national basis. . . . Factors affecting plant location.

"The Training Challenge". . . . Raising the work-skills. . . . increasing the pace of training and educational programs to meet the needs of current and accelerated industrial changes. . . . Maintaining the nation's competitive position in the world. . . . improving the employability of maximum number of workers.

"Job Communications". . . . Improving the contact between job applicant and prospective employer; distributing employment information to a wider number of persons. . . .improving the important inter-personal communications bearing on employment matters.

"Outlook". . . . Summary and concluding appraisal of the Nation's prospects for employment security today, and in the foreseeable future. Conclusion.

YOU ARE THE JURY

15 Minutes

Continuous

Winner of the coveted Peabody Award for 1957 and of the Alfred P. Sloan Award for 1956, this program is one of the finest in the country in the area of highway traffic safety education. The programs are a cooperative origination of WKAR and the MSU Highway Traffic Safety Center and are passed for accuracy by a Board of Review representing those organizations most intimately connected with safety education or enforcement. Forty-six Michigan radio stations are using this program regularly.

PROGRESS REPORT

15 Minutes

October - May
(Last program to be shipped
May 26)

With the present high interest in science, you will find PROGRESS REPORT extremely timely. Moderator Dick Estell has established contact with leading

Continuous

Continuous

Continuous

October - May

This music program has been presented on WKAR for seven years. It is unusual in the fact that Henry Harris explains the music while he plays some of the world's greatest piano compositions. Mr. Harris is a member of the MSU Music department and a member of the faculty of the National Music Camp. He is an excellent pianist and his commentary greatly enhances appreciation of his music.

EXPLORING THE MUSEUM 15 Minutes Continuous

The Michigan State University is constantly expanding its exhibits and acquiring more and more specimens. EXPLORING THE MUSEUM takes the listener behind the scenes in the museum to learn about the exhibits themselves, but more especially how the elaborate settings of the exhibits are produced. Also, the Museum staff takes part in field expeditions during the summer and the reports of their collecting adventures make interesting listening. Larry Frymire interviews the Director and Technicians of the Museum.

CURTAIN GOING UP 15 Minutes Continuous

This weekly review of the theater on Broadway and in the communities of Michigan is presented by Don Buell, of the Drama Department at Michigan State University. The series has been on WKAR continuously for twenty-two years and is also featured on stations of the National Association of Educational Broadcasters across the country.

THE FARM PULSE 15 Minutes Continuous

A farm program prepared and broadcast by Art Boroughs, WKAR Farm Editor, and featuring interviews with specialists from the College of Agriculture and the Cooperative Extension Service. This program contains general information for farm people, special and timely material on the business of farming and general farm news. It can be used as a separate program or as part of a series in which your county agent participates.

HOMEMAKERS' CHAT 15 Minutes Continuous

A woman's program which draws its material from the staff of the College of Home Economics at Michigan State and from the Home Demonstration Extension personnel. The program, planned and broadcast by Virginia Weiser, WKAR Home Economics Editor, contains material on all phases of homemaking.

LIVING WITH ADOLESCENTS 15 Minutes Continuous

Dr. E. L. V. Shelley, in addition to being well equipped to discuss the problems of the teenager, is also an interesting speaker on the air. Dr. Shelley describes the reasons for adolescent maladjustments and explains the ways in which our social situations give rise to these problems. He is Research Psychologist of the Youth Division of the Michigan Department of Corrections.

GEOGRAPHY IN THE NEWS

15 Minutes

October - May
(May 26 - last program)

For twenty-two years Prof. Edward C. Prophet has presented this program over WKAR. It is designed to present the background of news which has a geographical, geophysical or geopolitical aspect. Mr. Prophet has spoken to many local groups in Michigan using this same subject. Here is a timely commentary which is different and which has popular appeal.

ELECTRICITY AT WORK FOR YOU

15 Minutes

Continuous

This program is designed to assist rural people in their uses of electricity on the farm by suggesting these uses and also by calling attention to safety methods to be followed. Don Brown, of the Department of Agricultural Engineering, interviews farmers in their home situations, reports from the field by tape recorder and chats with leading agricultural experts visiting the extensive MSU facilities. This program has been serving Michigan Agriculture for fifteen years.

