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EDUCATIONAL TELEVISION BROADCASTING AT MICHIGAN
STATE UNIVERSITY: AN HISTORICAL ANALYSIS OF THE IMPACT
OF OPERATIONAL CONDITIONS ON PROGRAMMING, 1954-1974

By
Faye Elizabeth Smith

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
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Department of Speech

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Accepted by the faculty of the Department of
Speech, College of Communication Arts, Michigan State
University, in partial fulfillment of the requirements
for the Doctor of Philosophy degree.

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ABSTRACT

EDUCATIONAL TELEVISION BROADCASTING AT MICHIGAN STATE UNIVERSITY: AN HISTORICAL ANALYSIS OF THE IMPACT OF OPERATIONAL CONDITIONS ON PROGRAMMING, 1954-1974

By

Faye Elizabeth Smith

Michigan State University has been a pioneer in education since before it served as the model for the Land-Grant Colleges in 1862. As an educational broadcaster, in 1922, it was among the first to utilize educational radio, and, in 1954, it began broadcasting on a UHF channel (60) as the third television station in the nation to offer exclusively noncommercial, educational programming. Over the years, Michigan State University's television station has broadcast over both UHF and VHF channels and was unique in the nation in being a partner to a shared-time arrangement in which two full-time stations--one commercial and one educational--broadcast over the same channel. In 1972, the shared-time was relinquished, and, in 1974, twenty years after it began, Michigan State television began broadcasting on its third channel, UHF 23, a full-time full-color, fully audience accessible, and for the first time in its twenty-year history, it is now broadcasting on a television channel that has been reserved for solely educational purposes by the FCC. It would appear that much might be learned from Michigan State's

Faye Elizabeth Smith

unique set of experiences, but, until now, no such study had been made.

The major purposes of this study have been to provide a conceptual and historical framework for the development of educational television broadcasting at Michigan State University from its beginning in 1954 until 1974, and to examine the operational conditions that have existed at the Michigan State television stations for their impact on its programming.

Three styles of research were employed in this study: historical, survey and critical. By means of several specially designed interview schedules, data of three kinds collected from university, staff, and other personnel who were knowledgeable about the stations' development over the years; data pertaining to philosophy, operational conditions, and programming were collected. From these, four factors that the informants believed had been major influences in the operational conditions of the station were identified for study. These were the factors of policy, technology, finance, and production. The programming descriptive elements thought to be valid and for which sufficient data were found over the continuum of Michigan State television development for study were: percentages of local programming, average weekly air hours, number of program titles, number of program kinds, a breakdown of percentages of different kinds of programming content--public affairs, cultural, and educational, number of staff and the kind of staff at designated four-year

Faye Elizabeth Smith

increments of comparison, and the percentage of audience presumed available to the station and that presumed to have been reached.

Charts of the developmental flow of the factors of influence and the descriptive elements were prepared for comparison using four-year increments of time as the reference points of their progressions. These four-year divisions were suggested by the developmental history of Michigan State television broadcasting itself: 1954-1958, WKAR-TV Channel 60; 1958-1972, WMSB/WILX-TV 10 shared-time arrangement which seemed to break naturally into approximately four-year increments--1958-1962, 1962-1966, 1966-1970, and a final short two-year increment until the move to WKAR-TV Channel 23 in 1972. There was still a measurable four-year division in the period from 1970-1974, until in the last year, Michigan State television broadcasting station moved from the jurisdiction of the Continuing Education Services to that of the newly reorganized Division of Instructional Development and Telecommunications.

There appears to be ample evidence that the expectations held for television broadcasting at Michigan State University have not, to date, been realized. There appears to be insufficient evidence to blame this disappointment on the identified factors of policy, technology, finance, or production as they exist in the operational conditions of the station. The analysis of the data show them to have had little direct

Faye Elizabeth Smith

effect on the programming of the station. Over the years of the stations' activities the Cumulative Impact Potential of these factors have been at a comparative approximation of Medium on a scale of Very High, High, Medium, Low, and Very Low.

A program descriptive element--audience availability--appears, in the final analysis, to have had the most influence on the development of the Michigan State television station, although it seems to have had only indirect impact on the programming. The evidence appears to be undeniable that the lack of audience availability and the continual search for an audience by the University station has been reflected in much else that was indigenous to the successful development of the station. The results can be seen in the developmental flow lines of the factors identified in the operational conditions: Policy application fell away from active to neutral to inactive, and faculty participation fell to almost zero; Technology went from excellent to adequate to low; Finance went from high to adequate and stayed there; Production went from potentially high to very high, then plunged. But the study found that none of these factors appear to have had an important impact on the programming at any time.

In summary, audience availability appears to have had the greatest impact on the development of television broadcasting at Michigan state; the identified factors of influence lack the expected impact. Additional studies are needed.

A Dedication

To Dr. Armand L. Hunter, without whose faith in the future of educational television at Michigan State University, and in the writer, there would never have been this book.

"Religion, Morality and Knowledge
being necessary to good government
and the happiness of mankind, schools
and the means of education shall
forever be encouraged."

- ARTICLE XI, Education. Section 1.

The Constitution of the State of Michigan.

ACKNOWLEDGMENTS

In presenting this dissertation in partial fulfillment of the requirements for the Doctor of Philosophy Degree, the writer wishes first to acknowledge her continuing indebtedness for the love, encouragement and wise counsel of her friend as well as relative, Hazel Elizabeth Reid. As the senior representative of a tough but accomplished clan, her support and understanding have been invaluable throughout this endeavor.

A special debt of gratitude is acknowledged to those members of the Communication and Education faculties whose vision and knowledge were so helpful in the construction of the interdisciplinary program she wished to undertake while pursuing the doctorate. In addition to Dr. Hunter (to whom this dissertation is dedicated) the writer's first advisers were the late Dr. Walter Emery (who first encouraged her pursuit of a graduate degree), Dr. David Berlo and Dr. Charles F. Schuller, who offered both encouragement and guidance in the establishment of her nontraditional program, and, Dr. Colby Lewis, who was the Chairman of her Advisory Committee until his retirement, and the station manager of

WMSB-TV 10, when the writer returned to Michigan State for graduate study.

Gratitude is owed also to the Michigan State University television stations, WMSB-TV 10 and the present WKAR-TV 23, for affording the writer the opportunity to work at her profession as a broadcast communicator and liaison while learning the additional skills of a broadcast educator. The variety of roles she was able to assume for the stations during this association have proven of great advantage to her personal growth and continuing education, as well as sowing the seeds for the choice of dissertation subject area.

The members of the staff and administration of both WMSB and WKAR-TV will be remembered with affection, as will those of the more recent assignment as Coordinator for the University of the Air in association with the University Extension Division, the Continuing Education Services, and the newest reaffirmation of the University's long commitment to far-reaching public education, Lifelong Education.

A very special thanks is offered to the writer's Advisory Committee. The imagination and scholarship of the Chairman, Dr. Gordon Thomas, and Committee Members Dr. Erling Jorgensen, Dr. Robert Schlater, and Dr. Mildred Erickson (who has been most helpful in the final stage of this work while the original Committee Member, Professor Russell Kleis, has been out of the country) have been of great assistance and support. The contributions of all these

scholars will always be remembered; the examples they have set the writer will try to emulate.

On a personal and most important note, the long work of this doctoral program and the writing of the dissertation would not have been nearly so enjoyable without the warm support and understanding of several very special friends, in particular, Dr. Lyndon B. Preston, also my editor-critic, and Neil Bertram and Edward Anthony; or without the love and belief, and, yes, the expectations impressed upon me by the several generations of my wonderful family.

Last of all, a most sincere debt of gratitude is owed to my friend and the dissertation's typist. And how inadequate that title becomes when the referent is Ruth Langenbacher.

TABLE OF CONTENTS

Chapter	Page
I INTRODUCTION TO THE STUDY	1
Background of the Study	2
Purpose of the Study	10
Need for the Study	12
Limitations of the Study	13
Procedures for the Study	14
II EDUCATIONAL TELEVISION: AN OVERVIEW	19
Introduction	19
Background	19
The 1930's	21
The 1940's	24
The 1950's	38
The 1960's	46
The 1970's	51
III EDUCATIONAL TELEVISION AT MICHIGAN STATE: AN HISTORICAL OVERVIEW	57
Introduction	57
Part One: Genesis of Television	
Development	57
A Story of Committees	57
Television Development: Implementa- tion of Committee Recommendations.	70
Television Development: Prebroad- cast Programs for "Teaching, Research, Extension, and Public Relations"	73
Part Two: Prebroadcast Preparation and Organization	79
Preparation and Organization of Pro- gramming Resources: Conception, Identification, and Philosophy.	80

Chapter III (cont'd.)

Page

Prebroadcast Preparation and Organiza- tion: Television Broadcast Policy of Michigan State College	82
FCC Application: Television Advisory Committee "Recommendation C"	86
<u>Background</u> - A Matter of <u>Policy</u>	90
<u>Educational</u>	93
<u>Commercial</u>	93
<u>Educational on Commercial License</u>	95
Part Three - Television Broadcasting at Michigan State: An Overview, 1954-1974-	
WKAR-TV UHF 60; WMSB-TV VHF 10: and	
WKAR-TV UHF 23	96
WKAR-TV UHF 60	96
WMSB/WILX-TV	109
Shared-Time TV	113
WKAR-TV UHF 23	143
 IV PROCEDURES OF THE STUDY AND DESCRIPTION OF DATA	 151
Part I: Procedures of Data-Gathering	151
Procedures for Reporting Data Findings	153
Procedures for Data Analysis	153
Description of Data Gathered	155
I. Station Philosophy	155
II. Operational Conditions	156
A. Policy	156
Television Broadcast Policy	157
Report of the All College Committee on Television Courses for Credit	160
TV Policy Statement for the School of Science and Arts	165
Policy of the Radio and Television Broadcasting Services of Michigan State University	172
Summary of Data Gathered Concerning Policy	175
B. Technology	178
Summary of Data Concerning Technology	187
C. Finance	188
Summary of Data Concerning Finance	190
D. Production	192
Summary of Data Concerning Production	195

Chapter IV (cont'd.) Page

III. Programming	
Category 1. Percent of Local Programming	200
Category 2. Average Weekly Hours	202
Category 3. Number of Program Titles	202
Category 4. Number of Program Kinds	204
Category 5. Percentage of Public Affairs Programming	205
Category 6. Percentage of Cultural Programming	208
Category 7. Percentage of Education Programming	208
Category 8. Number of Station Staff and Ratio of Creative to Support Personnel	209
Category 9. Percentage of Available Audience	209

V ANALYSIS OF DATA CONCLUSIONS AND RECOMMENDATIONS 212

Introduction	212
Part 1-2: Analysis of Data and Findings	213
A. Policy	215
B. Technology	219
C. Finance	221
D. Production	223
Further Findings of Comparative Analyses	225
A1. Policy	225
B1. Technology	227
C1. Finance	227
D1. Production	227
Summary of Data at Four-Year Increments	231
1954	231
1958	232
1962	233
1966	233
1970	234
1974	
Conclusions Based on the Four-Year Increment Summary	234
Part 3: Conclusions and Answers to Questions Posed in Chapter I	236
Questions Posed for Study	240
Summary and Conclusions	252

Chapter	Page
APPENDICES	256
A. Statements of Michigan State University Television Broadcasting Policy	256
B. Data Concerning Michigan State University Television Stations	279
C. Program Descriptor Charts	322
Informant Interview Schedules	326
D. Correspondence	344
BIBLIOGRAPHY	349

LIST OF FIGURES, CHARTS, AND GRAPHS

A -

Figure	Page
1. Policy Activity Flow - 1954-1974	176
2. Technology Capability Flow - 1954-1974	176
3. Finance Adequacy Flow - 1954-1974	191
4. Production Capability Flow - 1954-1974 (Program Descriptor Elements)	191
5. Percentage of Local Production Flow - 1954-1974	201
6. Average Weekly Air Hours Flow - 1954-1974	201
7. Number of Program Titles Flow - 1954-1974	203
8. Number of Program Kinds Flow - 1954-1974	203
9. Programming Descriptors Flow A - 1954-1974	206
10. Programming Descriptors Flow B - 1954-1974	207
11. Percentage of Audience Available	210

B -

Chart

1. Local Production Capability - 1954-1974	206
2. Comparison Chart of Descriptors at Four- Year Increments: 1954; 1958; 1962; 1966; 1970; 1974	322

List of Figures, Charts, and Graphs (cont'd.)

	Page
C -	
Graph	
A. Policy and Program Descriptors - 1954-1974	216
B. Technology and Program Descriptors - 1954-1974	220
C. Finance and Program Descriptors - 1954-1974	222
D. Production and Program Descriptors - 1954-1974	224
E. Local Production Capability Components - 1954-1974	228
F. (Faculty/Local/Outside: Program Resources)	229
G. (Audience Available/Reachable)	235
H. Cumulative Impact Potential - 1954-1974	237
I. Faculty/Local/Outside Sources	244

FOREWORD

The purpose of Michigan State college when it was established 100 years ago was to help the people of Michigan learn to live more effectively and to learn to live more enjoyable lives. Television is the greatest tool ever devised to carry out the program of education for all the people.

- John A. Hannah, President,
Michigan State College, East Lansing
at the Dedication Ceremonies for
Michigan State's Television Broadcasting
station, WKAR-TV, Channel 60, January 15,
1954.

Education may be defined as the process by which society preserves and transmits its intellectual and cultural heritage. Television, as a new medium of communication, holds tremendous potentiality for the realization of this educational purpose and the fulfillment of this process. To this end, Michigan State College intends to use the television medium to extend its educational resources and services to the people within its area of educational responsibility, in fulfillment of its obligation to serve the agricultural and industrial classes in 'the several pursuits and professions of life.' The State Board of Agriculture therefore has adopted the following statement of policy governing the principles, purposes and administration of programs, broadcasts and station operation . . . (see Appendix for entire text).

Foreword: Television Broadcasting Policy
Michigan State College, 1954.

CHAPTER I

INTRODUCTION TO THE STUDY

Education is intended to help man to better control his world--his own life and that of the environment. Contemporary education does not teach man adequately to cope with the environment nor yet enable him to design nor to explore new dimensions for a successful life. New and additional methods of education are needed. In what ways can educational television be enlisted in this cause? Worldwide education, for example, is imminent. Satellite communication systems will soon be available for all who have the imagination, determination, and the financial resources to utilize this new technology for international education, cultural exchange or enrichment. In what ways can educational television accept responsibility and leadership for providing extended educational opportunities in this new field? Has the history of educational television prepared it for such an eventuality? The literature in the field is sparse. The data gathered and the findings of this study may contribute to an answer.

Background of the Study

A basic premise of American democracy is that education should be available to all. One of this country's earliest attempts to assure this availability is found in the so-called "Morrill Act," signed into law in 1862 by President Lincoln. It established, with the help of federal aid, a state-tax-supported college in every state and territory.¹ The passage of this Act was considered to have been a turning point in education at the college level because the object of these schools was not to be the usual American collegiate education in the European tradition where "only the sons of the rich and well-born . . . were given training in the classics and a few professions . . . but where the leading object would be to apply knowledge to the solution of problems of every-day, common people, and to open as wide as possible the doors of educational opportunity."² One of

¹12 Stat. 503 - An Act Donating Public Lands to the Several States and Territories Which May Provide Colleges for the Benefit of Agriculture and the Mechanic Arts. Usually referred to as the "Morrill Act," or the "Land-Grant College Act." Section 4, in part, reads:

[the purpose] the grant shall be responsible for the establishment of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts in such a manner as the legislature shall prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

²Statement of John A. Hannah on Behalf of Michigan State College, East Lansing, Michigan, before the Federal Communications Commission (FCC) on September 7, 1951.

the country's most recent efforts to achieve this same educational opportunity and availability can be found in the Public Broadcasting Act, signed into law in 1967 by President Johnson.¹ The Public Broadcasting Act has been likened to the Morrill Act, since both are generally considered to have been landmark events in the cause of public education. Michigan State, as a pioneer participant in both the land-grant and the public broadcasting movements, has played an ongoing part in the development and implementation of both.

Michigan State University, as the Agricultural College of the State of Michigan, was established in 1855, and is generally accepted as being the pioneer of the land-grant college movement in the United States² At the time of its founding, the little agricultural college represented a radical new approach to education at the college level because it was set up to instruct not just the children of the privileged but those of the agricultural and industrial classes as well. Agricultural subjects for the first time were taught as sciences. The idea won public acceptance so rapidly that only seven years later it was adopted as a national policy of the historic Morrill Act.³ In a statement before the Federal

¹U.S. Public Law 90-129, 81 Stat. 36, 90th Congress.
The Public Broadcasting Act of 1967.

²Madison Kuhn, Michigan State: The First Hundred Years, 1855-1955, (East Lansing, Michigan: The Michigan State University Press, 1955), p. 6-9.

³Op. cit., 12 Stat. 503.

Communications Commission (FCC) Michigan State's President, John Hannah, in 1951, said of this Act's enactment:

Many claims for the importance of this change have been made, but it can be maintained that this one act did as much as any single development to develop the United States into the giant it is today. Today's miracles of production in business, industry, and agriculture are possible only because larger numbers in each succeeding generation have been given the training with which to multiply their native skills and aptitudes. Simultaneously, there has been a constant erosion of class barriers so that today, the son or daughter of any American family can reasonably aspire to¹ any goal within the limits of ability and energy.

Michigan State University, in a very real sense, is the custodian of a great American heritage and a trustee of the tradition of educational service to all the people within the area of its educational responsibility. The boundaries of its campus are the boundaries of the state.² One traditional definition of a university is that of a community of scholars. A modern definition, one written in part by Michigan State and other land-grant schools, is of a university as a center for service, also. It is still a community of scholars--a community made up of the students, teachers and researchers who live or work on campus--but the walls of the campus community have been razed. Historically, educational emissaries, under the mandate of the Land-Grant Act went out to the rural farm families of Michigan as county agents, home

¹Hannah, loc. cit., p. 2

²Kuhn, loc. cit., p. 79.

demonstration agents, 4-H agents, and subject specialists through the Agricultural Extension Service. Later, representatives from the Continuing Education Services established their regional centers of service throughout the state. The University Extension serves both the nearest and the "farthest parts of the world."¹

It is a matter of record that Michigan State has continually sought to fulfill its land-grant mandate to extend educational opportunities beyond the borders of its central campus. Following World War I, it became a pioneer in the use of radio (1922) as a medium for broadcasting useful information to larger numbers than could be reached by any other method then available. After World War II, when explosions of student population and new technology both occurred, corresponding increases in the institution's faculty, classrooms, laboratories and dormitories were needed.² A "climate of

¹Michigan State University, Continuing Education Service. Position statement on Michigan State University As a Lifelong Education University. (East Lansing: The Michigan State University Press, 1973), p. 7.

²MSU Archives, James H. Denison files.

According to James H. Denison, appointed administrative assistant to President Hannah in 1947, in the years immediately after World War II, the enrollment at Michigan State first doubled and then tripled, largely, but not entirely, due to the veterans on the G. I. Bill. "Bulges of growth were everywhere" to the point where "girls were asked to postpone coming to school until the fall of 1947."

innovation existed at Michigan State."¹ While action was being taken on a number of on-campus organizational innovations (among them the first Basic College in the nation), the school's earlier successful experience with educational radio encouraged the administration and faculty to look with interest at the new medium of television as a means of reaching the University's off-campus community of learners.²

Once again assuming the role of educational pioneer, Michigan State College began regularly scheduled television broadcasts on January 15, 1954, operating the third television station in the nation devoted solely to broadcasting noncommercial, educational programming. Like other institutions in the new field, Michigan State had to feel its way in the new medium and participation in broadcasting activities at that early date would not have been possible had not Dr. Armand L. Hunter, the College's new director of television development and his staff conducted television training classes for faculty and students for three years prior to the start of activities on-the-air.³ A closed-circuit television

¹Interview with Dean Milton Muelder, November 5, 1975. Michigan State University, East Lansing, Michigan.

²Ibid.

³WKAR-TV Historical Records: TV Development files. (The correspondence, memoranda, records and reports referred to in this study pertaining to the Michigan State Broadcasting station are presently being prepared for classification and inclusion in the MSU Archives.)

system was used for this training and had been installed for that purpose. The television staff had perfected broadcast procedures in class to the point where students of television could learn by helping in the production of programs. Kuhn describes this early experimental operation in his history of Michigan State's first hundred years:

Professors from every school had experimented with adaptations of lectures, demonstrations, discussions and concerts. Faculty and student productions filmed in Kinescope had either been distributed to commercial stations or filed away against the day when the station would reach beyond the campus. All of this was important, for a university station's peculiar opportunities lie in its ability to train students and to present its distinctive resources to a wider audience.¹

The need of the college for a "station [that] would reach beyond the campus" was addressed by President Hannah in his testimony before the FCC in 1951. In regard to the closed-circuit operation, he said:

It soon became apparent that the possibilities of this medium would never be fully realized at Michigan State College unless the institution had its own transmitter. Despite the wealth of program material available on our campus, and despite the great and active interest in the use of television for educational purposes, opportunities to use existing facilities have been practically nonexistent. Michigan has six operating television stations. Up to this moment, the time made available to Michigan State College for presentation of educational material does not total as much as three hours.

This, it should be emphasized, is the history of more than three years of television transmission in Michigan--less than three hours for Michigan State College on six stations over a period of three years.

¹Kuhn, loc. cit., p. 443.

This indifference to the resources, the needs, and the rights of the land-grant university of the State of Michigan may be explained in many ways. For one, only the three stations in Detroit have facilities for originating programs locally; and the other three could not originate programs if they were so inclined. But for those with long memories in the field of radio broadcasting, the record is not surprising. There is a curious parallel between the thinking that led Michigan State College to apply for its first radio license and the thinking that has led Michigan State College to apply for a television license. Clearly, the situation is untenable when the land-grant institution for the State of Michigan, one of the largest universities in the nation, is without the opportunity to take advantage of television as a medium for reaching the people it is obligated to serve.¹

Michigan State was not alone in its efforts to obtain its own television channel. Over the same time, the FCC was in the process of hearing proponents for the reservation of what came to be identified as "noncommercial educational television" channels. One of the most active spokespersons on behalf of the reservation of channels for education was FCC Commissioner Frieda B. Hennock, and Hannah's argument before the Commission was not unlike the arguments Hennock had presented earlier in 1951 before a gathering at Michigan State College. In an appearance before the Sixth Annual Michigan Radio-Television Conference on March 3, 1951, Hennock had argued for "Education's Opportunity in Television:"

Despite the acknowledged impact of TV, educators, like many parents, flee from the problems it creates. Yet it is the educators of this country who have the

¹Hannah, loc. cit., p. 5.

opportunity of insuring that TV's effect on our citizens is a wholesome and salutary one. George Bernard Shaw has warned us all 'Get what you want or you will be forced to like what you get.' . . .

A famous general once said, 'If you can't lick 'em, join 'em.' Educators must 'join' television. They must make it their ally and use it for their own advantages. If educators secure and operate their own television channels, I firmly believe there is no limit to the good which they can accomplish--no limit to the knowledge, enlightenment and culture that they can help spread throughout the United States. . . .

Educational broadcasting . . . will not be restricted to the classroom. An expanded adult education program is also a necessity; it should not be underemphasized. Educators can no longer ignore the graduate or the uneducated free citizens. Education must reach that citizen wherever and however it can to prepare him to carry that burden willingly and well. To do so, educators must have access to every modern means of communications. We would not restrict our generals to the use of muskets and horse-drawn artillery. Why then restrict our educators to the classroom and the 'Hornbook'!. . .

But to make full use of the educational potential of this new medium, educators must have their own independent stations. The future of education on the air cannot and must not be entrusted solely to the commercial broadcasters. No matter how willing and cooperative they may be, and to their great credit many have been, they cannot possibly provide sufficient time to meet the educational needs of this country that television can fill. Education will require a full broadcasting day: many hours for in-school and after-school use for children; evening time for adult education; programs for the handicapped and shutins; specialized offerings to the so-called minority audiences. These programs are not commercially feasible. . . . Yet, can we conceive that such programs will be carried on commercial stations? They will, however, be the ordinary fare of the non-commercial broadcaster. Education, in addition, should be in the hands of the experts in the field--the educators themselves.¹

¹WKAR-TV Historical Records: TV Development files, loc. cit.

It is a matter of record that Michigan State went on the air from its own station on January 15, 1954, and it has broadcast almost continuously since that time over three different frequencies. These have been operated by the University successively: UHF Channel 60, from initial dedication in 1954 until June 28, 1958; VHF Channel 10, from March 15, 1959 until September 12, 1972; and UHF Channel 23, from September 12, 1972 to the present. Both in its length of time in the educational television broadcasting field and in the variety of its experiences, therefore, Michigan State offers fertile ground for an examination of the state of the educational television art and its accomplishments to date--but there has been no such systematic study made. This writer believes strongly that there should be, such a study, both for the sake of the future growth of the Michigan State television station, and for the information it may contribute to the educational television (ETV) field in general. Although a complete examination of all the facets of the Michigan State station's activities is beyond the scope of this study, an examination of its programming and of some of the factors that may have influenced its operational conditions does seem appropriate.

Purpose of the Study

The purpose of this study is to examine educational television broadcasting at Michigan State University and some of the factors that have influenced its development. These

factors will be examined in the context of their influence in the operational conditions of the station to determine their affect singly, or in combination as the operating environment of the station, on its programming. The study will undertake to answer several questions:

1. Were there any changes in the station's operating circumstances over the twenty years of its broadcasting activities that affected the programming of the television station?

2. What were the factors in the operating environment of the station that affected its programming? In what way(s) did they affect the programming?

3. Of the factors of influence identified for the question above, which have had the greatest effect on the station's programming? When? Why?

4. Can the effect of these major factors of influence be identified in the station's programming--for good, or, for bad effect?

5. Has the affecting potential of these factors of influence changed over the twenty-year history of the station's broadcasting activities? When? In what way(s)? Why?

6. Are the factors of influence in the operating environment at Michigan State's educational television station unique to that station, or do similar affecting influences exist at other stations of the university-owned ETV type? Do they exist at all ETV stations, regardless of type?

7. What can Michigan State's television station learn from its own experiences in the past?

8. How can Michigan State's experiences as an educational television broadcast programmer be made useful to its own programming plans for the future?

9. Should the purpose of educational television broadcasting at Michigan State be different for the future from that designated at its dedication in 1954? If there should be a difference in purpose, for what reason(s) should this difference be made and in what sense should it be different?

Need for the Study

There is a need to gather data that will provide a historical perspective on educational television broadcasting as it developed at Michigan State and for a careful analysis of the data to provide guidelines for the station's programming in the future.

There is a need to undertake this study because of the present availability of many primary sources in both personnel and document form. This data may be lost to scholarly study unless gathered now.

There is a need to undertake this study in light of Michigan State's history as a pioneer in the important educational television (ETV) movement.

It is important to gather data of the unique ETV work done at Michigan State, in order to make it available to other institutions, and it is important for the sake of the historical records of Michigan State University itself.

Finally, in regard to the newest space age technology and its potential for utilization by the educational television field, there is a need to undertake this study now as preparation for the use of satellite interconnection as a means of program delivery and exchange. Inherent in any plans of Michigan State University for domestic or international satellite use is the question whether the University's educational television station has any plans to make its programming available by this new means. Such action could at once fulfill and further extend the University's educational mandate under the Land-Grant Act to carry its educational services beyond the confines of its East Lansing campus. There is a need to know what plans have been made in this regard for the sake of the station's and the University's historical records.

Limitations of the Study

It should be noted that it will not be within the scope of this study to present a complete history of educational television broadcasting activities at Michigan State, but

rather only to identify and examine those events which of themselves or in their historical sequence or context affected the programming broadcast from Michigan State's television station from January 15, 1954, when it was dedicated, through July 1, 1974, when the facility became a part of the newly reorganized Division of Instructional Development and Telecommunications. Nor will the study concern itself with the University's present closed-circuit television facility, (Instructional Television Services) or cable systems--except in regard to the early experiments carried on prior to the beginning of broadcast television activities. These experiments were conducted over an on-campus closed-circuit television facility to develop and train the staff needed for television activities at the College.

There will also be limitations in time for the study. Since the majority of the data will be drawn from primary sources, the problems of identification, collection, organization and evaluation will each take a considerable amount of time before the actual study can be begun.

Procedures for the Study

A variety of research methods will be used for the collection and analyzation of the data needed for this study, principal among them will be those of history, survey and criticism.

A specially designed Informant Interview Schedule will be used in a preliminary search for historical data and

information sources regarding the station's overall operations from its beginning on January 15, 1954, until July 1, 1974. Persons who have had long association with the television station and its developmental history will be contacted and personal interviews will be conducted with station personnel, members of the University staff and faculty, as well as with members of the University administration. Information will be gathered from these contacts on the history of the station as well as the location of possible additional sources of information of all kinds--print, personal recollection, opinion, or anecdote.

The information gathered from this preliminary search will be used as the basis for a second Informant Interview Schedule to be used in gathering data from additional primary sources, i.e., those persons who have been identified by the first group of informants or those whose association with the station might have been of shorter duration than that of the first group or of a more highly specialized nature.

From these preliminary searches, a tentative identification will be made of those factors in the operating environment of the station which over the years of its existence are most usually seen as major influences in those conditions, and as having the capacity to affect its programming.

Following identification of the major factors of influence, a search will be made for data concerning the individual developmental histories of each of these, and chronologies of

their histories will be compiled.

Data concerning the programming broadcast by the television station over the twenty years of its existence will be compiled. (It is believed that this will have to be reconstructed from a number of sources, since there appears to be no complete record of the station's programming in any one place.)

Data gathered through the procedures described above will be organized and submitted to analysis for the purposes of the study.¹ Analysis will be made by comparative-critical means. A comparison will be made between the programming broadcast by the station and the operational conditions that existed as the processing environment of that programming. Identifiable changes in programming content, style, hours of broadcast time, percentage of programming produced locally as opposed to that acquired from other sources, and other differences will be examined in conjunction with the operational conditions in existence at the time of the perceived program changes. If an intra-affect between programming change and operational conditions can be verified, an examination will be made of the major factors of influence extant in the operational conditions at that time, and an effort will be made to determine which of those factors caused the

¹It should be noted that most of the primary source materials used in the study are now in the process of being organized and classified for inclusion in the Michigan State University Archives.

programming imbalance, and how they caused it.

The findings of these analyses should provide answers to the questions posed earlier in this chapter and provide guidelines for further research.

The data and findings of this study will be reported in the following manner:

In the educational television field in general and at Michigan State in particular, the literature is sparse. For this reason the usual review of the literature provided in Chapter II takes the form of an overview of the growth of the educational television field itself.

Chapter III provides the conceptual framework of the study of Michigan State's development of educational television broadcasting from January 15, 1954, to July 1, 1974.

Chapter IV is divided into two parts: Part 1 provides a description of procedures used for data gathering; and Part 2 provides a description of the data gathered, including an overview of the programming broadcast by the station during its 20-year existence as it has been described in the annual reports made to the governing body of the University by the station.

Chapter V is divided into four parts: Part 1 provides a report of the analysis of data described in Chapter IV; Part 2 reports the findings resulting from the comparison of the programming broadcast by the station with the operational

conditions that existed at identified points of difference; Part 3 presents the conclusions reached as a result of these analyses and the answers to the questions posed for study in Chapter I; and, finally, Part 4 of Chapter V offers the writer's recommendations for the future utilization of the study's findings by the Michigan State educational television station, the educational television field in general, and those institutions that may be planning to join the field now, or in the future.

CHAPTER II

EDUCATIONAL TELEVISION: AN OVERVIEW

Introduction

It is the purpose of this study to examine the operational conditions at Michigan State's television broadcasting station for the manner and degree of their impact on its programming. An examination of the larger theatre of the television medium's development will provide a useful framework for this study.

Background

The story of television and its development is roughly five decades long; educational television is part of that story. Television's development is also a part of educational television's story. An exhaustive examination of how and why they differ does not belong here; however, an attempt at a definition of educational television is appropriate and is an overview of the fields of television and educational television where their backgrounds do mesh.

What is the definition of "educational television"?

Many of the field's historians appear to avoid the confusion inherent in this non-definitive phrase by beginning ETV's history with its institutionalization by the Federal

Communications Commission (FCC). This occurred in 1952, when the FCC created a new class of television station-- "noncommercial, educational" -- and reserved 242 television channels for the exclusive use of these stations. But, this seems to imply that there can be no educational programming broadcast unless it is either broadcast over a reserved channel, or, broadcast by a noncommercial, educational television station-- and this denies much that is excellent and worthwhile that is broadcast over many commercial stations, and, in some instances, broadcast for academic credit.

It seems to the writer that arriving at a definition of the term "educational television" is less important than the degree to which the stated goals of such stations are attained. The combination of terms seems a paradox. For the purposes of this study, the writer will choose to concur with the definition agreed upon by three of the field's still active pioneers, Wilbur Schramm, Jack Lyle, and Ithiel de Sola Pool:

Educational television is something of a paradox. Part of the greatest sales medium ever developed, it sells nothing. Part of a medium with unequaled ability to attract people to it, it programs for minority audiences. Part of a highly expensive medium which needs the support of more than a billion dollars in advertising money annually, it gets no advertising support and exists on Spartan budgets and a rickety financial structure of gifts and school money. Part of a great entertainment medium, it invites its audience to come not for entertainment, but rather for work. It invites them, not to relax, but rather to stretch their minds in

order to capture new ideas and information.¹

Although that statement was published in 1963, before many of the organizational and supportive developments important to the field came about, much of it remains true. "Educational television" remains a "paradox," which over its relatively short life span has meant different things to different interests and different people, and, sometimes all at once. It seems useful to this study to examine it in the context of the five decades of television, in general, with its educational applications being a part of that whole.

The 1930's

The 1930's saw television, for the most part, still in the laboratories. Electronically, television is another form of radio -- an amalgam of electronic discoveries that culminated in a picture of a dollar bill projected on the wall of a basement laboratory in Washington in 1927.² Since that time, television has reached an almost saturation level of accessibility in the homes of the American people, and a great deal of the rest of the world. In the 1930's, it was still a technological novelty, and few thought beyond that.

¹Schramm, Wilbur, Lyle, Jack, and Pool, Ithiel de Sola. The People Look At Television. Stanford, California: Stanford University Press, 1963, p. 1.

²Bagdikian, Ben H. The Information Machines: Their Impact on Men and the Media. New York: Harper Colophone Books, 1971.

In 1930, however, the Radio Corporation of America (RCA) presented a demonstration of television in a movie theatre for invited guests.¹ In 1932, probably the first educational television programs anywhere were broadcast over the "sound and sight" equipment of W9XK, the experimental station of the State University of Iowa's electrical engineering department. Between 1932 and 1939, that station transmitted over 400 programs, including lecture courses in art, shorthand, engineering and botany, as well as drama and other entertainment.² But Iowa's early activity in programming and the invitational presentation by RCA were notable more for the fact of having been done at all than for the significance or quality of their products. Far more usual program activities at this early stage in television's development were those carried on by the majority of other electrical engineering schools with experimental licenses; here, the technology itself was being studied, and the programming was simply a necessary evil.³ Television's potential

¹"ABC's of TV," TV Factbook for 1975.

²E. B. Kurtz, Pioneering in Educational Television: 1932-1939 (Documentary Presentation), University of Iowa, 1959. 'Sound and Sight' at W9XK were broadcast separately using a 'scanning disc' system rather than a tube, and had to synchronize at point of reception. This led to less than quality technical production, regardless of what may have been the excellence of the program content.

³Ibid.

as a carrier of substantive content was of little concern. When the novelty of the new technology was gone, therefore, the experimental licenses under which the schools operated were simply allowed to lapse--like the experimental radio licenses before them. They had served their immediately perceived purpose.¹

The industry broadcasting engineers continued their experiments in television. In 1936, RCA tested outdoor television pickup in Camden, N.J., and in the same year, the BBC in London made television history by going public--largely with RCA equipment.² This put the British ahead in the field. It was easier for the government-controlled British system to command funds for development than it was for the American free enterprise system to do so. However, by 1937, there were 17 experimental television stations operating in the United States, and in 1939, the National Broadcasting Company (NBC/RCA) telecast the opening day festivities of the New York World's Fair. The address of President Franklin Delano Roosevelt was telecast from the Fair's Court of Peace, and he was hardly more a star than the telecast itself.³

¹Richard Hull, ETV: The Next Ten Years (Stanford, Calif.: Stanford University Press, 1963), p. 338 (Appendix).

²"ABC's of TV," TV Factbook for 1975.

³A. H. Morton, "Television," Chapter XV, Art in American Life and Education. Fortieth Yearbook of the National

During the same year, NBC also telecast a major league baseball game, a boxing match, and a college football game using the first mobile unit transmitter on record.¹

The 1940's

The United States' entry into World War II in 1941 necessitated the retooling of all domestic manufacturing for war-time production. This meant no replacements of technical hardware as well as no new technological equipment--television and radio included. During the forced hiatus in production, the broadcasting industry and a few educators (who had been introduced to television, usually, because of an earlier interest in radio education's potential) felt the time could be used to begin developing a public and educational demand for television broadcasting after the war.² It was realized that television would be very expensive, and yet, in our society, it would have to somehow support itself. For this, the public itself must become an active partner.³ For this,

Society for the Study of Education. Guy Montrose Whipple (ed.). (Bloomington, Illinois: Public School Publishing Co., 1941), p. 169-174.

¹ John Porterfield and Kay Reynolds (eds.), *We Present Television* (N.Y.: W. W. Norton & Co., Inc.), 140, p. 202.

² Richard Hull, *ETV: The Next Ten Years* (Stanford, Calif.: Stanford University Press, 1963), p. 338 (Appendix).

³ Robert Blakely, *The People's Instrument: A Philosophy for Public Television*. A Charles F. Kettering Foundation Report. Washington, D.C., Public Affairs Press, 1971, p. ix.

a climate of expectation and demand had to be created, one that would be ready at war's end when television transmitters, television receiving sets, and television programs to be transmitted and received, would become readily available. A massive distribution of information about the new medium was needed. The educators who were already converts of educational broadcasting had to inform and convert their more traditional educational colleagues and administrators, and industry had to inform both the educational broadcasters and the public.¹ So, the domestic manufacturing hiatus of a tragic war gave broadcasters ("commercial" and "educational" had still to be delineated) the time necessary to prepare for the new medium of television.

There was much interaction between the two groups and much of it was recorded in the annual publications of various educational and professional organizations.² The trickle of articles and comment about television that had appeared in the 1930's, in the 1940's, became almost a steady stream. Industry spokesmen were frequent guests at educational institutes, and broadcasting journals sought out industry's experts for articles. The Annual Reports of two of these Institute series have been particularly useful to the writer, the

¹ Richard Hull, ETV: The Next Ten Years (Stanford, Calif: Stanford Univ. Press, 1962) p. 339 (Appendix).

² Richard Hull, ETV: The Next Ten Years (Stanford, Calif: Institute of Communication Research, 1962) p. 338 (Appendix).

Institute for Education by Radio (later Radio-TV), headquartered at the Ohio State University at Columbus, and the National Society for the Study of Education. A careful study of the available publications of these and others of their kind appears to show that television did not become a formal agenda subject until 1940 at the annual institute of the National Society for the Study of Education. The title that year was: "Art in American Life and Education," and the principal speaker was Alfred H. Morton, Vice President in Charge of Television for the National Broadcasting Company (NBC).¹ For a view of the state of the television art at that time, and the expectations held for its future, the writer could do no better than to include portions of Mr. Morton's address here. Some of the operational concerns he seems to identify at this early stage of television's development are not unlike those in the operational conditions identified for examination in this study--technical capability and accessibility, financial support, political organization, and creative production. The following paragraphs have been excerpted from Morton's 1940 address--"Television."

On Television's Technology and Financial Support:

Before our eyes a new miracle in mass communication is taking shape. Television, long heralded and much publicized, has made its debut in America, thus marking the beginning of the second phase of an invention in which millions of dollars and more

¹Loc. cit., p. 169.

than a decade of intense labor by hundreds of scientists and practical engineers have been invested.

Years have gone into the development of television; the measure of its use in actual day-to-day telecasting is in months. Despite extreme infancy, however, telecasting has already given some amazing demonstrations of its significance. Some of these have attracted national press comment. . . . Opening the New York World's fair, the President's Court of Peace address on April 30, 1939. Later, the same year, NBC presented sports events, the visits of King George VI and Queen Elizabeth to the Fair. Many dramas have been presented in the studios, several parades - including the entry of the U.S. Army's favorite 'Iron Horses' into New York . . .

On Education via Television:

Of particular interest to educators were several book reviews, art presentations, a lesson in photo electricity by Dr. C. C. Clark of New York University, and a demonstration of 'brain waves' . . . Dr. Georg Roemmert presented his microvium, revealing the bacterial life in a drop of water by means of a projection microscope, to the amazed members of our television audience.

On the Accessibility of Television:

But few persons in the U.S. have seen television at work either in the field or in the studio. It is not the place here for details but those interested in learning more about this ingenious system may refer to more extended discussions - both popular and technical . . .

David Sarnoff, RCA President, has said: 'The ultimate contribution of television will be its service towards unification of the life of the nation, and, at the same time, the greater development of the life of the individual.' And, again, he says: 'It is a new art so important in its implications that it is bound to affect all society. It is an art which shines like the torch of hope in a troubled world. It is a creative force which we must learn to utilize for the benefit of all mankind.'¹

¹Ibid., p. 170.

On Television Programming in General:

Programming should be of the widest range. It must certainly encompass the entire scope of present-day sound broadcasting, and include, additionally, much that is now found unsuitable for radio . . . Today's radio emphasizes those programs that may be enjoyed without the aid of vision. Thus music is heavily emphasized. Television, naturally, will turn to those subjects where visibility adds materially to the enjoyment, or, the usefulness of the program. The visual arts, therefore, should at last find encouragement in a radio art. . . . We hope to do for the visual arts what sound broadcasting has done for music. . . . Drama, politics, and government should take on new meaning for the average man and woman through the television medium. . . . News events are of the highest importance for it's here that television's unique quality of instantaneous visual transmission of scenes takes on its most spectacular guise. The suspense that adheres in a happening the outcome of which still remains unknown - this in itself would guarantee television's success. (Emphasis added.)