WKAR TAPE PROGRAM SERVICE

SPRING, 1960

Station _____, _____, Michigan, Agrees to schedule the following:

<u>Program</u>	<u>Time</u>	<u>Number</u>	<u>Accepted</u>	<u>Scheduled</u>
SITUATION WANTED	15 Minutes	April - June	_____	_____
YOU ARE THE JURY	15 Minutes	Continuous	_____	_____
PROGRESS REPORT	15 Minutes	Ends May 26	_____	_____
EDUCATION TODAY	15 Minutes	Continuous	_____	_____
SCIENCE NEWS	15 Minutes	Continuous	_____	_____
VIEWPOINT	30 Minutes	Continuous	_____	_____
PIANO PROFILES	30 Minutes	Ends May 26	_____	_____
EXPLORING THE MUSEUM	15 Minutes	Continuous	_____	_____
CURTAIN GOING UP	15 Minutes	Continuous	_____	_____
THE FARM PULSE	15 Minutes	Continuous	_____	_____
HOMEMAKERS' CHAT	15 Minutes	Continuous	_____	_____
LIVING WITH ADOLES- CENTS	15 Minutes	Continuous	_____	_____
GEOGRAPHY IN THE NEWS	15 Minutes	Continuous	_____	_____
ELECTRICITY AT WORK FOR YOU	15 Minutes	Continuous	_____	_____

Accepted for station _____, _____, title _____

Date _____, 1960 _____

Please check and return one copy of this acceptance form WKAR, East Lansing, Michigan. Unless otherwise notified, programs now being sent you will be continued.

APPENDIX D

MICHIGAN STATE UNIVERSITY TAPE PROGRAM SERVICE

ANNUAL REPORT

RADIO STATIONS WKAR, WKAR-FM

JULY 1, 1959 - JUNE 30, 1960

The Michigan State University Radio Network was privileged to serve the attached list of Radio Stations with the following program series:

YOU ARE THE JURY	EXPLORING THE MUSEUM
FARM PULSE	GEOGRAPHY IN THE NEWS
HOMEMAKERS CHAT	SITUATION WANTED
LIVING WITH ADOLESCENTS	TENDER TWIGS
SCIENCE NEWS	THROUGH A GLASS DARKLY
ELECTRICITY AT WORK	SPARTAN SPORTS SPECIAL
EDUCATION TODAY	TRAFFIC NEWS
CURTAIN GOING UP	WEEK IN MICHIGAN
PIANO PROFILES	CAP AND GOWN
PROGRESS REPORT	VIEWPOINT

Total series offered. 20.

Of the above list--PIANO PROFILES, VIEWPOINT, CAP & GOWN, and TENDER TWIGS are 30 minutes in length; TRAFFIC NEWS -- 10 minutes and the remainder are all quarter-hour programs.

YOU ARE THE JURY had the greatest distribution with 2, 264 programs used on 51 different Radio Stations.

The total number of programs used by other stations was 9, 565.

The total broadcast time of these programs was 2, 573 hours, which is 51.4% of the total broadcast time of WKAR, WKAR-FM of 5, 000 hours per year.

Radio Station WCBY, Cheboygan, Michigan used the largest number of programs, 526 -- 152:30 hours broadcast time. WLDM, Detroit, Michigan used 491 programs with a total broadcast time of 134 hours.

	<u>STATION</u>	<u>PROGRAMS</u>	<u>HOURS OF USE</u>
1.	WABX, Detroit	70	15:45
2.	WAGN, Menominee	104	26:00
3.	WAMM, Flint	13	3:15
4.	WATT, Cadillac	52	13:00
5.	WBCH, Hastings	166	41:30
6.	WBCK, Battle Creek	65	18:45
7.	WBCM, Bay City	132	33:00
8.	WBRB, Mt. Clemens	28	7:00
9.	WBRN, Big Rapids	234	58:30
10.	WCAR, Detroit	195	48:45
11.	WCBQ, Whitehall	30	7:30
12.	WCBY, Cheboygan	526	152.:30
13.	WCEN, Mt. Pleasant	325	84:15
14.	WCER, Charlotte	52	13:00
15.	WCHB, Inkster	18	4:30
16.	WCMR, Elkhart, Ind.	52	13:00
17.	WCRG, Mt. Pleasant	39	8:45
18.	WCSR, Hillsdale	97	24:15
19.	WDET, Detroit	208	33:30