On Future Opportunities for Educational Television:

Many other new, if less spectacular opportunities will be found in television. Dr. Roemmert's microscopic world or a recent program demonstrating how to make a prize-winning apple-strudel. Within these broad limits, most of those who have the gift of teaching the masses of our citizens will find ample scope for their activities.

On Policy and Organization:

Before such things can come to pass on a broad scale, however, television has some perplexing problems of its own to solve. First among these is the creation of a network, first regional, then national, to carry television into American homes. I am happy to report prospects are very bright for the creation of a limited network within a comparatively short time¹ . . . an ingenious automatic radio relay, now ready for practical tests, should give considerable

¹(Philadelphia, Schenectady, Washington, Boston, and New York City.)

impetus to the spread of television¹

On Problems Facing Television's Further Growth:

Our great problem, however, is economic. We believe that if television is to be forever free of the danger of regimentation - such as characterizes sound broadcasting at present in some nations in Europe - then it must be developed within the framework of the American system of radio broadcasting. TELEVISION MUST EARN ITS OWN KEEP! Fortunately, television has qualities that, I firmly believe, will enlist the support of American business and industry. Our experiments with advertising programs confirms this belief. So that, eventually, when television offers a daily schedule of many hours of varied programs, the entire structure should be supported by the comparatively small percentage of sponsored presentations. This system has made American sound broadcasting successful and free; it can do as much for television, so that through it, as Mr. Sarnoff has said: 'America will rise to new heights as a nation of free people and high ideals.'²

Many television advocates of both industry and education concurred with these views, and, throughout the Forties, their information exchange and distribution continued. Questions were raised on many occasions for industry spokesmen to answer. In 1943, at an Institute of Education By Radio, Gilbert Seldes, President of CBS, was a guest. Some of the questions he was asked are pertinent today:

Q: What about patent rights?

A: Venture funds should be allowed to gain money.

¹Ibid., p. 172.

²Ibid., p. 174.

Q: Is television being retarded because radio and motion pictures fear it?

A: No!

Q: How can television be extended for education?

A: Teachers can become 'educational social workers' - visiting the home to teach, perhaps?

Q: What will television be like after the war?

To this last question, Seldes replied that he saw the broadcast television days as:

AM: - Education;

Afternoon: - Sports and such;

PM: - Plays, symphonies, dramas . . . Film will undoubtedly be a strong source of the last.

And, he referred to the opinion of Winston Churchill that television would be a part of every man's life after the war.¹

The need to educate students for broadcasting after the war was a growing concern now of educators and broadcasters alike. Articles like that of John T. Williams, "The Television Outlook,"² contributed to this. Williams had been in charge of what was probably the first public instructional television education series ever offered--training air wardens by means of television programs viewed by them on sets placed in the police stations over the five boroughs of New York City. The programs were then shipped from NBC, New York, to

¹ Gilbert Seldes, "Wartime Broadcasting," Discussion. 14th Yearbook of the Institute for Education On the Air. Columbus, Ohio: Ohio State University, 1943, p. 181.

² John T. Williams, "The Television Outlook," QJS, Vol. 30, 1944, pp. 136-140.

Schenectady and Philadelphia for rebroadcast. Williams wrote of the implications of this experience:

Educational institutions will want to train students for the medium. For this they will need access to equipment. There are two solutions: (1) a University station serving the area; (2) a television lab of operation with studios, control room, cameras, etc., using 'kinescopes' (monitoring machines) for critical analyses.

To set up such a 'workshop' (I know of none existing at present) to build such would cost between \$25,000-\$40,000, exclusive of installation. While a complete station, exclusive of installation costs and costs necessary for the physical studio - would be approximately \$75,000.

And, Williams continued:

The future points to a television set in every home with electrical service. The programs will cover a wide variety of subjects with entertainment type programs comprising the major portion of the schedules - just as in radio. Americans like to be entertained, and television will take the public to a wealth of places many have never seen.¹

On a less euphoric note, but a useful one, the educational broadcasters were reminded of their own history with radio development by one of their colleagues, Louella Hoskins. As the Round Table Discussion leader on "Teacher Education,"² in 1943, Hoskins, of New York University, remarked that the history of issues in radio "seem always to

¹ Ibid., pp. 136-140.

² Louella Hoskins, "Teacher Education," Discussion. 14th Yearbook of the Institute for Education by Radio. Columbus, Ohio: The Ohio State University, 1943, p. 343.

have revolved upon several fundamental concepts:

- (1) lack of interest on the part of administration and teachers;
- (2) inadequate funds to provide suitable and sufficient equipment;
- (3) crowded teaching schedules and large classes;
- (4) lack of information about programs available for school use for which stations as well as newspapers and school systems are responsible, and,
- (5) an unawareness of the ways in which programs outside the school may be utilized.

. . . All these are in addition to the reluctance of school systems to provide equipment or to encourage teacher attendance at courses, conferences, or meetings dealing with radio in education!¹

Many of the problems mentioned in this discussion were seen as having been intensified by the war--problems with replacing hardware, unavailable newsprint, travel restrictions, overcrowded classrooms, and extra-curricular duties of teachers in war drives. Many of Hoskins' remarks regarding radio's problems in development will be recognized as still being experienced to a significant degree by present day educational broadcasters.

The decade of the 1940's was also the period during which many of the first, and now classic, mass communications research studies were conducted. Researchers such as

¹Ibid., p. 344.

Lazarsfeld,¹ Bartlett,² Herzog,³ Whan,⁴ and Churchill,⁵ all delivered reports on their findings at educational broadcasters' institutes.⁶ The annual agendas of many of these institutes continued to reflect an increased awareness, interest and knowledge about broadcasting, and television broadcasting, in particular. The concerns expressed were of many things: How could teachers teach about this new medium? How might they use the media to teach? And, how might both teacher and "civilian" be taught how to use them and be taught by them? Ross Scanlon, of New York University, wrote

¹Lazarsfeld, Paul F. "The Daytime Serial As Research and Social Problem." Paper read before 1942 Workstudy Group of Education On the Air: "Research in Educational Broadcasting." 1943 Yearbook for the Institute of Education On the Air. Columbus, Ohio: The Ohio State University, 1943, p. 343.

²Bartlett, Kenneth G. "Broadcasting and Public Opinion." Paper read before Workstudy Group of Education On the Air: "Research in Educational Broadcasting." 1943 Yearbook for the Institute for Education On the Air. Columbus, Ohio: The Ohio State University, p. 319.

³Herzog, Herta. "Commentators Survey: Some Preliminary Findings," ibid., p. 330.

⁴Whan, F. L. "Interview, Mail, and Telephone Surveys," ibid., p. 324.

⁵Churchill, John K. "CBS Listeners' Diary Study," ibid., p. 334.

⁶1943 Yearbook for the Institute for Education On the Air. Columbus, Ohio: The Ohio State University, 1943.

in "Television and Departments of Speech."¹

NOW (1944) is a hiatus for television for 'civilians' - we are 'marking time!'

Most colleges who previously to Pearl Harbor had courses in 'sound' broadcasting, will need to offer television courses after the war. But, there is one challenge to all - TELEVISION MUST DEVELOP ITS OWN TECHNIQUES! . . . In acting (there can be no re-takes as with film). In newscasting, in sportscasting, (practitioners must beware more excitement in the delivery than the event warrants). The field demands personnel of all kinds, specifically trained for television. . . . Colleges should plan to meet this need after the war!

But, in 1946, at war's end, there were still only six authorized nonexperimental television stations on the air in all the United States, and there were only 6,500 receiving sets.² One of those few stations with a regular schedule of programs was WNBT, NBC, at New York's Rockefeller Center. Within the assured three hour broadcast each week was a program on which the writer, in September of 1946, was beginning her second year of television production and performance.³ In 1946, there were, as yet, no commercials to

¹Ross Scanlon, "Television and Departments of Speech." QJS, Vol. 30, (1944), pp. 140-146.

²Richard Hull, Educational Television: The Next Years. Stanford, Calif: Institute for Communication Research, (1962), vii, p. 34, (Appendix).

³The participants of that "family-style" program "For You and Yours" would have been amazed had they realized that the majority of the 6,500 sets that displayed their efforts were in the corner bars of Manhattan's five boroughs and the RCA Executives' Lounge just a floor above their broadcast studio.

be planned for--the delineation between "commercial" (sponsored) and "noncommercial" (sustaining) did not occur until about 1948 when the big, single sponsor vaudeville or variety shows of Milton Berle, Imogene Coca and Sid Caesar began weekly broadcasts. Business and industry by then had begun to realize the enormous sales potential of the television medium and became less eager to share it with education.¹ Only a few insightful educators were seriously concerned. They now began to realize the need to organize to protect and assure the availability of television for non-commercial, education purposes. Leadership, however, was lacking.

The National Association of Educational Broadcasters (NAEB), was an organization which had grown out of educational broadcasting's need for protection before the war when broadcasting meant only radio. During the past, NAEB was most concerned with the rebirth of radio and the organization of FM for educational use. The growth of television within such a short time appears to have taken them by surprise. The NAEB Newsletter of August 31, 1948, seems to support this idea. It reported the FCC had held hearings in June on the Assignment of television channels and:

¹F. B. Hennock, "Educational Television: An Opportunity and a Responsibility." Speech with Discussion before 1951 Institute for Education on the Air. Reported 21st Yearbook of Education By Radio; Television, pp. 7-12.

1. Reallocations definitely in the picture . . . when and where remain a question . . .
2. There are more TV applications than frequencies in many areas and situation is likely to get worse rather than better.
3. Astonishingly, few educators appear to be interested in TV operation, considering the fact that once the TV channels are filled there is not likely to be a second chance. . . . Significant factor here is cost of installation and operation is prohibitive for most, but may show shortsighted view of future.¹

It was in 1948, that educational television's informal history might be said to have begun. In that year, the so-called "freeze" on television channel allocations was declared by the FCC, in addition to the NAEB's awakened interest in gathering support; in that year, too, for the first time in history, a woman was appointed to the FCC.² President Truman appointed Frieda B. Hennock to the Commission and she made television used for education her special concern until the channel reservations for education were a fact.

More hearings were held by the FCC in September of 1948, and in this connection, Billboard of August 21, 1948, said:

Last chance for educational institutions to get into television broadcasting is seen now resting with the FCC's hearings on upstairs video. All but crowded out of the television field, educational institutions are expected to push vigorously for the reservation of channels in the upper

¹Newsletter - National Association of Educational Broadcasters, (August 31, 1948).

²TV Factbook. FCC Commissioners, (1975), p. A-10.

[UHF] band. With present channels approaching saturation [VHF], it appears certain that saturation in the low band will find universities hold no more than six stations.

Both FCC and National Association of Educational Broadcasters are worried over failure of educational institutions to get aboard the TV bandwagon. NAEB has cited the high cost of initiating and operating a TV station as the chief reason for the lag of the educators in the important new field. Chairman Wayne Coy, of FCC, has issued two separate invitations for educators to appear at next month's hearings and request the Commission to set aside channels for educational outfits as has been done with FM.¹

On July 11, 1949, the FCC released its proposed allocation plan for television but failed to make any reservations for educational stations. The NAEB immediately filed its intention of appearing at hearings on the proposed plan and was joined in this by the National University Extension Association, the U.S.O.E., and other similar agencies. The Land Grant College Association and many individual educational institutions also testified.

In the fall of 1949, NAEB President, Richard Hull of Iowa State College, submitted requests for support funds for these efforts to several organizations and a request for approximately \$4,000,000 to cover a ten year period was made to the Ford Foundation to enable the NAEB to establish a national headquarters and a program production center. Over this same period the NAEB was also instrumental in the

¹Ibid., August 31, 1948, p. 38.

formation of the Joint Committee On Educational Television to coordinate the efforts of all the organizations interested in the reservations of channels for education.¹

The 1950's - "Get the reservations!"

Shortly after Hennock's appointment to the Commission, she was invited to speak at the Annual Institute for Education by Radio. This could be said to have been the beginning of the "Get the reservations!" campaign waged by Commissioner Hennock and the band of educational broadcasters and administrators that she helped marshal to the cause of ETV. In that address, Commissioner Hennock pointed out some plain truths about the isolation and "elitism" of the group who faced educational television's challenge.

(Hennock):

A good portion of American programming must be designed to help the public, not merely to perpetuate its limitations. . . . The way to do this is to have non-commercial interests an integral part of radio and television . . . lay the bulk of the responsibilities on educators. This Institute is a good idea - a wonderful thing. But it's too isolated! Discussion like this should be held on every one of our 1,700 campuses.²

Television was about to begin, Hennock warned the educational broadcasters, and education should be ready to explore

¹Richard Hull, ETV: The Next Ten Years. Stanford, Calif: Stanford, (1963), p. 339, (Appendix).

²"Education On the Air," 21st Institute Yearbook: Education by Radio, (1950), pp. 7-12.

its possibilities and participate in television broadcasting from the beginning. She said:

This is a crucial period, and once these frequencies have been allotted it is unlikely that there will be any further room made for television. It has been proposed that special frequencies be set aside for educational television use . . .

And Hennock made a plea for active support:

Several educational organizations have indicated that they will be willing to appear in the hearings to support this proposal. These organizations need the support of each of you and the schools you represent . . . But, where are the titans of our educational system now that the time has come for you to demand your rightful place in the television picture? We at the FCC cannot and would not impose our ideas of what American broadcasting should be like. If you get into television now you may prevent its assuming the same character as our aural broadcasting. You must do it, for nothing is so important to you as educators and our nation! . . . (Emphasis added.)

I would quote from Judge Learned Hand in 1930 in 'Sources of Tolerance.' He discussed the mass production of epidemics in ideas, and the science of propaganda which is sweeping our country, using as examples typical advertising.

Judge Hand went on: 'I submit that a community used to be played on in this way, especially so large and homogeneous as we have become, is not favorable soil for liberty. That plant cannot thrive in such a forcing bed; it is slow growing and needs a more equitable climate. It is the product, not of institutions, but of temper, or an attitude toward life; of that mood that looks before and after and pines for what is not. It is idle to look to laws, or courts, or principalities, or powers, to secure it.'¹

¹Ibid., p. 40.

In the ensuing discussion, the educators questioned Commissioner Hennock about the scarcity of channels. Her reply was again a challenge:

We cannot sit tight in Washington and reserve them for you unless you show some interest!
I have asked you educators to evince some interest, to indicate your willingness to use them in the future . . . (emphasis added).

I want the channels set aside, and I want you people to come in and back up the U.S.O.E., the N.E.A., and other educational institutions that have filed notice of appearance.

I want you to write and phone the FCC to reserve those channels and I ask that as many of you as possible appear before the Commission!¹

The FCC had suspended all allocations of channels in 1948. This "freeze" spanned four years from 1948 to 1952, bridging the turn into the decade of the Fifties.² In 1950, there were 103 television stations on the air and six under construction, while the FCC was holding 350 additional television applications for the "thaw."³ To offset this, many areas spurred initially by the NAEB and JCET, and, echoing the Hennock charge of "Get the reservations," presented representatives from 78 institutions and organizations for testimony before the Commission in behalf of education.⁴

¹Ibid., p. 40.

²See p. 36.

³Ibid., p. 36.

⁴Among them, John A. Hannah, President of Michigan

As educational television moved into the Fifties, only 200 television stations existed in all the United States. Nine out of ten people in the United States, at this time, had never seen a television program. In 1947, there had been only 17 TV stations over the entire country, and nearly half of all the television receiving sets were located in the New York area.¹ There was no coast-to-coast interconnection and so, consequently, no national network. Nonetheless, in November 1947, NBC Sales had already begun projecting production costs for eventual clients.² In January 1948, NBC bought full page ads in various newspapers to call the attention of the public to the "greatest medium for mass communications in the world-- Network Television!"³ The NBC television "network" at that time still consisted of the linkage between those same cities of earliest television referred to by Morton: New York City, Philadelphia, Schenectady, Boston, and Washington.⁴

State College, testifying as President of the Association of Land-Grant Colleges and Universities. See Chapter III, p. 53.

¹Leo Martin and Ward L. Quaal, Broadcast Management: Radio and Television. Studies in Media Management, A. William Bluem, editor. New York: Com Arts Books, Hastings House Publishers, (1968), p. 93.

²Michigan State University Archives: Hannah File: TV Development. Appendix, letter of reply from NBC Sales to Michigan State College Professor Giel, (Nov. 5, 1947).

³Martin; Quaal, op. cit., p. 90.

⁴Chapter II, p. 24.

Although television itself was barely born at the turn of mid-century, the famous of theatre and motion pictures were already making the television set a member of the family. The new category of "educational television broadcaster," however, had only begun to be identified. John Walker Powell notes:

The history of educational television is one of exceptional drama because it is the story of individuals, and their impact on very far reaching events. Not many know, and fewer still remember, how few were the people who detonated this educational explosion. . . . Opportunity did not 'arise' - it was forced into being. . . . All of it demanded incredible labors of detail - legal, technical, organizational; planning, designing, constructing, operating and managing; getting laws and ordinances changed, newspapers convinced, organizations committed, unions reconciled, and money in the bank.

As it was people who did it, our story has to be - as it is - replete with them - if a few of them are encountered many times, this was the nature of the case. If a few organizations became unbearably familiar, that too is unavoidable if our chronicle is to be accurate.

But more than individuals are involved after all: the structure of our law and government, the processes of our society and our communications; the economy and political forces beloved of America use. And something else - concepts, imagination, vision; the presence, in short, of that without which the story even of 'people' fails of drama, of significance: the presence of the IDEA - ETV.¹

¹John Walker Powell, Channels of Learning: The Story of Educational Television. Washington, D.C., Public Affairs Press, (1962), p. 3.

And Powell goes on to note that the creation of local stations was not the "upwelling of civic gratitude for the opportunity offered." More often they came into existence under the goad and under the guidance of just the same few national "generals" plus scores of believing but, sometimes inept, "privates." Educational television's arrival, Powell seems to be saying, was not a simple, or natural, or peaceful, nor yet inevitable, happening.¹

Withal this needed organization of the new field, in the generic sense, there was still the need to learn how the medium worked. What were the unique "television techniques" referred to by Scanlon? These were only beginning to be discovered. There were still only a very few people in the world who could be called "expert" in the skills of television. Everyone was learning at once--industry and education. Together they organized Television Workshops in order to learn and practice together, in order to explore and perfect the new art.² By 1952, when the FCC lifted the "freeze," created a new category of station--(noncommercial, educational)--and reserved 242 channels for their use, the

¹Powell, ibid., p. 3-5.

²These workshops were sponsored by various agencies from both industry and education and held at various locations and properly equipped institutions beginning in 1947 [NBC Workshop, Chicago] through 1955 [WKAR-TV, Michigan State College].

educational broadcasters had realized that although they had won that battle there still remained the war. How should these channels be used? To what purpose or purposes should they be put? The technology of the field was continually changing; the creation and equipping of television stations was exceedingly expensive; the channel allocations, although reserved, still had to be applied for (and the legal language of the FCC was usually strange to the educational broadcasters); and, there was no pool of trained creative and technical personnel to draw upon to operate the television stations if, and when, they did get the channels. Few were prepared for any of these realities.

In 1948, only five educational institutions had been seriously involved within television--the State University of Iowa, its sister institution, Iowa State College; Kansas State College; the University of Michigan; and the American University in Washington, D.C. Of these, only the last two were equipped with studios of their own and were producing programs to be broadcast by commercial stations.¹

In February of 1950, WOI-TV, Iowa State College, had begun regular programming operation as the 100th television station in the United States, and the first nonexperimental, educationally-owned television station in the world (thus

¹Richard Hull, ETV: The Next Ten Years. Stanford, Calif.: Stanford, (1963), p. 334, (Appendix).

culminating a planned development begun by the College's President, Charles E. Friley, in 1945).¹

Syracuse University, at the same time was producing programs to be seen over commercial station WSYR-TV and had instituted the first formal degree program for the professional training of television students.²

In 1951, Michigan State began systematic experimentation in closed-circuit television instruction and planned to build its own station.³

The FCC heading for the new ETV station license category and the reservations made for it did spur other institutions into the planning stage; yet, by July, 1952 - Kansas State College had actually applied for permission to construct one of the new stations. It was unable to proceed, so Houston (KUHT) became the pioneer ETV station on May 12, 1953. On January 15, 1954, Michigan State's WKAR-TV joined Iowa State College (WOI-TV) and Houston (WUHT) to become the third noncommercial educational station on the air.⁴

¹Ibid., p. 342.

²Ibid., p. 343.

³Ibid., p. 343

⁴Michigan State, like Iowa State, was not on one of the reserved ETV channels. Both these institutions had had applications on record before the 1952 ruling of the FCC. Michigan State has always operated on a noncommercial,

The 1960's

In 1961, there were 62 ETV stations on the air, 57 of them holding noncommercial licenses and 28 more stations were in advanced stages of planning.¹ If the decade of the 1950's had been devoted to learning about the television medium and organizing for its protection for education's use, the 1960's was a decade of "settling in" and an evaluation of what had been done and what still needed to be done for the realization of its full educational potential. Many of the agencies that had come to ETV's cause during the FCC hearings on the reserved channels continued their efforts in its behalf. Perhaps most important among these was the Ford Foundation. Having determined in 1950 to lend its efforts toward the development of a national educational structure and program service after 1950, it had given the president of its Fund for Adult Education, C. Scott Fletcher, the directive: "Make ETV a reality."² In 1950, the Fund under Fletcher's direction (1) began work toward the reservation

educational license, but, until its present Channel 23 was formally reserved in May of 1973 by the FCC, it had operated on unreserved channels - UHF 60, VHF 10, and UHF 23.