	<u>STATION</u>	<u>PROGRAMS</u>	<u>HOURS OF USE</u>
20.	WDMJ, Marquette	44	11:00
21.	WDOG, Marine City	83	20:45
22.	WFBE, Flint	65	16:15
23.	WFDF, Flint	52	13:00
24.	WFUR, Grand Rapids	22	5:00
25.	WFYC, Alma	261	68:15
26.	WGHN, Grand Haven	11	2:45
27.	WHAK, Rogers City	141	39:15
28.	WHFB, Benton Harbor	70	20:00
29.	WHFI, Detroit	29	14:30
30.	WHLS, Port Huron	6	2:15
31.	WHMI, Howell	65	16:15
32.	WHTC, Holland	84	21:00
33.	WIBM, Jackson	8	4:00
34.	WIKB, Iron River	52	13:00
35.	WIOS, Tawas City	292	73:00
36.	WJBK, Detroit	370	103:45
37.	WJPD, Ishpeming	130	32:15
38.	WJR, Detroit	60	17:00
39.	WKBZ, Muskegon	28	7:00
40.	WKLZ, Kalamazoo	253	74:30
41.	WKHM, Jackson	58	16:00
42.	WKMJ, Dearborn	52	13:00

	<u>STATION</u>	<u>PROGRAMS</u>	<u>HOURS OF USE</u>
43.	WKNX, Saginaw	69	20:45
44.	WKZO, Kalamazoo	104	26:00
45.	WLAV, Grand Rapids	130	42:15
46.	WLDM, Detroit	491	134:00
47.	WLEW, Bad Axe	52	13:00
48.	WLST, Escanaba	52	13:00
49.	WMAB, Munising	372	93:00
50.	WMAX, Grand Rapids	117	29:10
51.	WMCR, Kalamazoo	220	62:00
52.	WMDN, Midland	284	69:30
53.	WMIC, St. Helen	47	11:45
54.	WMIQ, Iron Mountain	13	3:15
55.	WMPL, Hancock	65	16:15
56.	WMRP, Flint	279	56:15
57.	WMTE, Manistee	416	125:00
58.	WMUZ, Detroit	208	61:45
59.	WNIL, Niles	65	16:15
60.	WOAK, Royal Oak	378	111:00
61.	WOAP, Owosso	9	2:15
62.	WOI, Ames, Iowa	39	19:30
63.	WOIA, Saline (Ann Arbor)	2	:30
64.	WOOD, Grand Rapids	52	13:00
65.	WOWE, Allegan	209	54:15
66.	WPAG, Ann Arbor	52	13:00

	<u>STATION</u>	<u>PROGRAMS</u>	<u>HOURS OF USE</u>
67.	WPON, Pontiac	58	14:30
68.	WRVB, Madison, Wisconsin	32	16:00
69.	WSOO, Sault Ste, Marie	240	74:30
70.	WSTR, Sturgis	117	29:15
71.	WTAC, Flint	207	63:00
72.	WTRX, Flint	271	78:15
73.	WTTH, Port Huron	104	26:00
74.	WTVB, Coldwater	13	13:15
75.	WUOM, Ann Arbor	91	32:30
76.	WWBC, Bay City	<u>65</u>	<u>16:15</u>
		9565	2, 572:80

Stations served, 1959-60 -- 76

Programs carried, 1959-60 -- 9, 565

Hours of Use, 1959-60 -- 2, 572:80

APPENDIX E

July 11, 1960

I have a personal request to make of you which will assist me in a portion of a study now underway here at MSU.

If the following information applies to your station, will you please respond by return mail?

1. Do you distribute programs via tape to commercial and/or educational stations in your area?

Yes _____ No _____

2. If (yes) above, please send me your policy statement governing this operation.
3. Please send me a copy of your organizational chart, both for your department and which will show how your department fits into your campus organization.

Thank you very much for your help. I look forward to seeing you soon.