¹Richard Hull, Educational Television: The Next Ten Years. Stanford, (1962), p. 336 (Appendix).

²C. Scott Fletcher, "Introduction," Channels of Learning: The Story of ETV, by John Walker Powell, (1960), p. v, (Appendix).

of television channels; (2) began a program of matching dollar grants to encourage local station construction; (3) established a national program center which eventually came to be known as National Education Television (NET); (4) underwrote the ad hoc Joint Council On Television (JCET) as legal advisor and Washington watchdog for the ETV stations; (5) created the National Citizens Council On ETV (NCCET) to publicize and promote station activation across the country; and, (6) helped to underwrite the National Association of Educational Broadcasters (NAEB) as the professional headquarters and personnel training organization for the new stations.¹ At least partially through these actions, there existed by the 1960's, a legislative awareness at both state and congressional levels of the immense powers latent in the television medium, and a realization of the need for further extension. Millions of dollars had been put into ETV annually by business and industry, tax sources, philanthropic foundations, and individuals, and many continued to provide funds for further research and development in the field.

In keeping with Powell's perception of ETV as a drama of individual effort, few individuals over the time of its development have been actively involved with as many different aspects of the educational television field as

¹Richard Hull, ETV in Controversy, by John Schwarzwald, (1969), p. vii, (Foreward).

C. Scott Fletcher. Fletcher, in 1960, gave testimony before the Television Advisory Panel of the FAE and told the group:

On Technology:

Everything depends on what the people who have the means in their hands do with it. . . . A television set can be counted on to do many jobs, except take an active interest in the audience that it serves. . . .

In general, I would say that, with some notable exceptions, ETV, on the whole, has not measured up to its great promise. The tendency is to turn off something which is not interesting and to forget the educational channel unless something notable appears. When there is an organized effect, the audience can be held, and the invitation to learning can become an invitation to organized participation. . . .

On Programming Production:

If you want to have quality programs you need three things: (1) a climate that will entice the talented to give the best possible vent to their talent; (2) the ability to pay; and (3) a determination to produce programs that will be great. . . .

ETV was brought into being to serve the community as a library serves the community. . . .

On Financing:

There should be a national headquarters to plan an annual drive to get funds, community by community, for financing of local stations. The future planning of financing must be discussed. It should involve a national drive for a national concept and movement. . . . These stations are such valuable assets that we have to get it in the minds of the public that here is an asset that must be financed in various ways.

On Policy:

We should never be placed in a position where the policy control of what goes on a station would be affected by funds. The control must

remain local.¹

During the evaluation decade of the 1960's Fletcher acted as the executive consultant and founder of the Educational Television Service (ETS). Also acting as management consultant for the NAEB, Fletcher demonstrated the vital role of that body by through it obtaining grants to establish the ETS program service; by organizing the first conferences on much-needed, long-range financing of ETV stations; by encouraging the creation of the Carnegie Commission on ETV;² by laying the groundwork for implementing its recommendations which led to the formulation and passage of the Public Broadcasting Act of 1967; and, by counseling those who brought the Corporation for Public Broadcasting (recommended by the Carnegie Commission Study and provided for in the Public Broadcasting Act) into being.

The Sixties had been tumultuous for ETV, but, they had set in place many of the organizational elements that had, from the beginning, been viewed as important to the success of the entire system. As the 1970's arrived, many things had been assured in educational television's interests--not the least of these the strong national agencies

¹ C. Scott Fletcher, Testimony Before the Television Advisory Panel of Fund for Adult Education, reported in ETV: The Next Ten Years, 1960, op. cit., p. 158.

² Public Television: A Program for Action: A Report of the Carnegie Commission On Educational Television. New York City: Harper and Row, Inc., (1967).

able to give technical, financial, legal, political, programming and public support, not only to existing stations but to those yet to come.¹ Through the aid of many agencies and individuals, ETV entered the 1970's with: a (somewhat) stable technology; a (somewhat) dependable financing; political legitimacy (in the eyes of government if not of all those in education); and, an increased quality of program production, with an increased availability of better programming and a greater access to it by ETV stations.

As a result of four decades of effort in the field, ETV now has in place, or has already benefited from:

1. Law and government protective and support structures:

FCC Sixth Report and Order (1952)
ETV Facilities Act (1962)
All Channels Act (1963)
Public Broadcasting Act of 1967

2. Local, Regional and National organizations that offer economic and political advice, protection and funding services to the individual, regional and national networks of stations:

Corporation for Public Broadcasting (CPB)
Public Broadcasting Service (PBS)
Eastern Educational Network (EEN)
Central Educational Network (CEN)
Southeastern/Central Network (SECA)
Educational Television Service (ETS)
National Educational Television (NET)
National Association of Educational
Broadcasters (NAEB)
People for Public Broadcasting (PPB)

¹ John Walker Powell, "The Fund for Adult Education," Chapter VI, Channels of Learning, The Story of ETV, op cit., p. 55.

3. National, government, and professional agencies that are available to support, advise, and, occasionally, finance ETV:

Carnegie Commission On ETV (1967)
 Health, Education and Welfare (HEW)
 United States Office of Education (USOE)
 Corporation for Public Broadcasting (CPB)
 National Association of Educational
 Broadcasters (NAEB)
 Joint Council of Educational Television (JCET)
 American Council on Education (ACE)
 Advisory Council of National Organizations (ACNO)

4. Society's, at least peripheral, awareness of public television, and its (approximately) 250 ETV stations.

ETV had come a long way since 1948, when no organizations, Acts, or agencies existed and FCC commissioners like Hennock had had to beg for education's attention for the new medium's protection and utilization.

The 1970's

At last -- a time for programming.

The Corporation for Public Broadcasting in 1970, used the facilities of the American Telephone and Telegraph (A.T.T.), with some of the ETV stations to create an interconnection among some of the 170 ETV stations operating at that time. The "Public Broadcasting Service" (PBS), in 1975, now serves approximately 250 individual ETV stations which may be any one of four kinds depending on their style of financial support--university or college, state or local public school system, state educational network, or, community-owned

station.¹ The programming distributed to these interconnected stations by PBS for their local station schedules has been given a considerable boost at the pre-school and elementary level schedules by The Children's Television Workshop programs--(Sesame Street, The Electric Company) as well as at the general, adult level by the several British series--(The Forsyte Saga, Civilization, The Ascent of Man, Upstairs, Downstairs) they have been found to be of better quality and less expensive to import than they would be to create or recreate in this country. But what of the ETV stations' own locally originated programming? Many have little production money and it is easy to "ride the net." To many educational television broadcasters, however, the idea that the "net," the "public television interconnection" system, might become a "fourth network"--and one with the potential of government control because it was a creation of a government appointed organization, the Corporation for Public Broadcasting--was disturbing. The Carnegie Commission on ETV had said that American public broadcasting should be an indigenous system reflecting national tradition and responding to national needs. In 1974, to exorcise any "fourth network"

¹Most of these stations are no longer called "educational television stations" but by their new definition of "public television stations"--born out of the Carnegie Commission Study, Public Television: A Program for Action: A Report of the Carnegie Commission on ETV 1967, op. cit.

specters, the CPB and the public television stations approved an agreement leaving program choice at the local level.

(This principle is in perfect accord with the premise upon which all United States broadcasting and education is based--the rule of local autonomy--as a means of keeping the responsibility for programming and education kind, taste and content with the members of the community the local station and school system hopes to serve.)

This programming agreement, called the "Station Program Cooperative" (SPC), went into effect in late 1974 and means that only programs for which individual stations pool their funds to pay for will be produced or acquired for distribution by PBS. Stations are provided with funds by CPB and other sources to "buy" their choices. For every \$4 the station commits, the national pool contributes \$5.¹

Although local stations have always been responsible for final program choice, the purpose of this current agreement is, ostensibly, and eventually, to allow the stations to take over the entire responsibility of supporting the program cooperative, thus giving the CPB freedom to develop new programming. PBS, owned and operated by the local stations, now has become the national coordinator and distributor for their programming.

¹Status Report On Public Broadcasting. Report to the Corporation for Public Broadcasting by the National Center for Educational Statistics, (1974), p. 10.

Perhaps anticipating this new era of program development, the CPB turned to its Advisory Council of National Organizations (ACNO) in 1974 for guidance. It asked ACNO to conduct a study and make recommendations to the CPB Board regarding the role the Corporation should assume in the relationship between "public broadcasting and education."¹

The Advisory Council set up four task forces in the areas of early childhood education; elementary-secondary education and teacher training; post-secondary formal education; and adult education. The studies of these groups were completed in December of 1974 and a report was filed.² The recommendations of the group, although not binding on the CPB, can be useful as a frame of reference for this overview of educational television, or, "Public Television"--where it is now, where it may be expected to go from here. It is discouraging, then, to find that more than a few of the recommendations come close to those heard at the very beginning of the field's development, and, by now these have been heard so frequently over four decades that they are useful more often as a reminder of what has not yet been done, than as guides to how these things may finally be

¹"Public Broadcasting and Education," Advisory Council of National Organizations. A Report to the Corporation for Public Broadcasting, (March, 1975).

²Ibid., Table of Contents, pp. 2-4.

accomplished.

What good has accrued to educational television from its first four and one-half decades? The atmosphere of the mid 1970's is still one of indecision. One of the ETV field's first and still fundamental questions seems to have found no answer.

What should the purpose of these stations be:

first, in relation to the audiences they hope to serve, and, indeed, are charged with serving; and, second, in relation to the institution, organization, or community, to which they are fiscally bound and by whom they may feel "controlled"?

This question is one with which the public and the education television broadcasters must cope in the 1970's or the preparatory work of the first four decades will have had little purpose. Without having determined the purpose for existence of each of these stations, how can their product, educational television programming, have been appropriate or effective? The purpose of the commercial television system is to make money; to that end its product is audiences, attracted to the sponsors' products by its programming. The purpose of the educational television system is to educate; to that end its product is programming, attracting audiences to education. But, has educational television done this? The answer appears to be "no," not yet, not in any degree that is commensurate with its potential--once dreamed, and still possible.

There seems little of new direction or new specifics for the future of ETV in the recommendations from the Advisory Council of the CPB, but perhaps this is because there was no aggregate of recorded experiences upon which to build. No two television stations that properly relate to their communities can ever be mirror images of each other, and in the case of the ETV stations, it is their diversity that has been their greatest strength and which has made them unique and separate from the commercial system of this country. Perhaps this very individuality is the reason there is still only a small body of literature that reports the experiences of the individual station of the ETV class. It is hoped this study can make a useful contribution.

James Reston's comments on the passage of the Public Broadcasting Act in 1967 still seem pertinent:

The trouble, of course, is not the medium itself, and the problem is not so much what has been done with it so far as what has not been done - yet.
(Emphasis added.)

For the salient fact about the American television system is not that it is of low quality but that it is incomplete, underdeveloped. What commercial television cannot do because of its need to reach mass audiences, noncommercial television cannot do because it lacks the money, facilities, and personnel. Hence in the technologically most advanced society in the history of man, the greatest technological device for informing, delighting, inspiring, amusing, provoking and entertaining remains pitifully unexploited, and the American public is the loser.¹

¹ James Reston, "The Public Be Served: Television for All Tastes," Carnegie Quarterly, (Winter, 1967).

CHAPTER III
EDUCATIONAL TELEVISION AT MICHIGAN STATE
UNIVERSITY: AN HISTORICAL OVERVIEW

Introduction

Michigan State has been a pioneer in the field of educational broadcasting since the early days of educational radio (1922).¹ The television portion of its story is the concern of this study and should prove of interest to many in various fields of education since Michigan State's unique series of developmental experiences has been experienced by only one educationally owned and operated television broadcasting facility.

Part One: Genesis of Television Development²

A Story of Committees

Michigan State's first experience with television broadcasting appears to have taken place May 21, 1948, when a production produced jointly by the Department of Speech and

¹WKAR, Michigan State's radio station, went on the air in February, 1922.

²Television Development, or "TV Development," was the first name by which television was known at Michigan State.

the Public Relations office was presented over the facilities of WWJ-TV, Detroit (itself only one year old in television broadcasting). The Michigan State program highlighted the services of the college to Michigan citizens through a film of activities on the campus and included an informal talk by its President, John A. Hannah, from the desk in his campus office.¹ This filmed segment was combined with a live introduction from the WWJ-TV studios and was well received by both the public and critics of the local newspapers.² The Michigan State College staff members primarily responsible for the production were Lowell Treaster, Director of Information Services, and James D. Davis, Assistant Professor of Speech.

In 1949, less than a year later, the history of television development at Michigan State University began officially with the appointment by President Hannah³ of a special committee on television. The committee consisted of Ernest L. Anthony, Dean of the School of Agriculture; Karl H. McDonel, Secretary of the State Board of Agriculture, governing body of the College; Lorin G. Miller, Dean of the School of Engineering; Lloyd C. Emmons, Dean of the School of

¹Michigan State News, May 22, 1948. Front page story and pictures.

²Herschell Hart, "TV Gossip," The Detroit News, May 22, 1948.

³Armand L. Hunter, "History of Television Development At Michigan State University." (MSU Archives: WKAR-TV 60 File, Historical files.)

Science and Arts; with James H. Denison, Administrative Assistant to the President in Charge of Public Relations, as Chairman. The recommendations finally made to the President by this special committee were based substantially on the findings of several interim committees--one established within the Department of Speech, Dramatics and Radio Education,¹ and two others instigated by Special TV Committee Chairman, Denison, specifically to gain the information necessary for that committee's decisions.

The committee within the Department of Speech was formed by the Head of the Department, Wilson B. Paul, at about the same time as the 1948 documentary production was being prepared and broadcast over WWJ-TV. This committee developed an outline of proposed content for a television course ("Introduction to Television") to be included in the department's curriculum. The outline for the new course was presented to the All-College Curriculum Committee and offered for the first time during Winter Term, 1950. The members of this committee were: Stuart Chenoweth, Assistant Instructor, whose background was in dramatics and who had been a student of television at Stanford University before coming to Michigan State; Joseph A. Callaway, Assistant Instructor, who had visited television studios while in Europe in the recent past; James B. Tintera, Assistant Instructor, whose background

¹The Department of Speech over this period had many different areas and was known under various titles. Throughout this study the title referred to by the source will be used.

was in radio sound engineering and in television equipment; and Clair Tetterer, Assistant Instructor, who had a background in visual-aids and materials, equipment and electronics--"and who could deal intelligently with engineers";¹ and J. D. Davis, Chairman of the Committee, whose background was in radio dramatics, and who had worked as an apprentice in the television studios of WBKB (NBC Chicago) during the summer of 1948.² Of these, Tintera, Tetterer and Davis, were later to become fulltime members of the TV Development staff, and still later, Tintera and Davis held responsible positions at both WKAR-TV and Closed Circuit Television.³

During the Spring Term of 1949 the first of the Denison initiated committees was set up. J. D. Davis reports, "Mr. Denison, at the request of President John A. Hannah, arranged a meeting of interested staff members to discuss the possible use and future development of television on the campus of Michigan State College."⁴ This second of the interm committees was instructed to study costs of equipment and to

¹Interview: Dr. James B. Tintera, Wayne State University Center for Instructional Technology, Detroit, Michigan, April 17, 1975.

²J. D. Davis, "A Preliminary Report On Television Studios Michigan State College, 1949." (Unpublished study for James H. Denison.)

³Interview: James D. Davis, East Lansing, Michigan, March 19, 1975.

⁴Davis, op. cit., (Unpublished study, 1949).

give a preliminary report on such matters as housing, location, and possible classroom use of television. It was further suggested that the committee develop a long-range plan for a gradual installation of television equipment-- "both for training and broadcast purposes."¹

At the committee's first meeting it was decided that Erwin Doughty of the Electrical Engineering Department and J. D. Davis of the Department of Speech, Dramatics and Radio Education, should serve as a team to make preliminary recommendations. During the spring and summer months, Doughty and Davis contacted the three major companies in the manufacture of television equipment at that time--DuMont, RCA, and General Electric. Representatives from these were interviewed as to possible types of equipment available, prices and costs of installation and the recommendations made by the preliminary investigative team of Davis and Doughty to their TV Study Committee covered all the charges made to it: First, regarding the possibilities of television use at Michigan State College--television could be used as a demonstration aid or teaching device to bring before classes, conventions or special groups on campus, experience from the farms, laboratories, and shops, and as a laboratory for speech and engineering students to gain experience in telecasting, experience in program building, and in production. (The last was seen to

¹Ibid., p. 1.

have two distinct advantages--one, talent for television shows could be secured from the training departments, and, two, since this talent would be working without additional salary, overhead costs which commercial stations must consider, would be reduced.) Television used at Michigan State could assist and promote the development of an all-college audio-visual aid program, and would tend to coordinate the program as it existed "scattered all over the campus."¹ It could strengthen the national position of Michigan State College in the field of mass communication, and it could act as a production center for the origination of public relations programs to be channeled to commercial stations through microwave relay, coaxial cable, or by kinescope recordings.²

The second charge to the study committee concerned studio location and design. On this the mini-committee reported:

Maximum space requirements for a television station would require 20 X 25 X 12 feet with optimum 30 X 55 feet. In addition to studio space there would need to be control room facilities, engineer and scenery space, dressing and makeup rooms, an announcer's booth, projection room, and film slide and recording space plus office facilities.

All these requirements necessitates a total area of 90 x 70 feet and approximately 22 feet high.³

¹Ibid., p. 5.

²Ibid., p. 5.

³Ibid., p. 5.

The committee thought these space requirements could be met in varying degrees by the following means, listed in preferential order:

--as a part of a communication building that would incorporate all the public relations activities of the College--

(Space would also have to be provided there for offices for those charged with the responsibility of training the television students and providing direction to the television productions.);

--a wing in the south side of the auditorium which would permit easy utilization of the present auditorium stage facilities, including scenery shop, makeup room, dressing rooms, and lighting facilities;

--utilization of space in some existing permanent building, which the administration feels can be released for television purposes;

--the utilization of a warehouse-type quonset structure;

--South Campus classroom building. "This would be the least desirable because of the limited ceiling height and the less favorable geographical location."¹

The third charge to the committee had concerned the development of a plan for the purchase of television equipment. On this, the committee recommended that purchasing of equipment be divided into four steps--A, B, C, D,--and included with the descriptions of these steps were the costs of the equipment to be purchased in each. No installation or building costs were included. The descriptions and cost estimates were as follows:

Plan A is the basic requirement to secure the necessary equipment to operate a production center for

¹Ibid., p. 7.

training only.
Cost: \$67,270.00

Plan B will add to the basic Plan A the equipment necessary to relay programs to local commercial stations and to make film recordings.
Cost: Part 1 \$10,000 (Microwave relay)
Part 2 \$28,375 (Film recording)

Plan C will add to Plans A and B the equipment necessary to add a mobile pickup facility and provide for local remote programming.
Cost: \$20,300.00

Plan D will add to A, B, and C, equipment to put a 500 watt TV station on the air.
Cost: \$53,634.94.

Total cost of completed sequence A-D: (Approximately)
\$170,000.00¹

The Davis/Doughty Committee found that all three companies consulted about equipment had about the same estimates for costs; however, it suggested that RCA be considered most seriously because its representatives had been most helpful, and, in addition, "it was the only company willing to submit detailed estimates."

The TV Study Committee made its first report in January, 1950; in April, the report was supplemented by additional and more specific recommendations on the proposed location for the television studios. In this supplement five areas were named:

- Auditorium stage
- Auditorium basement (for the control room only)

¹Ibid., p. 8.

²Ibid., p. 8.

- Fifth Floor Electrical Engineering Building
- Fourth Floor Berkey Hall
- Agricultural Hall ground floor. (This suggestion also included revised cost estimates for equipment which brought to a new total of \$179,659.94 all four steps in television development. This figure, like the rest, did not include installation, building costs, or, the cost of a supporting tower for the antenna.)¹

The final recommendations of the Denison committee served by the Davis/Doughty team were the following:

First - "It is suggested that the present campus-wide committee be continued to make further studies in the development of television program for Michigan State College."

Second - "The committee should continue to serve as an advisory committee in the administration of television studios when and if they are secured for the campus."

Third - "It is also highly recommended at this time that the Administration contact the FCC and place on file an application for a television channel for Michigan State College."²

In early May of 1950 a request was made by James Denison to J. D. Davis for some "personal reactions" to the possible organization of a television program on campus.³ At that

¹Ibid., p. 9.

²Ibid., p. 10.

³Interview: J. D. Davis, East Lansing, March 28, 1975.

time Davis suggested that the entire development of television on the campus be under an all college committee composed of the Deans of the Divisions interested in this medium; a coordinator be assigned who would serve as liaison between this master committee and a sub-committee; and, that this sub-committee be composed of a representative from each of the departments of Electrical Engineering, Speech, Dramatics and Radio, Cooperative Extension, Public Relations, and Broadcasting Division.¹

Based largely on the recommendations of these specially appointed investigating committees and personnel groups the Advisory Committee On Television appointed by President Hannah made the following recommendations:

It is the unanimous opinion of the Committee that the development of television as a medium of mass communication confronts Michigan State College with the obligation to train students for employment in the field and with interesting opportunities to improve its educational services to students and to the people of Michigan as well.

It is recommended that steps be taken immediately to develop an energetic program of activity in television at Michigan State College. It is the opinion of the Committee that the following activities, as a minimum, should be included in the over-all program:

A. Teaching

1. In Engineering (Department of Electrical Engineering)
2. Television Production (Department of Speech, Radio and Dramatic Art)

B. Research

¹Ibid., Davis Interview.

1. Television as a classroom and laboratory teaching medium and visual aid
 2. Techniques of presentation by television
- C. Extension
1. Agricultural and Home economics
 2. Adult education generally
- D. Public Relations¹

The TV Advisory Committee agreed that the beginning of television activities at Michigan State should be a modest one, and that planning should be sufficiently flexible to enable the College to adjust to new technical developments as they evolved. Specific recommendations to accomplish the results thought by the Committee to be immediately advisable were:

- A. The construction of a modest TV studio.
- B. Purchase and installation of equipment sufficient to operate a production center and to make film recordings for release over other than local commercial station.
- C. Preparations to apply to the Federal Communications Commission for a television broadcasting license as soon as the current ban on new applications is lifted. These preparations would include preparation of required forms, and discussions with FCC engineers.
- D. Negotiations with commercial TV stations for the use of Michigan State College program materials, particularly in the field of consumer education under the Extension Service.

¹MSU Archives: TV Development files.

The committee explained the rationale behind its recommendations in the following manner.

A. The construction of a modest TV studio.

After an examination of all available space, the Committee recommended the remodeling of a space on the fifth floor of the Electrical Engineering Building at a cost of approximately \$5,000. This space was easily accessible, it would provide room for one small live studio and control room, it would make available for cooperative use some equipment then in place, and it would lend itself well to research in the use of television as an audio-visual aid. Some disadvantages included the lack of facilities for makeup and scenery and prop construction, but, as one of the early staff pointed out, these were offset considerably by the fact of the building's high ceilinged slate roof. This gave headroom for hanging the necessary lights for television production, protected them and the cameras from excessive heat, and it was already reinforced for extra weight.¹

B. Purchase and installation of equipment sufficient to operate a production center and to make film recordings for release over other than local commercial station.

The cost of such equipment was estimated at approximately \$94,625.00 plus installation costs, purchase of viewing

¹Interview: Dr. James B. Tintera. Director of The Center for Instructional Technology, Wayne State University, Detroit, April 17, 1975.

receivers, and so forth. The total cost would approximate \$100,000. All this equipment would be essential if the College were to attempt transmission. To place a TV station on the air would require the expenditure of an additional \$70,000 to \$80,000, the Committee estimated.

- C. Preparations to apply to the Federal Communications Commission for a television broadcasting license as soon as the current ban on new applications is lifted. The preparations would include preparation of required forms, and discussions with FCC engineers.
- D. Negotiations with commercial TV stations for the use of Michigan State College program materials, particularly in the field of consumer education under the Extension Service.

The Committee felt that the College should not depend on the cooperation of commercial stations to develop adequate coverage of Michigan even though Michigan State eventually had its own TV station, and that no time should be lost in developing programs for their use.¹ The Committee felt that the research projects listed would be particularly valuable to the staff and faculty members of the College, "who are almost totally unfamiliar with TV techniques."² (Emphasis added by President Hannah.)

The TV Advisory Committee closed its letter of recommendations to President Hannah:

The Committee recognizes the difficulty in coordinating and administering a program such as

¹
(See Hannah, op. cit., Chapter I, p. 2.)

²
MSU Archives: President Hannah files. "TV Development."

it has recommended and is not as yet ready to make suggestions. It requests authority to continue its considerations of the matter, being confident that it could offer sound recommendations by the time the equipment could be purchased and installed.

Respectuflly submitted:

Ernest L. Anthony

Lloyd C. Emmons

Karl H. McDonel

Lorin G. Miller

James H. Denison, Chairman

Television Development: Implementation of Committee Recommendations

The report of the President's Television Advisory Committee was submitted to him in late January, 1950, recommending the four actions described and noting "interesting opportunities appear to exist to improve its (the College's) educational services to students and the people of Michigan as well" through the development of television activity on the East Lansing campus.¹ The State Board of Agriculture, governing body of (then) Michigan State College, approved the January, 1950, report of the President's TV Committee and instructed the committee to file for a license from the FCC as soon as the ban (the so-called "freeze") on channel allocations was lifted.

¹MSU Archives: TV Prebroadcast Historical files.

Running concurrent to the deliberations of the TV Advisory Committee had been the work of the Faculty Search Committee appointed in 1949, to find a Director for Television Development at Michigan State. In early 1951, Dr. Armand Lee Hunter, radio and television coordinator at Temple University and Chairman of the Department of Radio, Speech and Theatre there, was appointed to the new post. According to James Denison, chairman of the faculty committee on television, Hunter was selected to coordinate all phases of the Michigan State program because, as a national authority on educational television as well as educational director for stations WFIL-AM-FM-TV, Philadelphia, he had been responsible for developing the Temple project into "one of the most complete educational television programs in the nation."¹ Dr. Hunter was expected to take over his new duties in June, and the on-campus television facility was expected to be ready for operation sometime in March. Everything was happening at once.

During 1950-1951, the installation of studios, production facilities, and control room equipment was completed on the fifth floor of the Electrical Engineering building and a coaxial cable connecting the studio and the Auditorium and Natural Science buildings was installed. Studio originations,

¹News Release, Department of Information, Michigan State College, March 1, 1951.

remote originations and controlled transmission on a closed-circuit basis were thus made possible. In addition, a full-time staff was appointed consisting of the Director, Dr. Hunter, Chief Engineer Linn Towsley, who had been brought into television from a post as assistant chief engineer of WKAR radio, and Production Supervisor Dave Davis, an expert in television with whom Hunter had worked at Temple and at WFIL. Davis' assignment at Michigan State was to assist him in training a staff for television studio operation and production, and to help him set up a curriculum of study for Michigan State students of television.¹

A part-time staff for television studio operation was also set up and assigned to assist in the writing, programming, and production phases of television's development. Several members of the Speech, Radio and Dramatics faculty interested in the new medium at first contributed their services to the new unit and when the part-time staff became official, managed to wangle split departmental assignments there. Among these early workers were James Tintera and Clair Tetteimer both assistant instructors of Speech, and J. D. Davis, an assistant professor of Radio and Dramatics.²

¹Interview: Dr. Armand L. Hunter, Director of Continuing Education Services and Acting Dean for Lifelong Education, Michigan State University. January 12, 1976.

²Interview: Dr. James B. Tintera, CIT, Wayne State University, April 17, 1975.

A training program of TV courses of study was originated and offered through the Department of Speech, Dramatics, and Radio Education, which provided practical studio and program production work for both students and teaching staff. The instructors and the teaching staff were also members of the TV staff. The students served as the operating and studio staffs, designing and building sets, lighting shows, handling props, etc., serving as cameramen, boom operators, floor managers, audio operators, projectionists, announcers, switchers, assistant directors, and, finally, as directors. Over 60 students worked in these classes and on program production.

Individual members of the TV Development staff made over 60 appearances before various off-campus organizations, clubs, groups, and on-campus organizations, delivering speeches on the subject of educational television and its development and purpose at Michigan State College. These groups included the Parent Teachers Association, Child Study groups, conferences and seminars, women's clubs and organizations, church groups, etc. The staff was also active serving as consultants for various educational organizations and conferences on the problems of educational television.

Television Development: Prebroadcast Programs for "Teaching, Research, Extension, and Public Relations"

The first closed-circuit telecast was made on June 26, 1951, at 8:30 p.m., before a special session of the National

Conference of the American Association of Physics Teachers. Called "Teaching Physics by Television, it consisted of a combination demonstration and telecast of the principles and methods of its title. Daily closed-circuit broadcasts were conducted during July of that year by a special Television Workshop offered at the graduate level by the Department of Speech, Dramatics and Radio Education taught by the full-time staff of the Television Development program.¹

In 1951-52 three fifteen minute 16mm sound film were made for distribution by the Agricultural Extension Division: "Landscaping Your Home" (Department of Landscape Architecture); "This Is Our Way" (Department of Agricultural Economics, on the American Way of Life); and "36,000,000 Acres" (Department of Conservation, on Michigan Land Resources). Daily programs were produced on the closed-circuit as a means of training personnel, to build various series for future broadcasts, and to develop interest in and provide experience for the University staff. These programs were planned and built from the resources of the following departments and activities of the University: Music, Art, Speech, Metallurgical Engineering Drawing, Horticulture, Sociology, Zoology, French, English, Psychology, Education, Poultry Husbandry, Crops and Soils. Over the period of the year at least one program was produced for every one of the departments, divisions,

¹MSU Archives: TV Development file.

activities, and services of the University. The programs were prepared by the instructional and research staff in conference with the television production staff; the actual production of the program being done by the Television Development staff, with the students in the television courses of study serving as the technical crews.¹

In addition to the activities already noted, the following programming was also accomplished under the aegis of the closed-circuit facilities of Television Development:

- a special series of nine, half-hour shows was produced and microwaved to WJIM-TV for broadcast transmission locally;
- a demonstration broadcast of the "Chamberlain Memorial Museum" was produced for the American Public Relations Conference held on the campus November 27, 1951;
- three programs were produced for Farmers' Week (January 29, 30, 1952) on "Brooding Management" (Department of Agricultural Engineering), and "Food Canning and Preservation" (Department of Horticulture), operating from the stage of the Auditorium building as a special remote broadcast on the closed-circuit to receivers distributed throughout the audience;
- another demonstration broadcast of four programs in the arts and sciences was produced on the closed-circuit to the Natural Science building for study and evaluation by the University faculty;
- and a one-a-week 15 minute series of home-maker programs built and packaged for the Agricultural Extension Division called "All Around the Home," and broadcast live over WJBK-TV, Detroit, each Saturday morning. Special farm and sports programs also were produced in the University studios

¹MSU Archives: TV Broadcasting station files.

and recorded on kinescope for distribution to WWJ-TV in Detroit, and WOOD-TV in Grand Rapids, for transmission over their station facilities.¹

During 1952-1953, the Department of Television Development produced four hundred thirty programs in the studios on a closed-circuit basis and on kinescope recording. Eighty-four of these programs were produced for off-campus and outside civic, public-service and educational agencies and organizations, for distribution to stations broadcasting throughout the state, and for experimental and testing purposes. The twenty-one off-campus agencies and organizations for which programs were produced were the following:

1. Michigan Heart Association
2. Michigan Health Council
3. State Parent Teachers Association
4. State Department of Public Instruction
5. State Legislature
6. The Governor's Office
7. State Chamber of Commerce
8. Lansing Junior Chamber of Commerce
9. State Conservation Department
10. State Highway Department
11. Committee On Rural Electrification
12. Lansing Junior League
13. Lansing Board of Education
14. Future Farmers of America
15. Michigan Tuberculosis Association
16. American Veterinary Association
17. Michigan Commission on Educational Policies
18. Central Michigan College of Education
19. Mayor's Office in Lansing
20. State Department of Health
21. State Department of Vocational Agriculture²

¹MSU Archives: Reconstructed program listings of Michigan State Television Broadcasting, 1951-1974 (1951-1954). All future references to program listings in this study will be identified by date and will be found in the permanent collection of Michigan State Television Broadcasting data in the MSU Archives.

²MSU Archives: TV Development, Prebroadcast files.

Programs were produced and recorded on kinescope for the Cooperative Extension Service for distribution and broadcast over commercial stations across the state. Three hundred forty-five programs were distributed to seven Michigan stations: WWJ-TV in Detroit; WJBK-TV, Detroit; WKZO-TV, Kalamazoo; WOOD-TV, Grand Rapids; WJIM-TV, Lansing; WPAG-TV, Ann Arbor; and WKNX-TV, Saginaw.

The department also produced a special series of half-hour programs--"Football Films with Biggie Munn," for the J. Walter Thompson Agency and broadcast over WJIM-TV, Lansing. Off-the-air kinescopes were made for the Bell Telephone Company and their advertising representative, N. W. Ayer and Son, and during this year the University of Michigan "Telecourses" were produced by TV Development for broadcast from WWJ-TV in Detroit. These programs were recorded as a special service for the Bell Telephone Company and the University of Michigan.¹

The TV Development department conducted several television workshops for the Cooperative Extension Service and its field representatives and personnel, both on-campus and at the WFDF studio in Flint, Michigan. The training program in the Department of Speech, Dramatics and Radio Television Education was continued with the laboratories being held in the Television Studios. Over one hundred students carried courses in television production and programming during the

¹Interview: Dr. Armand L. Hunter, Kellogg Center, Michigan State University, February 17, 1976.

year and were given practical experience in studio operations and program production.

Kinescope recordings of the programs produced were requested for demonstration and analysis by the Joint Committee on Educational Television, the American Council on Education, the Fund for Adult Education, the Federal Radio Education Office, the National Association of Educational Broadcasters, twelve other colleges and universities throughout the country, and for special workshops and seminars held by educational institutions.

Two members of the staff received special study grants in production and station management from the Fund for Adult Education, providing them with an opportunity for visiting and studying the development of television programming, production, and administration at other colleges and universities and at the main production centers of New York, Chicago, and Los Angeles. The department was also host to six students from other educational institutions on similar study grants from the Fund for Adult Education.

Four thousand six hundred people visited the studios during the year on special tours sponsored by a number of departments and workshops on campus through the Continuing Education Services. Program production grants were continued by the International Harvester Company, covering the maintenance of farm equipment and machinery, and received from the Michigan Committee on Rural Electrification, covering the

production of a series of programs on Rural Electrification.¹

Part Two: Prebroadcast Preparation and Organization

On October 15, 1952, the Federal Communications Commission (FCC) granted the University application authorizing the construction of a new television station on UHF channel 60 at East Lansing, Michigan (BPCT-1126) and plans were immediately made to move from the closed circuit to a broadcast operation.

In 1953-1954, the first six months of the year were spent in a continuation of the closed-circuit training program and kinescope recording activities of the studios in the Electrical Engineering Building. Program series were planned also for broadcast during this period for the opening of the University station, and the farm services, rural electrification and home economics programs, were recorded on kinescope for continued distribution to commercial stations throughout Michigan. Telecasting continued over the closed-circuit system for the purpose of "training personnel, to build various series for future broadcasts and to develop interest in and provide experience for the College staff." An important part of this was the establishment of cooperative participation policies with the various Colleges as to personnel as well as program. An examination of these is important here in order to fully comprehend the character

¹MSU Archives: TV Development files.

of the school's original commitment to the new medium. This attitude of commitment can also be seen in the background and history of the College's determination to achieve a broadcast capability in order to fulfill its land-grant mandate of outreach education for all the people of the state.

Preparation and Organization of Programming Resources:
Conception, Identification, and Philosophy

The planning of a program service and the development of a standard of broadcasting for channel 60 began well over three years before the first program was broadcast from the Okemos transmitter. In a report to the Committee On TV Development in September of 1951, Armand Hunter, Director of TV Development, proposed that Michigan State

should have the purpose and objectives of providing the finest and most complete television service possible, in accordance with its institutional character and its history of educational leadership. Therefore, the program structure should contain and present a full range of educational, informational, and cultural and entertainment values.¹

Resources that could lead to the fulfillment of these values and purposes were outlined by Hunter as follows:

I. The College Itself (All Schools of the College)

From these areas a general program structure could be built to include:

¹Hunter, op cit., Kellogg Center office files. "TV Development," Report to the Committee On TV Development, September, 1951.

- educational programs of general interest in the areas of agriculture, veterinary medicine, home economics, and consumer interest;
- Continuing or Adult Education programs of direct educational character in areas of professional, vocational, and avocational techniques and skills;
- cultural programs in the fields of music, fine arts, the dance, drama and literature;
- general interest and entertainment programs in the areas of business, engineering, the physical and social sciences, languages and the humanities.¹

II. Other educational and public service institutions (Public Schools, Churches, Civic Organizations, State Agencies, Colleges, Professional Associations.)

From these areas a program structure for many special audiences could be built to include:

- educational programs for direct classroom use;
- public service programs produced in cooperation with local religious, civic and community groups;
- public service programs produced in cooperation with local, county, state governments and farm agencies.

III. Other Television Stations (Educational and Commercial) and Network organizations.

From these resources could be built a program structure to insure:

- a thorough coverage of News and Special Events beyond local resources;
- the finest talent in highly cultural programs;

¹Ibid., p. 1.

- the appearances of leaders and authorities in the various professions.¹

Later in the fall of 1951, program plans were further expanded.

It would be our purpose and intent to build and distribute educational programs for broadcast over other television stations throughout the state, in order to fulfill the obligation of the College as a Land-Grant College, to carry its resources to all the people of the state, and to establish a series of experimental research projects in engineering, production, programming, administration, standards for program evaluation, and audience analysis.²

Prebroadcast Preparation and Organization:
Television Broadcast Policy of Michigan State College³

The State Board of Agriculture adopted a Statement of Policy governing the principles, purposes and administration of programs, broadcasts and station operation. The purpose of Michigan State Television Broadcast Service was to be the fulfillment of the "educational nature and function of Michigan State College, and to serve to the fullest extent the interests and needs of the people of the State of Michigan and others within the area covered by its activities." The following means were cited as methods for achieving this purpose:

The presentation and interpretation of the various divisions, departments, courses of study, services and activities of the College, with emphasis upon

¹Ibid.

²Ibid.

³Appendix A: Document #1.

education, research training and service.

The development of educational programs for use by other stations, public service organizations and educational institutions; and the cooperative extension of time, facilities, and services to these same groups for their own development of programs in the public interest.

The broadcast of information, cultural, educational, and entertaining programs consistent with the policies and standards of an institution of higher learning which may originate from sources other than the College and immediate community.

The development of a training program and courses of study in television broadcasting for the staff and students of the College in order to advance and improve the medium and its utilization through instruction and research.¹

This same Statement of Policy outlined not only the purpose and organization of television development, but specific policies for: principles governing broadcasts; broadcasting by the college station; broadcasting of college originated programs; broadcasts requested by other stations; and broadcasts of athletic events. The State Board of Agriculture governing body of the College, further outlined the programming purposes of the College television activity:

The College TV station shall be operated primarily for the dissemination of information, the extension of education, the development of culture, and the promotion of free and critical inquiry into the problems of public concern. Public Affairs programs presented by the College television station in the public interest are of three types: Information broadcasts; controversial issues broadcasts; and political broadcasts (by candidates for public

¹Ibid.

office.) The guiding principle of fairness will be applied to each of the types listed. In the case of religious programs the College will apportion time fairly among the representative faith groups of its community. Such programs must place emphasis upon broad religious truths and exclude the presentation of controversial or partisan views not directly or necessarily related to religion or morality.

In the Annual Report to the President submitted in June of 1952 the purpose of the closed-circuit operation was outlined. In the state of television's art at that time, the closed-circuit was

designed to develop programs for future broadcast and through this method of preparation, analysis, and evaluation, to work out a number of program series which will reflect the full nature and character of the College service.

The breakdown of proposed program service as recorded in the State Board of Agriculture's completion of the FCC Form 301 (Application for Construction Permit, or "C.P.") shows these percentages as to type:

Entertainment	25.6%
Religious	3.8%
Agricultural	11.8%
Educational	34.5%
News	7.5%
Discussion	4.9%
Talks	7.9%
Live Sports	3.9% ¹

¹Appendix B: Legal Documents and Data on Stations.
Section 1. WKAR-TV 60. FCC Application, Form 301.

In a published statement in October, 1952, Dr. Hunter said,

The station will utilize the educational and research facilities of the College to build programs of a service and general information character. The College station will be available for service programs by state and local government agencies, local schools, and various civic groups.¹

Although the College would be operating on a non-restricted commercial UHF channel, the program policy was established as being noncommercial in nature. This was underscored in the Application for Construction Permit: "No commercial spot announcements will be carried. Station break spots will be of a public service and program promotion character. Spots will not exceed one minute, and will occur only at the opening and close of a program."²

The proposed log of operations included fifty and three quarter hours per week of programming divided into the following sources:

<u>Source</u>	<u>Hours</u>	<u>Percent</u>
Network commercial	2.45	5.4%
Network sustaining	8.45	17.2%
Live sustaining	39.15	77.3% ³

¹Ibid.

²Ibid.

³Ibid.

In announcing the general type of program to be broadcast by Channel 60, the distinction drawn between "educational" and "general" television programming was in the element of purpose.

To be truly educational, it (Channel 60) must do more than inform. It must instruct, improve, entertain and enlighten. The content . . . must make a contribution to the viewer . . . move the individual a bit further along the path of enlightenment and self-improvement.¹

The preparatory activities of the College prior to application to the Federal Communications Commission (FCC) for a broadcast channel is worthy of a study of its own; however, for the purposes of this study, the following review is offered since the rules and regulations of that federal agency have always had to be considered along with any desired by the College itself. In essence, this has meant that insofar as policy in operational conditions is concerned, there have always been two sets of guidelines--those of the University and those of the federal agency--and, quite often, these appear to have been not easily coalesced.