Cordially,

Larry Frymire
Manager

LF:ja

APPENDIX F

TABLES 19-32

EXACT PROBABILITY ANALYSIS OF DATA WHICH
PROVED OF LITTLE OR NO SIGNIFICANCE IN
TERMS OF THE OBJECTIVES OF THE STUDY

Table 19. RELATIONSHIP BETWEEN PROGRAM DIRECTORS WHO CLASSIFY THEIR COMMUNITY AS MOSTLY AGRICULTURE AND PROGRAM DIRECTORS WHO BELIEVE ORGANIZED LISTENER GROUPS SHOULD HAVE A VOICE IN DETERMINING PROGRAM POLICY

Program Directors Who Classify Their Community as:	Should Organized Listener Groups Have a Voice in Determining Program Policy?		
	Yes	"No" and No Response	Total
Mostly Agricultural	2	4	6
Other	21	20	41
Total	23	24	47
P 0.35397			

Table 20. RELATIONSHIP BETWEEN PROGRAM DIRECTORS WHO CLASSIFY THEIR COMMUNITY AS MOSTLY TOURIST AND PROGRAM DIRECTORS WHO BELIEVE ORGANIZED LISTENER GROUPS SHOULD HAVE A VOICE IN DETERMINING PROGRAM POLICY

Program Directors Who Classify Their Community as:	Should Organized Listener Groups Have a Voice in Determining Program Policy?		
	Yes	"No" and No Response	Total
Mostly Tourist	4	4	8
Other	19	20	39
Total	23	24	47
P 0.64671			

Table 21. RELATIONSHIP BETWEEN PROGRAM DIRECTORS WHO BELIEVE WKAR TAPE PROGRAM SERVICE PROGRAMS FUNCTION AS MOSTLY EDUCATIONAL AND PROGRAM DIRECTORS WHO BELIEVE ORGANIZED LISTENER GROUPS SHOULD HAVE A VOICE IN DETERMINING PROGRAM POLICY

Do You Believe Organized Listener Groups Should Have a Voice in Determining Program Policy?	Do You Believe WKAR Tape Program Service Programs Function as:		
	Entertainment	Education and Combination	Total
Yes	1	23	24
"No" and No Response	2	21	23
Total	3	44	47
P 0.74620			

Table 22. RELATIONSHIP BETWEEN PROGRAM DIRECTORS WHO BELIEVE RADIO IS AN EFFECTIVE EDUCATIONAL MEDIUM AND THE NUMBER OF MAGAZINES READ BY PROGRAM DIRECTORS

Number of Magazines Read by Program Directors	Do You Believe Radio is an Effective Educational Medium?		
	Yes Value of Response 1 and 2	"No" and No Response	Total
Less Than 7	21	4	25
7 or More	21	1	22
Total	42	5	47
P 0.25208			

Table 23. RELATIONSHIP BETWEEN PROGRAM DIRECTORS WHO BELIEVE RADIO IS AN EFFECTIVE EDUCATIONAL MEDIUM AND PROGRAM DIRECTORS WHO WOULD OR WOULD NOT SCHEDULE MORE EDUCATIONAL PROGRAMS FROM WKAR IF THEY WERE FREE FROM EXISTING PROGRAM POLICY

Free From Existing Program Policy, Would You Schedule More Educational Programs From WKAR?	Do You Believe Radio is an Effective Educational Medium?		
	Yes Value of Response 1 and 2	"No" and No Response	Total
Yes	13	1	14
"No" and No Response	29	4	33
Total	42	5	47
P 1.0564			

Table 24. RELATIONSHIP BETWEEN PROGRAM DIRECTORS WHO BELIEVE RADIO IS AN EFFECTIVE EDUCATIONAL MEDIUM AND PROGRAM DIRECTORS WHO DO OR DO NOT BELIEVE ORGANIZED LISTENER GROUPS SHOULD HAVE A VOICE IN DETERMINING PROGRAM POLICY

Do You Believe Organized Listener Groups Should Have a Voice in Determining Program Policy?	Do You Believe Radio is an Effective Educational Medium?		
	Yes Value of Response 1 and 2	"No" and No Response	Total
Yes	20	22	42
"No" and No Response	2	3	5
Total	22	25	47
P 0.56230			

Table 25. RELATIONSHIP BETWEEN PROGRAM DIRECTORS WHO BELIEVE WKAR TAPE PROGRAM SERVICE PROGRAMS FUNCTION AS MOSTLY EDUCATIONAL AND PROGRAM DIRECTORS WHO BELIEVE RADIO IS AN EFFECTIVE EDUCATIONAL MEDIUM