FCC Application: Television Advisory Committee
"Recommendation C"

The background of Michigan State College's application for a television license and the negotiation for a channel for telecasting can no doubt be traced back to 1948 and

¹Hunter, op. cit., Report to TV Committee, September, 1951.

President Hannah's action as the representative for the Land-Grant Colleges and Universities on behalf of the reservation of channels. Michigan State College was also on record with the FCC with a proposal that educational stations be allowed to carry certain commercial programs.¹

On July 11, 1949, the Federal Communications Commission (FCC) issued a "Notice of Further Proposed Rule Making" (FCC 49-948) setting forth in four appendices (A, B, C, D) proposals to amend its television Rules, Regulations and Engineering Standards. On March 22, 1951, the Commission issued its "Third Notice of Further Proposed Rule Making" (FCC 51-244), in which Appendices C and D, of the four attached, contained a proposed table of television channel assignments in the United States and the territories and new illustrative assignments for Canada and Mexico.

At this time, under the Third Notice and in the proposed table of assignments, Channel 60 UHF was assigned to East Lansing, Michigan, as an unreserved or commercial, channel. No educational or reserved channel was assigned. (Emphasis added by writer.)

There was apparently some oversight by the Commission in this case, which never has been accounted for.² (Emphasis Dr. Hannah's.)

¹MSU Archives: John A. Hannah files. Box 36 #57.
"Sequence of College Action on VHF Channel 10 - 1951-1952."

²Ibid.

According to paragraph 12 of this Third Notice, parties were permitted to file comments and oppositions with respect to the proposals in Appendices C and D. On May 7, 1951, Michigan State College petitioned the Commission to allocate VHF Channel 10 to East Lansing as a "non-commercial educational channel."

Under the Rules, Regulations and Engineering Standards then in force, such non-commercial educational channels would not be permitted to carry network programs or programs from any source, regardless of their educational or cultural value, if they were commercially sponsored. Obviously, this would eliminate the possibility of an educational station carrying such programs as the Political Conventions, Crime Committee Hearings, the Metropolitan Opera, public events, and so on, because these programs on television were commercially sponsored in almost every instance. Since Michigan State College is located in a community where only three channels were assigned, this meant that the people in that community and within the service area of the stations would be denied a large number of programs of unquestioned educational value if only two stations could carry such sponsored programs and only two of the four networks available would be able to have an outlet. This did not appear to be in the public interest at all. Consequently, on September 5, 1951, the College petitioned the Commission for leave to amend its prior proposal by requesting the VHF Channel 10 be assigned to East Lansing

as a commercial channel (Public Notice 68341), which would enable the College station to carry sponsored cultural and educational programs carefully selected from network and outside sources of any type.

The College "won the battle of liberalized rules, but lost the war of channel assignment."¹ On April 14, 1952, the Commission released the Sixth Report and Order (FCC 52-294) in which the rules governing educational television stations were changed to permit the carrying of a sponsored broadcast providing no announcements promoting the sale of a product or service were transmitted,² and in which Channel 60 UHF was still assigned to East Lansing as a commercial channel. UHF Channel 10 was not assigned; the Commission had denied the VHF Channel 10 assignment because of the 170 miles separation decreed as needed between users of the same frequency to avoid interference. President Hannah's explanation of the College situation was this:

The College was faced with the fact that the channel assigned to East Lansing was not reserved and would have to be applied for as it stood - a commercial channel -, and against which no request for a change could be filed for one year from the date of the issuance of the Sixth Report and Order, according to our Washington legal representatives' interpretation of Section 3.609 of Subpart E of Part 3 of Appendix D.

¹Ibid.

²FCC "Sixth Report and Order," paragraphs (d) and (e), Section 3.621, Appendix D, Subpart E of Part 3, FCC Rules Governing Television Stations.

Upon this advice, and still hoping for the possibility that our engineering consultant might be able through a close personal relationship with the Canadian Commission to work out a shift of VHF Channel 10 from London, Ontario, where a co-channel spacing of only 164 miles from East Lansing violated the mileage requirement, (thus making it possible to put Channel 10 into East Lansing as an educational channel) we proceeded to file for Channel 10 in order not to lose out on the only channel which had been made available.¹

Background - A Matter of Policy

It had been agreed from the beginning of consideration of the television project at Michigan State College that it should have as its objectives the projection of the whole educational program into the areas not then served, and to improve the quality of educational services generally.

Originally, it was considered preferable to operate on a commercial license, because under rules then in effect, it would have been possible in no other way to supplement programs originated on the College campus with commercial programs having a clearly educational character. However, it is recalled that when the Federal Communications Commission issued its report and order finally allocating channels for educational television, it changed its rules to make it possible for educational stations to carry commercial programs under certain liberal conditions. Because this change in rules made it possible to accomplish the College's

¹Hannah, op. cit., MSU Archives.

objective of enriching its programs with the best of network presentations without holding a commercial license, it seemed necessary to re-examine its position with respect to the type of operation that would be best suited to its educational purposes. Gradually, the thinking appears to have turned in the direction of asking the FCC to change the designation of the College station from a commercial station, operated for educational purposes, to that of a "simon-pure educational station."¹ This thinking was influenced to no small extent by the tendering of a grant to the College from the Fund for Adult Education in the amount of \$100,000 for the purchase of television equipment.²

President Hannah, addressing himself to the situation, said:

It has been made clear to all interested that it is our firm intention to operate an educational station comparable to those planned by other educational institutions and agencies, no matter what kind of license hangs on the wall.

It is interesting to note that at this time there were three distinct types of operations being contemplated by various institutions and agencies in the United States. At this time approximately 31 applications for educational station licenses had been filed with the FCC, and 17 construction

¹Hannah, ibid., MSU Archives: "Sequence of College Action On VHF Channel 10--"

²See Chapter II, p. 42. C. Scott Fletcher, item (2).

permits had been granted.¹ Ten applications for non-reserved (commercial) channels had been filed by educational institutions. Included were the applications of Michigan State College and Ohio State University, both of which had indicated an intention to operate on a non-commercial basis. The others, which seemingly intended at that time to carry on straight commercial operations were: The Georgia Institute of Technology, Notre Dame, Loyola of New Orleans, University of Missouri, Concordia Theological Seminary, Cornell University, Harding College (Searcy, Arkansas), and Port Arthur (Texas) College. Other institutions and agencies at this time were considering the possibility of filing application for both educational and commercial permits.

Thus, there were three types of operations contemplated: educational, with educational licenses; educational with commercial licenses; and commercial. Michigan State College and Ohio State University seemed to be alone in the second category.

The advantages and disadvantages to the three types of operation as perceived by those at Michigan State College appeared to be as follows:

¹Among the institutions and agencies taking this approach were: The Allan Hancock Foundation of the University of Southern California; the Bay Area (San Francisco) Educational TV Association; the Denver Public Schools; the Washington (D.C.) Board of Education; the University of Florida; the Atlanta Board of Education; Kansas State College; the University of Michigan; Ohio State University; Miami (O) University; Metropolitan Pittsburgh Educational TV Station.

Educational

- a. Michigan State would qualify for the Fund for Adult Education grant of \$100,000, without any questions;
- b. It would have access to the Fund's Television and Radio Production Center at Chicago and all its resources, including films, kinescopes of educational productions elsewhere, and would therefore keep production costs down;
- c. Michigan State College would have good prospects of grants from foundations and industry for research on program content and audience reactions;
- d. It could participate as a full partner with the Detroit educational station and the University of Michigan TV studios in an informal Michigan educational television network;
- e. It would establish good relations, presumably, with the Michigan radio and television broadcasters which have expressed themselves as neutral, at worst, on the subject of educational television;
- f. Michigan State College would be limited in operations by funds available from the College resources, plus special grants for research. (This would tend to limit the MSC program, or cause it to fluctuate with the fortunes of the College before the Michigan State Legislature.);
- g. Michigan State College would continue in a normal relationship to other colleges and universities having educational stations; and,
- h. It would risk limiting its audience by presenting educational programs only.

Commercial

- a. Michigan State College would lose the FAE grant of \$100,000 presumably;
- b. The College would jeopardize its right to participate in the activities of the TV and Radio Production Center, and its access to its films and kinescopes;

- c. Michigan State College would find it more difficult, probably, to attract grants for research;
- d. It would certainly arouse the active opposition of the commercial broadcasters, which "have already threatened to stop carrying our radio and TV programs if we engage in commercial operation."¹ Six stations at that time carried the Michigan State College Extension programs on kinescope and a statewide educational service through the use of satellite transmitters throughout the state;
- e. The College might expect to encounter political difficulties under this system, considering that the University of Michigan at that time was contemplating a straight educational operation;
- f. A substantial commercial income would give the station considerable independence in its operations, and probably would make it possible to acquire and utilize a larger staff and better equipment, and it would make it possible for the College, in all probability, to underwrite its own research program;
- g. A commercial operation would provide some assurance against future curtailment or abandonment of the station for lack of ready funds arising from opposition in the Legislature to continuing an expensive operation;
- h. It was not at all certain, either, that Michigan State College would succeed in gaining network affiliation. If it were successful, it would definitely not be free to accept or reject sponsors and programs according to its own standards; and, last,
- i. It would be possible for Michigan State College to offer laboratory experience in commercial station operation in addition to courses in writing, producing, directing, and such, but these could be taught under any type of station operations.

¹Hannah, op. cit., MSU Archives: "Sequence of College Action On VHF Channel 10--"

Educational on Commercial License

- a. It would be almost certain that the FAE grant would not be made to Michigan State College unless it applied for and was granted an educational license;
- b. Michigan State College would not have the support of the broadcasters, who expected the school to apply for an educational license, but they would not be as opposed under that circumstance as they would be were the College to sell time in competition to them;
- c. Michigan State College could retain a good relationship with other educational stations (which had come to accept the fact that it was possible to run an educational station on a commercial license);
- d. It was doubtful if Michigan State College could participate in the activities of the TV and Radio Center;
- e. It would be more difficult to attract grants for research and production experiments than under an educational license, although it would be less difficult than under a commercial operation;
- f. "Our position would continue to be one of freedom to maneuver as respects going amateur or professional in the future depending upon developments in foundation policies and the attitudes of commercial broadcasters."¹

And, in conclusion to these descriptions of pluses and minuses, the Hannah statement continues with the notation that any advantages and disadvantages in the several courses of action described are subject, in the final analysis, to consideration by College officials, and, by the State Board of Agriculture. No Attempt to evaluate them without that dimension would be valid. It should be pointed out, however,

¹MSU Archives: John Hannah, Box 36 #57.

where President Hannah and the College found themselves at the time these alternatives were being considered, was the third position, having "most of the disadvantages of both alternatives, and few of the advantages of either," according to President Hannah, a noncommercial, educational station operating on an unreserved and therefore (potentially) commercial, channel.

Part Three - Television Broadcasting at
Michigan State: An Overview, 1954-1974 - WKAR-TV UHF 60;
WMSB-TV VHF 10; and WKAR-TV UHF 23

WKAR-TV UHF 60

On January 15, 1954, the Michigan State College television broadcasting station went on the air. There was an Opening Day, and Dedication Ceremonies that began at 1:00 p.m. and continued without interruption until 9:30 p.m. A special educational television conference and program evaluation seminar was held in conjunction with the dedication and opening of the station. Representatives from the Federal Communications Commission, the Joint Committee on Educational Television, the National Committee for Educational Television, the National Association of Educational Broadcasters, and members of the University administrative office, teaching staff and faculty were in attendance.¹ The ceremonies

¹MSU Archives: Television Development files. Among those listed as attending were FCC Commissioner, John C. Doerfer; Michigan Governor G. Mennen Williams; and various

included an evening banquet, at which the dedication speech was made by President Hannah.¹

The promotion campaign that had prepared the College and its community for the coming of Channel 60 could be used as a model for the same kind of effort today. It was a "saturation" plan; and it was a "plan." Several levels of community "gate-keepers" were involved, newspapers, merchants, schools, government, restaurants, libraries; all were supplied with information designed to be useful to their particular contacts. Thus, the merchants included "Greetings" to the new station in their newspaper ads; newspapers covered the raising of the antenna to the top of the transmitting tower as a straight news story and gave the event front page exposure; television equipment suppliers offered "free" home demonstrations as to how to "tune your UHF converter" or "how to install your UHF." The effort appears to have been a community-wide endeavor and one that created a great deal of excitement and anticipation. Not just the cities of East Lansing, Lansing, Jackson, Battle Creek, Ann Arbor, Flint, Kalamazoo, Saginaw, and Metropolitan Detroit (all were

Deans of Michigan State College--Milton Muelder, Marie Dye, Tom King, Edgar Harden, and Clifford Hardin; as well as members of the State Board of Agriculture, governing body of the College. (Two other happenings on January 15--"Biggie" Munn was appointed Athletic Director, and the members of Michigan State's Governing Board for the first time heard the proposal that Michigan State College become, officially, "Michigan State University.")

¹See Foreword page. Quotation 2.

assumed to be within the transmission radius of the new station) and their populations, but educational television centers all over the country, were watching the East Lansing proceedings. As the third educational television station in the entire country, and the first one east of the Mississippi, WKAR-TV's dedication and beginning of broadcast service was an important event, both locally and nationally. Certainly no station ever began broadcasting activities better prepared for its assignment, both educationally and philosophically. It was, quite literally, the modern expression for the land-grant mandate, as President Hannah had noted in his plea before the FCC for the channel allocation for East Lansing.

Following the opening of the station, a regular broadcast schedule of six hours a day, seven days a week, was put into operation. The third educational station to go on the air, WKAR-TV was, from the beginning, the first in terms of total weekly hours of service. The physical plant at the station consisted of three studios, control rooms, offices, and allied operating facilities.

Approximately 80% of the programs were live, and they were built out of the University and local community sources. Only 20% were on film or kinescope. In 1954, the University station was selected to hold the annual summer Television Workshop, sponsored by the National Association of Educational Broadcasters (NAEB) through funds granted by the Fund for Adult Education of the Ford Foundation. Many future

leaders in the educational television field received their first training in the television medium at Michigan State at workshops like these during the 1950's.

The program structure of the University station was described by Director Hunter as consisting of the following:¹

1. Informational and demonstration service programs in the areas of agriculture, home economics, and engineering;
2. Systematic and adult education programs and courses of study in the areas of literature, the fine arts, political science and economics, business and public safety, the natural sciences and driver education and traffic safety;
3. Cultural and vocational programs in the areas of music, the fine arts, drama, and the dance;
4. Entertainment programs in the areas of baseball, hockey, boxing, wrestling, basketball, and other inter-collegiate sports and student activities;
5. Special events such as the coverage of the Hearings of the Subcommittee on the House Committee on Un-American Activities held in Lansing under the Chairmanship of Congressman Clardy, the College Commencement Exercises, the University Band₂ Recital, and the International Student Festival.²

In addition, the station produced programs for the State Legislature, the Office of the Governor, the Conservation Department, the Chamber of Commerce, the Lansing and East Lansing Public School, the Girl Scouts, the State Office of

¹MSU Archives: WKAR-TV 60 Historical Records.

²MSU Archives: Reconstructed program listings of Michigan State Television Broadcasting, 1951-1974 (1951-1954).

Public Instruction, the Michigan Health Council, the Community Hospital Drive, and the Michigan State Police. These programs were either broadcast as a series or recorded on kinescope for distribution to other stations, or both. The station also produced and recorded on kinescope for distribution for outside organizations and agencies. The University station also gave approval for the pick-up and rebroadcast of current programs upon special request by UHF stations in Lansing and Ann Arbor, and VHF stations in Lansing and Kalamazoo.

All of this represents a prodigious amount of work by the station's facilities and its personnel; and it accounted for only the live and locally recorded program production. The film and kinescope program services were obtained from such sources as the following:

The Educational Television and Radio Center (ETRC),
Ann Arbor:

Established by a grant from the Fund for Adult Education by the Ford Foundation, it made available such programs as the award-winning series on 'Shakespeare' by Professor Baxter of the University of Southern California, and the 'Great Ideas' series by Professor Mortimer Adler, and other programs in the fields of Political Science, the Physical Sciences and International Relations, produced by other colleges and universities in the United States;

other educational film resources were:

Encyclopedia Britannica Films;
Coronet Instructional Films.

General film resources were arranged through:

Sterling Television;
 March of Time;
 Interstate Television;
 Lakeside Television; and, the

usual government and international agencies such as:

Army, Navy, Air Force, United States Department
 of Agriculture and the British, Dutch, Swiss,
 and other foreign Information Services.¹

The College station met every requirement considered necessary for the best UHF transmission, with a 1000 ft. tower (height),² a 12 KW transmitter (highest power possible), and an extensive and outstanding program service. It exceeded all other educational stations in the number of broadcast hours, and the 80% live schedule represented more live program service than any commercial station with the exception of the network owned and operated stations in New York and Chicago.³ With the only mobile unit the community^{4,5}

¹MSU Archives: WKAR-TV 60 Historical files.

²With the antenna aloft the total height was 1,034', "second only to the Empire State Building in overall height." The Record, Spartan Alumni Magazine, Vol. 53-No. 7, November 15, 1953, cover story with picture. MSU Archives: WKAR-TV 60 Historical files.

³MSU Archives: WKAR-TV 60 Historical files.

⁴Interview: Former Chief Engineer Linn Towsley, November 30, 1975.

⁵Ibid., mobile unit was purchased out of the Fred P. Warren Fund and designed by Towsley and William Tomlinson, station engineering staff. Fund was established "As a result of kinescope recording of Warren Collection of Antique Watches in University Museum. Helped purchase 4-wheel Jeep (\$3,000) as base for mobile unit (\$5,000); microwave unit, RCA TT-1A (\$2,000); GPL Studio Camera (\$12,500). This equipment used to broadcast 1952 Election Returns from Lansing State Journal over WJIM-TV."

the College originated many special events¹ and program features that were often rebroadcast on film or kinescope by commercial stations in Lansing, Kalamazoo, and Ann Arbor. Also, reception of the station's signal was reported from as far away as 80 to 100 miles, which showed that the College station was delivering a signal in excess of the minimum required by the FCC for Class A and B service.

But, at the President's home on campus (Cowles House) they could get no picture, and the faculty members who had prepared and kinescoped their television lessons with great care found that the nearest place they could view those efforts was in a bar at the edge of town whose owner had erected a special UHF receiving antenna.² The President's home eventually could receive an "adequate picture" (by dint of much overtime effort on the part of the station's engineering staff),³ but the reception problems of the faculty were not so easily overcome. According to Milton Muelder, who at that time was Dean of the School of Science and Arts,

¹Ibid. (Farmers' Week; MSC Football, etc.)

²Interview: J. D. Davis, East Lansing, March 30, 1975.

³Interview: Ray C. Wilson, WKAR-TV 23 Chief Engineer, April 22, 1976. The explanation for these reception problems lay in the comparative "innocence" of the state of television's UHF technology at the time. One of the problems of on-campus reception, however, lay with the transmitting antenna. Situated at a height of 1,034' its line-of-sight transmission to the horizon caused its beam to overshoot the campus area entirely. Later on a "tilt" earthward corrected much of the problem.

and whose faculty and staff had worked diligently (with Television Development, Cooperative Extension, and Continuing Education) to establish a television policy that would facilitate faculty participation in television:¹

Once people become disenchanted it's hard to whip up enthusiasm again. The degree of expectation was extremely high, and the degree of investment of time and excitement was also very high - and the technology failed us completely . . . the staff resources that had been set aside . . . could not be held for an empty program [they] became utilized for other and more pressing programs at both the graduate and undergraduate level . . . the University was fast becoming one of the large, important graduate institutions with many demands on its resources - (you never have adequate resources for all the types of programs in which you are engaged) - by the time the University had a good TV picture we had more or less missed the historical moment when you could have combined the resources available for the TV program . . . It was a great dream and we made a great effort.²
(Emphasis added by the writer.)

The television effort had had to compete for attention and commitment with a number of programs. "Keep in mind that we had more programs generated in the field of education here than in the combined United States; and at the same time we had more television programs generated here than at any other TV broadcasting station in terms of original programs."³

¹Appendix A, Item #2. Television Policy Statement for the School of Science and Arts, November 30, 1954.

²Interview: Dean Milton Muelder, Nisbet Office Building, November 5, 1975.

³Ibid.

In spite of the record of effort toward an exemplary program service, the fact seems to have been that the conversion to UHF reception capability by the public was much slower than had been expected. A study conducted by the Department of Speech for a local commercial television station indicated that a 40% conversion in the Lansing-East Lansing community provided a potential audience of around 40,000 people. A study in cooperation with the Cooperative Extension Division through the county agents in the rural areas indicated that UHF conversion outside the Lansing metropolitan area was less than 5%. A study conducted by the Lansing Public Schools based upon students from the primary and secondary levels revealed that only seventeen and a half percent of the students in the schools could receive the College station through converted sets.¹

The College station had the power, the coverage, the signal strength and the program service; what it did not have, apparently, was audience availability because of lack of UHF capable sets.² The reason, it was felt, lay in the fact that the area served by the College UHF was already being served by five VHF stations: Lansing, Battle creek, Kalamazoo, Grand Rapids and Detroit, with the then new VHF station

¹MSU Archives: TV Historical files.

²Ibid., "Basis and Reasons for MSC to Seek Consideration of FCC in Reassigning Channel 10 to East Lansing, etc."

granted to WJR in Flint being the sixth covering the same area reached by the College UHF station. Furthermore, the VHF signal from those stations gave, in each instance, practically a Class A service; one far superior to the College's UHF.¹ The picture for UHF generally was not good and in the State of Michigan UHF stations in Flint and Battle Creek had recently gone off the air. UHF stations in Saginaw, Ann Arbor and Lansing were also having an extremely difficult time because of VHF competition from the standpoint of quality of service, reception and the availability of network programs. "The finest educational and public service program structure the College could produce plus the best technical UHF transmission and signal would not be able to stimulate or achieve a substantial amount of conversion of sets by the general public."² These were the facts of life; and they raised the problem of the ability of the College station to survive. Under these circumstances, it was difficult if not impossible to justify the continued expense and high cost of an outstanding and live educational program service "if the audience is not available and cannot be made available whatever the reason may be."³

¹Ibid., p. 2.

²Op. cit., p. 3.

³Ibid., p. 3.

A comparison of the UHF problems of the early 1950's with those of early VHF in the 1940's seemed inevitable. But, in the early days of VHF, no other television service was available. Then it was strictly a problem of manufacture, distribution and sale of receivers. The technical problems of transmission were accepted by the audience without question and with tolerance because nothing else was available. By the time of the College' station's advent the general public was conditioned to a relatively good VHF service and full availability of both network and local programs. In many instances, this was achieved without the necessity of an outside antenna. UHF was in an entirely different competitive attitude than the early VHF. Its use necessitated additional equipment and additional expense for having it installed, with inferior receiving capabilities and lack of network programs. The analogy made by some between the early days of VHF and the struggles of UHF in the 1950's seemed inaccurate, to say the least.

Considering all these facts, it seemed imperative that the College resume its efforts (never really ceased) to obtain a VHF channel "for the fulfillment of its obligations as a land-grant college to extend its educational services and resources to the people of the State."¹

¹MSU Archives: TV Historical files.

On June 29, 1954, the University petitioned to have Channel 10 designated as an educational reservation under the rule-making procedure of the FCC. This petition was denied on August 5, 1954. Meanwhile, however, the University had prepared for filing a regular application for Channel 10 at Parma-Onondaga, Michigan. This was filed on September 3, 1954.

Subsequent to the filing of this application, the Television Corporation of Michigan, Inc., made an offer to the College governing board, the State Board of Agriculture, to enter into a shared-time agreement under which both parties would be licensed and each would be responsible for a fixed portion of the broadcasting day. The terms of this offer were that it should be accepted or rejected and not made the basis of negotiation with other applicants for the channel in an effort to gain equal or better proposals. After due consideration, the State Board of Agriculture accepted the offer on the part of the Television Corporation, on the basis that it was in the "best interests of Michigan State University to do so and that the opportunity offered would serve the educational purposes of the institution most effectively."¹

Channel 60 by now had been in operation for nearly a year and been found to be seriously inadequate in assisting the university in fulfilling its obligations and objectives

¹Ibid.

of educational service to the people of Michigan. On June 17, 1954, the University had called this inadequacy to the attention of the Senate Subcommittee on Interstate and Foreign Commerce, which was investigating UHF television. It was on this basis and for these reasons that the University joined the Television Corporation of Michigan, Inc., to request authority to utilize Channel 10 on a shared-time basis. In arguing this case President Hannah said:

Most UHF commercial stations are fighting to survive. The commercial VHF stations are much stronger in coverage, audience availability, network service, revenue, and profits.

Most educational stations, whether UHF or VHF, have serious problems of adequate budget and financial support. Of the 10 educational TV stations on the air in the United States, 5 are in financial distress with a limited staff and schedule.

All educational TV stations (whether VHF or UHF) face and will face financial difficulties and problems, whether their support is from legislative and tax appropriation, or public subscription and donation. Most UHF stations face and will face severe financial difficulties in an established VHF environment. The best answer, it would seem, for an educational station, would be to share time and costs with a commercial station on a VHF channel. This would provide existing and immediate audience availability, financial stability, reduced costs, improved and guaranteed program service, and at the same time not deprive the community of network and commercial services. This is a new concept for educational TV stations and a practical solution to the problems of service, survival and support. It need not impair or reduce the educational program service and responsibility in any way; and actually makes it possible for the service to be realized to a higher degree by providing an adequate budget foundation for its operating expenses. It may be the solution of educational TV; and a method of support which is truly complementary and co-operative with commercial TV--not competitive. VHF Channel 10

in Michigan is the last available VHF channel in central Michigan. If this opportunity and channel is lost for educational TV, it will be lost forever. (Emphasis Dr. Hannah)¹

The search for an audience effort of Michigan State Television Broadcasting thus moved into its second phase. (Emphasis added by the writer.)

WMSB-TV VHF 10

The University had originally entered comparative hearings for Channel 10 with four commercial applicants. The Television Corporation of Michigan, Inc., was one of those four commercials and the one that had made the proposal to the University of a joint application on a shared-time basis. An agreement had been reached between the State Board (the University) and the (Television Corporation of Michigan, Inc. (TV Corporation) on August 30, 1954. This occurred only eight months after WKAR-TV Channel 60 had gone on the air. But, it was only after four years of complicated litigation that the shared-time agreement was approved by the FCC and WKAR-TV ceased broadcasting over UHF 60 to prepare for its new frequency and call letters. WMSB-TV went on the air over Channel 10 on March 15, 1959, sharing the channel with WILX-TV, the NBC outlet, in Jackson, Michigan, "in the only operation of its kind in the United States."²

¹MSU Archives: Hannah, "Notes on Application for Channel 10," September, 1954, (Box 36-57).

²Appendix B: Section 2. Speech by President John A. Hannah at Dedication Ceremonies of WMSB-TV 10, March 15, 1959.

This planned sharing of time by an educational and a commercial station was expected to provide the solution to the two principal problems facing each type of operation

Every educational station, because it has no revenue from advertising, is always faced with the problem of securing adequate financial support. On the other hand, the commercial broadcaster is often pressed to find sufficient time to provide public service programs on a broad scale because of the need for advertising revenue to cover high production and operating costs. The shared-time plan on Channel 10 gives both education and industry a full-time station operation for a combination service representing a greater total program availability than either could provide for itself.¹

Both stations, in theory, would operate as separate entities; the design offered the possibility of having two complete broadcast programming schedules occupying the same channel but at different times. The University had had first choice of broadcast times and chose those in the morning, during which it broadcast Classroom 10 for the mid-Michigan public schools, and, for the adult audience assumed to be at home; and one hour in the early evening, in order to reach adult and family audiences.³

¹Appendix B: Section 2, Speech by President John A. Hannah at Dedication Ceremonies of WMSB-TV 10, March 15, 1959.

²MSU Archives: TV Historical files. Release prepared for issuance upon approval of shared-time agreement by FCC, (August 5, 1958).

³Ibid.

It seems useful to review briefly some of the fundamental terms of the shared-time agreement. It was agreed that:

--both parties should approve all equipment--transmitting tower, studio building, broadcast antenna, and transmission line. The State Board would, thereafter, install it at its own expense on land acquired by it for the purpose at Onondaga, Michigan.

--each party would maintain a separate and independent studio and its executive, program, and administrative staff would be located in separate offices. There would be no joint sharing of personnel except for special arrangements in regard to the engineer necessary to man the transmitter site at all times and the directors needed for the mobile unit to which each party would have access.

--each party would be solely in command of the entire broadcast operation during its own air hours. (WMSB-TV agreed to the following airtime:

Monday through Friday	9:30 a.m. to 2:00 p.m.
	6:00 p.m. to 7:30 p.m.
Saturday	10:00 a.m. to 2:00 p.m.
Sunday	12 Noon to 4:00 p.m.)

It was agreed, also, that the TV Corporation would pay the State Board an annual equipment rental for the use of the transmitter, transmission line, tower, transmitter house, facilities and land on a formula of ten year obsolescence for the transmitter and transmission line at a rate of 4%. The tower, land and transmitter house would be amortized at

4% on a fifteen year obsolescence.¹

Additionally, the TV Corporation agreed, that in addition to the equipment rental money, "twenty percent (20%) of its net income as determined for the Federal income tax and before such tax" would be paid to the State Board. In return, the State Board agreed to keep the equipment in good shape and to replace "promptly" a television transmitter that became obsolete.²

It was also agreed between the two parties of the agreement, that should either party wish to sell, notice must be given the other with the option of meeting any "bona fide" offer from a responsible third party."³

Inevitably, there were questions based on the fact that Michigan State was a tax-supported institution. Would not the tax-payers of Michigan be paying twice for educational services? Was it proper for Michigan State College to use public funds to construct a station that would be used most of the time by a privately operated commercial TV operation? These and other questions arose from all sides and answers to them were framed by the combined forces of the College

¹Appendix B: Legal Documents and Data on Stations
Section 2. "WMSB-TV/WILX-TV shared-time. Agreement Between State Board of Agriculture, State of Michigan and the Television Corporation of Michigan, Inc."

²Ibid.

³Ibid.

administration, its Michigan and Washington legal staffs and members of the State Board.¹ Pleas before the Michigan legislature were made by members of the College faculty² and articles appeared in nationally recognized newspapers such as the Washington Post. An editorial appeared in that paper on August 9, 1955, which describes the circumstances admirably. It read:

Shared-Time TV

Michigan State College has developed a plan for education by television that may have a wide appeal for both colleges and broadcasters. For a year and a half, Michigan State has been operating a UHF (ultra high frequency) television station at a heavy cost without obtaining the coverage it thinks its programs should have. So it has asked the FCC to permit it to share VHF (very high frequency) Channel 10 with a commercial broadcaster. This would bring about 70% of the population of Michigan within the college's potential audience.

The novel feature is the share-time arrangement. To date educational television has had tough sledding. Only 15 stations are on the air, although 250 channels have been reserved for educational purposes, and most of these stations are in financial trouble. The basic facts are that the operation of a television station is enormously expensive and the public simply does not want to look at educational programs all day long. In recognition of these facts

¹MSU Archives: Hannah file "TV Broadcasting," (Box 36-57). "Projected Questions and Answers for Channel 10 Hearings."

²MSU Archives: TV Broadcasting Historical files. D. B. Varner, Vice President and Dean of Continuing Education: Report to President Hannah regarding reading before Michigan Legislature of final paragraph of letter to State Representative, Thomas M. Burns from Howard Wolfe, Station WKNX-TV, General Manager, June 5, 1955.

Michigan State wants to utilize Channel 10 for 38 hours and 30 minutes a week and turn it over to the Television Corporation of Michigan for the remaining 66 hours and 5 minutes of program time.

The College would own and erect the transmitter and tower, and the commercial station would pay the college a fixed rental plus 20 per cent of its profits. Each would have a separate studio and the college would assume no responsibility for the commercial station. The great advantage from the college's point of view is that it would obtain some revenue to help pay for its programs and that it would not have the responsibility of operating a full-time station.

Some complaint has been made about the hours allocated to education and commercial use. But scientific studies have shown that the evening hours so much in demand for commercial programs are not the best time for educational TV. In any event, the college has taken its choice of hours and appears to be satisfied with the arrangement. The results should be a well-rounded combination of programs. If the FCC approves this experiment, it may point the way to a new era for educational television.¹

WMSB-TV went on-the-air on March 15, 1959, broadcasting thirty-eight hours and 30 minutes each week, including only one hour and a half (6:00-7:30 p.m.) during the evening hours, Monday through Friday, as had been agreed. Problems arose almost immediately with the scheduling of programs for the evening time. WILX-TV, as the NBC outlet, had available the prestigious NBC Huntley/Brinkley Report from 6:45-7:00 p.m. WMSB-TV agreed with the judgment of its worth and carried it in its time slot--but with the program's commercial sponsorship deleted. The University station could rationalize carrying this particular commercially sponsored program

¹MSU Archives: TV Historical files. Editorial: SHARED-TIME TV, The Washington Post, August 5, 1955.

due to the nature and quality of its content, but it could not carry the commercial messages. It was not long, however, before this practice of deleting the sponsor was found unacceptable by the commercial network and the program was withdrawn from the central Michigan (WILX-TV) market. This was a blow to all of Channel 10's viewers, both those of WILX and WMSB, and the seeds of dissatisfaction with the broadcast aspects of the shared-time agreement were sown very early in its operation.¹

Other problems arose, however, that had little to do with the broadcasting arrangement. In 1961 and 1962 the station budget was reduced along with other University allocations, because of the State's tight fiscal situation. From that time on, only the salary budget of the station rose with annual increases, and, although the operating budget remained fairly constant, the budget for equipment was forfeited and until the advent of UHF 23 it was never reinstated, as such.²

Throughout the 1960's a battle ran within the hierarchy of the University as to whether the expense incurred in

¹MSU Archives: Hannah file, TV Broadcasting. "Cancellation of Huntley-Brinkley Report by NBC."

²From 1965-1969 the Director's budget breakdown shows no equipment allocation; however, the Chief Engineer's shows that equipment over those years appeared in his budget but was intended to cover such things as travel and transmission power. It did not extend to the purchase of new equipment. "If a camera or something died, we could replace it, but we could not add to the equipment we already had." (Wilson, Chief Engineer, 1975.)

running the television station gave sufficient return for the funds invested. One station manager after another from the early 1960's on through most of the decade was frustrated by this apparent lack of commitment to the life of the station and its continuance. Personnel who left were not replaced; equipment that broke was patched up so that production standards were not up to par; in fact, there seemed a general malaise about the entire operation which, one manager suggested, could very well come from the pervasive attitude of the central administration, faculty and staff of, "Oh, that place. I hear it's on the skids and won't be around much longer."¹

By 1965 the amortization period of the transmitter, antenna, and related equipment according to the shared-time agreement had been completed. The Television Corporation of Michigan had, in fact, requested that they be replaced by the University, and it was entitled to this request under its shared-time agreement. This would require a rather sizeable capital investment (\$100,000).

By 1965, a reapportionment of the evening time gave WILX the time to broadcast to Channel 10 viewers what, by then, was a half-hour version of Huntley-Brinkley. However popular the wisdom of this decision may have been with the University's

¹MSU Archives: TV Historical files. Memorandum: Dr. J. Colby Lewis to Provost Howard Neville, July 19, 1955.

commercial partner/and with their aggregate Channel 10 audiences, it still meant that the University's evening time was shrunk to one-half hour nightly except on Monday. As the Director of Broadcasting, Dr. Hunter had felt it necessary to put out a memorandum explaining the reasoning behind the change. It read, in part:

The proposed change does not affect the total number of hours broadcast but it does alter the arrangement of that time . . . Also, since the majority of the television audience is accustomed to viewing local and national news presentations from 6:00-7:00 p.m., the value of this time period for educational purposes is definitely limited. On the other hand, with WILX-TV presenting the NBC News each evening at 6:30 it is highly probable that a great number of television sets will be tuned to Channel 10 at 7:00 p.m. when the University program service begins.¹

But, over this same time, the problems foreseen in the operation by the University of a noncommercial education service on what was a commercial channel arose again. The Michigan Association of Broadcasters, which had so strongly urged the University to seek to have Channel 60 made a reserved channel, now saw their fears realized in the potential for University competition on the shared-time commercial Channel, 10.²

¹Appendix B: Section 2. "Effects of New Broadcast Hours on WMSB Program Service." Armand Hunter.

²MSU Archives: Hannah files, (Box 36 #57). Correspondence between John A. Hannah, President of Michigan State University, with Edward F. Baugh, General Manager of Washtenaw Broadcasting Company, Inc., Ann Arbor, and President of the Michigan Association of Broadcasters, 1952-1958, intermittently.

WMSB's Station Manager, in 1969, listed as the primary problem in the shared-time arrangement the inability of WMSB to broadcast many local, national and regional programs which were readily available.¹ Fully 75% of such special national programs as Senate Hearings, Presidential Addresses, and other pertinent and topical events could not be broadcast because the channel was not available to WMSB at the proper time and/or there was insufficient airtime to "shoe-horn such specials into the schedule."² Many local events which would be appropriate for television coverage were completely ignored, again because of limited broadcast time or lack of channel access at the appropriate time.

Also, while significant amounts of quality programming were not available in the 1950's, this was not the case in the 1960's; with increased financial support and underwriting, National Educational Television (NET) was providing praiseworthy programming in cultural and public affairs areas.³ Since the majority of these programs in the WMSB program service were designed for adult audiences, a broadcast situation which

¹Robert D. Page, who was appointed Station Manager on October 1, 1968, succeeding Dr. J. Colby Lewis, who was returning to his initial academic post in the Department of Television and Radio as departmental coordinator for graduate affairs.

²Ibid.

³Robert D. Page, Television Broadcasting at Michigan State, 1969.

did not provide for blocks of evening viewing time when adults were presumed to be available was totally inadequate to the University's needs. In this respect, WMSB was assuredly not broadcasting in the public's "convenience." It needed channel access during adult leisure hours in order to render its service. An undoubted additional frustration in regard to this increase in quality programming availability lay in the expectation that the majority that would be coming from NET by the late 1960's would be broadcast in color. One of the most inhibiting disadvantages of the shared-time arrangement was related to the matter of color. While WMSB had no equipment enabling it to originate studio color or to play back color films and tapes, the transmitter itself was fully capable of reproducing a color signal. Had the station had access to the channel at times when the educational network programs were fed, it would have been able to send the network color signal directly to the transmitter and, hence, broadcast those programs in color. And while the educational merits of color versus black and white are often debatable, the competitive element is one that simply will not be ignored.¹ (Emphasis the writer's.) Over the years WMSB had relinquished the channel to the commercial station many times, but on many other occasions it had had extreme difficulty in getting reciprocal time because of the economic pressures on the commercial station.² On the other hand, the University

¹Ibid.

²Ibid.

had been roundly criticized for not simply stepping aside on other occasions. The arrangement had become almost completely one-sided.

Finally, by having two stations operating on one channel the public was often confused as to which was on when. This situation with WMSB/WILX-TV created a serious problem with "image"--and although the stations differed widely in style, content of programs, and purpose, many viewers appeared to assign both the best and the worst to the channel as a whole. A significant number of NBC programs were presented at times when WMSB had the channel and could not carry them for the local area, thus viewers often felt deprived and expressed their discontent to WMSB in terms hardly complimentary to the University.¹

A review of the circumstances in which Michigan State Television Broadcasting found itself at this time seemed both necessary and appropriate before any decision was made--particularly because at this same time, after eighteen years of service, the very existence of the station was being called into question. This fact, in combination with the problems of the shared-time agreement, the technical, physical and personnel needs of the station, the frustration of the "limbo" position of the station staff, and the potential for educational service many still believed to exist in the

¹Ibid.

station's continuance, all seemed to demand a review and re-evaluation before any further action was taken.

When Michigan State had entered into the shared-time agreement with the Television Corporation of Michigan in 1958, the agreement had stipulated that WMSB would broadcast a total of thirty-eight and a half hours per week according to a specified schedule which did not provide the University station with any "prime time" hours. In spite of this lack of access to what is generally considered the most desirable air time, this arrangement appeared prudent at the time for four significant reasons:

1. The lack of potential audience available via UHF Channel 60 due to the unsophistication of UHF transmission and reception equipment.
2. The lack of quality programming available from outside sources.
3. The unavailability of a VHF channel exclusively for educational purposes.
4. The financial advantage whereby a major portion of the investment in transmission equipment would be returned to the University through a rental arrangement with the Television Corporation of Michigan.¹

Obviously, a number of important developments had taken place that substantially changed the picture for the station and the validity of the shared-time rationale. UHF inadequacies had been considerably reduced as a result of all-

¹Robert D. Page, Television Broadcasting At Michigan State University, July 23, 1969. WMSB-TV 10/WKAR-TV 23 station manager, 1968 to the present time.

channel receiver legislation enacted in early 1964. This federal bill required that all TV receivers manufactured after April of that year had to be equipped to receive Channels 2 through 83. Consequently, almost every person who had purchased a television set since about the mid-1960's had a receiver capable of receiving UHF signals. The transmission difficulties of UHF had been largely eliminated by manufacturers stimulated by the sales potential of the all-channels legislation. And the switch to color had created a further inducement for the purchase of new sets.

The reasoning that had been behind the abandonment of UHF 60 for the shared-time agreement with the Television Corporation on VHF 10 appeared to be no longer applicable to the circumstances of the middle 1960's and anticipated 1970's. The University had now recouped its entire investment in the Channel 10 transmission equipment and so it did seem that a re-evaluation of its television broadcast operation was in order.

Several plans of procedure were advanced as the battle for the retention of television broadcasting at Michigan State was waged throughout the 1960's. Perhaps the first series of formal arguments pro and con came in June of 1965, with the reports and proposals from the instructional media and broadcasting divisions. At that time, Armand L. Hunter, Director of Broadcasting Services, and John E. Dietrich, Assistant Provost and Director of Instructional Development

Programs, each received a request from the office of Provost Howard Neville to write an evaluation of the University's television broadcasting activity and its future use in the context of the University's plans and responsibilities. Dietrich was assigned the adversary attitude; Hunter that of advocate. Each did a thorough job of documentation and persuasion; no doubt in considerable part because their own personal persuasions in the matter were thoroughly compatible with their assignments. Although a complete report of their arguments does not belong here, a summary review can give a valuable overview of the climate that existed at the University at that time in regard to its electronic facilities.