Do You Believe WKAR Tape Program Service Programs Function as Mostly Entertainment or Education?	Do You Believe Radio is an Effective Educational Medium?		
	Yes Value of Response 1 and 2	"No" and No Response	Total
Educational	36	3	39
Entertainment or Combination of Both	6	2	8
Total	42	5	47
P 0.97110			

Table 26. RELATIONSHIP BETWEEN PROGRAM DIRECTORS WHO BELIEVE RADIO IS AN EFFECTIVE EDUCATION MEDIUM AND THE NUMBER OF YEARS PROGRAM DIRECTOR HAS BEEN EMPLOYED AT HIS PRESENT STATION

Number of Years Employed at Present Station:	Do You Believe Radio is an Effective Educational Medium?		
	Yes Value of Response 1 and 2	"No" and No Response	Total
Less than 5 years	26	4	30
5 Years or More	16	1	17
Total	42	5	47
P 0.79320			

Table 27. RELATIONSHIP BETWEEN PROGRAM DIRECTORS WHO BELIEVE RADIO IS AN EFFECTIVE EDUCATIONAL MEDIUM AND THE NUMBER OF YEARS PROGRAM DIRECTOR HAS BEEN EMPLOYED AS A PROGRAM DIRECTOR

Number of Years Employed as a Program Director:	Do You Believe Radio is an Effective Educational Medium?		
	Yes Value of Response 1 and 2	"No" and No Response	Total
Less Than 5 years	28	3	31
5 Years or More	14	2	16
Total	42	5	47
P 1.5812			

Table 28. RELATIONSHIP BETWEEN PROGRAM DIRECTORS WHO BELIEVE RADIO IS AN EFFECTIVE EDUCATIONAL MEDIUM AND THE EDUCATIONAL LEVEL OF PROGRAM DIRECTORS

Educational Level of Program Directors - Years Completed:	Do You Believe Radio is an Effective Educational Medium?		
	Yes Value of Response 1 and 2	"No" and No Response	Total
Less Than College and Other	16	1	17
College	26	4	30
Total	42	5	47
P. 0.79320			

Table 29. RELATIONSHIP BETWEEN PROGRAM DIRECTORS WHO BELIEVE RADIO IS AN EFFECTIVE EDUCATIONAL MEDIUM AND THE NUMBER OF COMMUNITY GROUPS TO WHICH PROGRAM DIRECTORS BELONG

Number of Community Groups to Which Program Director Belongs:	Do You Believe Radio is an Effective Educational Medium?		
	Yes Value of Response 1 and 2	"No" and No Response	Total
Less Than 5	33	5	38
5 or More	9	0	9
Total	42	5	47
P 0.65444			

Table 30. RELATIONSHIP BETWEEN NUMBER OF YEARS PROGRAM DIRECTOR HAS BEEN IN BROADCASTING AND NUMBER OF COMMUNITY GROUPS TO WHICH THE PROGRAM DIRECTORS BELONG

Number of Community Groups to Which Program Director Belongs:	Number of Years Program Director Has Been in Broadcasting		
	Less Than 5	5 or More	Total
Less Than 5	9	29	38
5 or More	0	9	9
Total	9	38	47
P 0.11960			

Table 31. RELATIONS BETWEEN NUMBER OF YEARS PROGRAM DIRECTOR HAS BEEN IN BROADCASTING AND EDUCATIONAL LEVEL OF PROGRAM DIRECTOR -- YEARS COMPLETED

Educational Level of Program Director - Years Completed:	Number of Years Program Director Has Been in Broadcasting:		
	Less Than 5	5 or More	Total
Junior College or Less	2	12	17
College or Other	7	26	33
Total	9	38	47
P 0.91240			

Table 32. RELATIONSHIP BETWEEN ENROLLMENT IN ADULT EDUCATION COURSES AND PROMOTION OF LOCAL ADULT EDUCATION ACTIVITY

Do You Promote Your Local Adult Education Activity?	Have You Enrolled in any Adult Education Courses Within the Past Year?		
	Yes	"No" and No Response	Total
Yes	3	34	37
"No" and No Response	0	10	10
Total	3	44	47
P 0.47920			

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