In his position paper on WMSB on June, 1965, Dr. Hunter reviewed the fifteen years since Michigan State (then MSC) had decided to use the new medium of television for the "extension of its educational services to the people of Michigan," saying:

It was a logical move in the expansion and development of the University's whole public education and service dimension. It coincided with the authorization of the Continuing Education Service and with the creation of the Audio-Visual Center.

Knowing what we do today, one might ask why these services were not combined and coordinated into a single complex at the time they were founded; but the fact is that they were not. Part of the answer, of course, is that we didn't know then what we know today; although there was precedent in a number of universities for parts of this complex being combined. Part of the answer also was cost. The original Kellogg Center plan included TV, I have been told; but it apparently was lost in the availability of dollars. And part of the answer

probably was our failure to see these as functionally related parts of the larger expansion movement. But whatever the reasons, today at least, only the television station seems to be in jeopardy.

Under these conditions, was the original decision to go into educational television wrong? Has TV failed as an educational medium? Has the University station failed to meet its responsibilities or to fulfill its function? Or is its cost out of all proportion to the results? In short, is the problem philosophical, educational, or economic? I am a special pleader in this issue and unquestionably biased; but let me make my plea and state my case. And in so doing, let me also be historical.¹

Hunter, as historian, noted that from 1951 to 1954 the TV studios operated on a production center and closed circuit basis. Programs were produced, recorded on kinescope, and distributed to local commercial stations throughout the State of Michigan for broadcast. This was the same way in which the University of Michigan was operating (and still is). Michigan State decided to put an ETV station on the air in 1954. Why didn't it continue in the UM vein as a production center only? Hunter gave the following reasons:

1. Commercial stations gave no guarantee of time or visibility. ETV programs were used as fillers, broadcast at the poorest hours in terms of audience availability, "bumped" and shifted to accommodate commercial shows, and had no promise of continuity or regularity. Commercial stations also demanded a voice and role in the planning of content and production.

¹Hunter files. "Position Paper On WMSB, June, 1965." 114 Kellogg Center, Michigan State University, East Lansing, Michigan 48824.

2. Educational programs were designed to meet public educational needs and interests. They must be broadcast at a time when the audience they are designed for is available. They need continuity and sequence to achieve their purpose. And the planning and design of content and production is the responsibility of the educational source.¹
3. These two sets of conditions were the basic reasons for the FCC reserving stations for education, for the whole development of the ETV system in this country, and for schools, universities, colleges, and communities deciding to put their own stations on the air, rather than depending upon the whims and caprices of the commercial system.²
4. The educational potential of the new medium could only be realized if the educational institutions and agencies had access to, and control of their own channels on an unlimited basis.³

Was it wrong for Michigan State to put its own ETV on the air? Hunter maintained it was not, that there were many arguments why the decision to do so was right. For example, "There are now over 100 such stations on the air. . . . The commercial stations' treatment of ETV programs is no better today than it was fifteen years ago . . . less non-commercial time is available. The Commission [FCC], Congress, and State governments have recognized this--the reservation of channels for exclusive educational use, Federal support for ETV

¹These same arguments regarding lack of time on commercial stations were advanced by John A. Hannah (Chapter I, p. 7).

²Hunter, op. cit.

³Ibid.

station construction, the State support of ETV networks and educational services. The direction of development has always been from a production and distribution center to an on-the-air station--for the reasons stated earlier. The University moved in this direction in 1954. To move back to a production center operation or to go off the air would completely reverse the whole national trend. So why do it?"¹

To the question, "Has TV failed as an educational medium?" Hunter's answer was an emphatic

No! The educational impact and effectiveness of TV has been demonstrated and documented beyond question. Its full potential has scarcely been tapped. The broadcast use of the television medium for public information and educational purposes (commercial and/or ETV) is worldwide and growing at a tremendous rate. And the need is such that more and more stations, channels, networks, and systems are being set aside for exclusive educational uses and purposes in the U.S., in Japan, England, France, Italy, the developing nations, and even the Iron Curtain countries. So, the medium hasn't failed; is it then that our station has failed?"²

Hunter suggests that there are a number of standards or objectives by which ETV and a university-owned station can be evaluated, and lists the following: 1. Educational value and integrity. 2. Educational impact and effectiveness. 3. Faculty and audience involvement and support. 4. Quality of program and product. 5. Quality of staff. 6. Student training. As to how WMSB might be measured by these

¹Ibid.

²Ibid.

criteria, Hunter suggests the following:

1. There has never been a single program produced and/or broadcast by the University station that has not had a definite educational design and purpose.

The educational value has always been the primary consideration, of every program. The educational purpose and the need of the audience for which it was designed--but the value was always there. From preschool program to academic seminar from lecture to sport broadcast, an educational purpose and intent has been the first requirement. The participants and performers also have all had educational positions, functions, and identifications. Not all people like all programs, not all educational values are equal in the scale, not all performances are equally effective--but each single one has its value and integrity according to its character, purpose, and objective. The 'curriculum' of the station, in this respect, is as planned as that of the public school, the junior college, and the university; and within its context, just as effective.

2. The station doesn't give examinations or test its audience.

The purpose of ETV is to create an environment for learning, to motivate and stimulate interest, to arouse curiosity, to create a desire to know. These cannot be measured by standardized tests. The only measurement possible is audience interest and response. And this, the station has in good and large measure--letters, testimonials, suggestions, requests--all unsolicited, plus an outstanding number of public visitors at every 'open-house.' What measures we do have clearly indicate that the station's programs have made an impact and impression, and that the viewers have learned and have enjoyed the process.

- 3a. What kind of involvement and support does the station have from the faculty and staff?

From 1954 to 1960 it was excellent and extensive. Every College of the University was represented and

active. Live production of local programs from University resources comprised 50 to 80% of the station's schedule. Then the State hit the skids. Budgets were cut. Production was reduced. Film and NET took over the load. Concurrently, the 'tidal wave' began to sweep the campus. Faculty could not be released from campus teaching. New demands developed. And the conditions continue today--and continue to get worse. We had a vital, varied, and active live production schedule. We had heavy faculty involvement and participation once. We have much less today--but this is not the choice, the fault, or the desire of the station. It can be restored; but the power to restore is in the hands of the University--not the station.

- 3b. The question of audience involvement and support is always in the minds of some of the central administration; never in the minds of the station staff or of ETV supporters--nationally.

Quality not quantity is the characteristic of ETV. To compare ETV with commercial TV is to compare apples and oranges. They simply are not the same in purpose, character, or intent. ETV strives to educate. Commercial TV seeks to entertain. Does the University Press sell as many books as Dell? Does the University Theatre draw as large an audience as Broadway? Do educational films compete with Hollywood? Why in heaven's name is ETV supposed to draw the mass audience of NBC? . . . let's compare ETV with other educational services and functions, and quit trying to judge audience number and interest by the individual response and viewing of members of the University faculty and administration. Presumably, the purpose of the station is to extend the educational resources of the University to the general public . . . The total spectrum of the ETV schedule covers the entire continuum of educational level and need--from the preschooler to the professor. Therefore each program seeks out its own particular audiences at a particular level--like any course on campus. This makes for select and small audiences--'op art' not 'pop art.' This is ETV and WMSB. . . . But just for the record, let's look at our local station. The American Research Bureau survey of March of 1965 showed that the average daytime audience per program, Monday through Friday, was 7,000. Average prime time audience per

program, Monday through Friday evening and Sunday afternoon, was 14,000. Making the number of viewer exposures per week 470,000. That's not a bad number of 'students' per class. In fact, when the WMSB audience is measured against that of other ETV station audiences, we rank in the upper 10%. So, comparing our ETV apple with the other ETV APPLES, WMSB is not a cull or a flop.

4. Quality of program and production?

From 1954 to 1958 we were among the best in the country. From 1958 to 1961 we dropped to a little better than average. From 1961 to 1964 we dropped to average or a little below. Now we are on the rise again--but slowly. Some programs have retained the excellence throughout, but the overall average declined. Why? Again, cut in budget, loss of staff, deterioration of equipment with no replacement. But in spite of all this WMSB has been one of the regular and consistent producers for NET--without making a special point or special effort. We've never produced a 'bad' show--a complete 'turkey'--and we have produced some of the best for NET.

5. Quality of staff?

Again, once the best in the country, then among the best, now quite average. Why? The same story of attrition and lack of replacement. WMSB trained and lost more personnel to NET and other stations than any other single station in the country. The TV-Radio Department and the station can take credit and great pride in this; and both considered it a part of their job and responsibility. But we don't have it today. Our first and second teams were graduated and joined the pros. Our 'recruiting funds' were limited and now we just don't have the 'horses' for today's competition. They're not bad--just not tops. From leading the conference, we're now a second division club. And unless some changes are made we'll end up with Forddy.

6. Student training?

Always among the best, and still holding our own. Could be improved with some staff assistance to the TV-Radio Department and station; but first class for the resources we have.¹

¹ Ibid.

So, in terms of Hunter's six criteria for measuring a university ETV station's achievement and performance, WMSB, in his opinion in June, 1965, had been a success. But, it was still under fire. If the station had not failed, what then was the problem? Cost out of proportion to value and results? At that time, as noted, there were 100 ETV stations on the air; thirty-five were university-owned and operated. It was estimated that 125 or more would be on the air by the end of the year, of which it was assumed at least 40 would be university stations. It appeared that some schools thought ETV worth the cost. A breakdown of viewer exposures found the average cost to the University for reaching a single home with a half-hour program was \$.028.¹ The station also participated in student training programs. In addition to formal course involvements, students were heavily involved in WMSB activities as volunteers or as paid employees. Approximately 20% of each average workday was devoted to academic or extra-curricular student activities. All things considered, it would seem that the ETV station was a bargain.

But in spite of all the above, there still seemed to be the feeling on the part of some that the University was putting too much money into television for what it got in return. In the meantime, Hunter noted in his paper:

¹Ibid.

The station waits, staff morale ebbs, equipment wears out, and the roof springs new leaks. And what was once one of the finest ETV stations in the country slowly rusts into a second-rate operation. The picture of University support over the past ten years tells the story quite graphically. . . . Salaries have increased; although the staff has decreased. But the main story is in the decrease of the operating budget. You can't run a 'railroad' this way. So what is the answer? Put enough into it to make it run. And how much would this be on an annual budget basis? \$500,000.00 from the General Fund.¹

Hunter's budget breakdown listed \$365,000 Salaries; \$70,000 Supplies and Services; \$25,000 Labor; \$40,000 Equipment. Excluding salaries, this was less for operations than was budgeted in 1954-58; but Hunter thought it sufficient to "put the station back on the track again." It would "still be a bargain at \$125,000 cost per half-hour program, or \$.03 per viewing home."²

But the irony of the 1965 situation lay in the fact that it was not then costing the University \$500,000.00. Under the shared-time agreement arrangement with WILX-TV the whole capital investment in the transmitter, tower, antenna installation was being amortized, and income from the commercial station's profits (20% of WILX net income) could be applied against the budget. If WMSB could be given this income to amortize and replace equipment, and credit 10% of the operating budget to instructional services, the actual expense

¹Ibid.

²Ibid.

of the station's operation to the University would be reduced to \$50,000.00. No other university-owned station in the country had this potential for income support.

In summary Dr. Hunter suggested that the big problem to be faced concerned the updating of studio equipment after the previous four lean years. Seventy thousand dollars would be needed over the next two just for this. The even bigger problem concerned a "new home and new studios."¹ These were issues, however, that could be dealt with after the basic question of whether or not the University intended to stay in the ETV business was answered. At this point, Hunter said, the station needed to know whether or for how long it would continue to exist and under what circumstances; then the sale of the VHF, the suggested move to UHF, the development of a State ETV network, Federal and State support and grants, and the many other potential and future developments could be explored in detail.

In the adversary role, John E. Dietrich's paper took the position that the University should discontinue the operation of WMSB-TV, Channel 10 with the rationale for this conclusion based on an evaluation of University goals and resources presented in a series of Appendices. In summary the position assumed that:

¹Ibid.

1. The University's major television responsibilities lay in the development of direct instruction and the training of students in television.
2. The modest University responsibility to showcase MSU and provide instructional materials to University centers could be satisfied without a broadcast station as a direct extension of the regular instructional television.
3. The distribution of cultural programs and 'in-school' broadcasts which require a transmitting facility were either not a major responsibility of the University or could be equally well handled by other agencies.
4. The University resources at that time for media centered instruction, student training, and television broadcasting (WMSB) were not sufficient to provide a quality product in all areas.¹

Dietrich suggested that if the above assumptions were accepted, the question became one of how the University should use its limited resources for media centered activities. His paper urged the University to:

1. Continue to develop coordination of all media centered activities in line with the Instructional Development Service report (Appendix B).
2. Continue improvement of direct instruction by Closed Circuit Television and film in line with CCTV report (Appendix C).
3. Develop a small film-tape laboratory which is a modest extension and coordination of the capacities already available in Audio-Visual and Closed Circuit (video tape) for producing and distributing instructional materials for local, state, and national consumption (Appendix D).

¹Hunter files, 114 Kellogg Center. Memorandum: Howard E. Neville from John E. Dietrich. Subject: Recommendation for the Elimination of WMSB-TV, Channel 10, at Michigan State University and a Redistribution of Resources.

4. Provide adequate television training facilities for students at Michigan State University (Appendix E).¹

The implementation of the preceding four recommendations depended, Dr. Dietrich wrote, on the development of adequate physical facilities, and the reallocation of the WMSB general fund budgets. As Dietrich saw the University's position in 1965, it stood at a crossroad in the development of media centered instructional activity. The resources of the University were sufficient to create a first rate instruction oriented program. Major steps had already been taken in that direction. On the other hand, he did not believe that these same resources would permit both a major instructional development and a major educational broadcasting commitment to be developed simultaneously. Therefore, his paper urged that the University devote its full resources to its "first-line responsibilities--instruction and student training."²

As Dr. Hunter had announced his bias as an advocate of the ETV station, Dr. Dietrich's bias as an adversary was equally clear. They were prototype representatives of two distinctly different attitudes within the University body toward the future of ETV at Michigan State.

¹Ibid.

²Ibid.

But, despite the efficiency of these arguments, no final decision was made on the ETV station's fate. The indecision continued until in 1969 it surfaced once again. An investigative committee comprised of Elliott Ballard, Roger Wilkinson, Leland Carr, Jr., and Armand Hunter reported the following as possible alternative actions to Acting President Walter Adams:

1. Continuation of the shared-time arrangement between the University and commercial stations. This would continue the present terms of the agreement, with the commercial station amortizing all transmitting equipment and facilities through the rental formula and paying the additional rental charge of 20% of net income before taxes, annually to the University.
The distribution of time under the present schedule (70% WILX-TV - 30% WMSB-TV) does not enable the University to expand its broadcasting schedule, does not provide prime evening time for NET and CPB offerings, and eliminates the station from any consideration for live ETV network interconnection and national and State program expansion.
The University would still need to improve its limited current equipment situation, become color capable to a limited degree, and eventually be provided with new studios and housing.
2. Continuation of the present shared-time arrangement and terms of the agreement, but reduce the University station to a transmitter operation only. This would retain annual income and support from the Corporation and substantially reduce the cost of the annual operation of the University station. It would reduce the need for staff, reduce production and equipment costs, and eliminate the need for new studios. Program resources would be available from NET, NAEB, and other outside agencies; but no local production would be possible.
3. Transfer the University station license and sell its assets to the Television Corporation of Michigan. Or, to a third party, as provided in the terms of the agreement. This would eliminate the ETV broadcasting services, all annual operation costs to the University, and the need for new studios and

equipment. Informal estimates of the income for the University which might be derived from such a sale and transfer have ranged between two and three million dollars. However, there are many problems and issues involved in such an action. A very careful and thorough study of all the implications and conditions need to be made.

4. Transfer the University station license for VHF Channel 10 and sell its assets under the terms of the agreement as noted in #3, but use the proceeds to activate a full-time ETV station service on a UHF frequency reserved for education, as a transmitter based operation only. This would enable the University to continue its educational TV broadcasting services on a full-time basis, obtain a live national educational network interconnection, be color capable, and hold the channel for a possible future state-wide educational communication system. As a transmitter based operation, it would not require studio and production facilities, and in this respect would be similar to #2.
5. Same as #4, but with campus studio and production facilities, for a full-time UHF and educational TV station operation.
6. Request the transfer of the license and purchase the assets of the commercial station from the Television Corporation under the provisions of the agreement, and operate the University station on VHF Channel 10 on a full-time basis. This would retain the VHF channel for the University (no others are available in central Michigan), and give it undisputed leadership in the development of educational TV in the State. Since the channel is now designated as commercial, the station could be operated on a commercial, semicommercial (part commercial, part educational), or educational basis. The latter would be possible without a change in the designation being required, i.e., a change in assignment from commercial to reserved for education.¹

¹Hunter office files, Kellogg Center. "Report to Acting President Walter Adams, August 27, 1969."

The Committee added:

Among the alternatives listed, the University station recommends #6, #5, and #4 in that order of priority. However, #6 would seem to be unrealistic at the present time; therefore, the station would strongly endorse #5, but accept #4 if necessity required. To continue under the present conditions, represented in alternative #1, or as a transmitter operation only represented in #2, would not be in the best interests of the University, in the opinion of the station, either on a short-term or long-range basis. Therefore, if the University cannot continue its commitment to extend its educational resources to the people of the State through the medium of television, the station would recommend alternative #3 and go out of business.¹

The University and its Board appeared ready (finally) to decide what direction should be taken in the operation of the educational television broadcasting service at Michigan State. The University needed a full-time educational television facility. But the decision still was not made.

The potential for increased effectiveness that a full-time station offered had already been recognized in The Michigan Educational Television Feasibility Study completed in July, 1967.² This study had recommended that the University sell its share of Channel 10 and construct a full-time UHF educational channel to serve the capitol area. It had also recommended that an "educational communication demonstration project" be established in Ingham County with the MSU

¹Ibid., p. 5.

²A study had been commissioned by the State Board of Education with funds appropriated by the Legislature and completed in July, 1967.

television service as an integral part of that project.

The METFS report had also stated:

A keystone of the demonstration project is a one channel television service dedicated to education and available exclusively to provide the variety of ETV instructional and public television services to Michigan schools and homes. At present, no full-time ETV station exists in this area of the state. For some years Michigan State University had operated Channel 10, station WMSB, on a shared-time basis with commercial station WILX-TV. This arrangement has been less than ideal for the educational institution and its commercial partner. Both the commercial entertainment television service and the educational television service have been seriously hampered. Viewers in the Channel 10 coverage area are receiving less than half of the educational television service otherwise available through a full-time dedicated channel.

The report had gone on to recommend that MSU sell its share of Channel 10 and use the substantial equity from this sale for the purpose of building and equipping a modern broadcast production center, and it further recommended that state and federal funds be used in constructing the transmission facilities for a Channel 23 operation.

One of the important reasons why quick action on these recommendations to sell had been urged had been the fact that there were at that time two still unused channels assigned to East Lansing--23 and 69. The FCC had designated Channel 69 for educational purposes, but, it was then, and still is, a matter of accepted fact that the lower the channel number the lower the cost of operation and the more effective its reception characteristics. Therefore, it had seemed it would behoove the University immediately to petition the FCC for

Channel 23's educational reservation before another applicant could apply. Whenever an application was made, it was thought that, including actual construction, it would still take from one and a half to two years before a new channel could begin broadcasting. In order to hold the limbo period to a minimum, immediate action had been recommended.

There were other considerations of weight: the University had an obligation to reply to the Television Corporation's request for new transmission equipment. Even more important, it had an obligation to provide the entire Channel 10 operation with an efficient and effective transmission system. In order to avoid such a large expenditure (\$100,000) for an increasingly ineffectual broadcast service, a decision about the future of television broadcasting at MSU had to be made soon.

It was also thought quite possible that the value of Channel 10 at that time was at its peak. The permanence of a broadcast license had become much less assured as the result of a recent decision by the FCC not to review the license of WHDH in Boston because, the FCC felt, the station had not been serving the public interest.¹ The upshot was that potential buyers were somewhat less confident of the long-range potential of such a property.

¹Ibid, State Board of Education Study.

There was no doubt that the studio and office building of WMSB needed replacing. The Quonset Cafeteria that the original station had accepted as temporary housing, was by 1969, 35 years old, it needed remodeling, it was inadequately insulated and weatherproofed, and, it was "rat and roach infested";¹ all in all, not an adequate home for the broadcast operation.

Relinquishment of the University's share of Channel 10 would provide the resources necessary to activate a full-time UHF channel and to construct and equip the production facility necessary to provide a position of prominence in the field of educational television. After all, the station had enjoyed such a position in its early years. It needed to regain it.

In 1969 WMSB-TV 10 was broadcasting a program schedule of locally, regionally and nationally produced programs forty hours a week, fifty-two weeks a year. In the 1969-1970 Annual Report to the Director of Broadcasting, the station manager began:

As has been true for the past sixteen years, the primary responsibility of Television Broadcasting continues to be its broadcast service.²

¹Robert D. Page, Television Broadcasting At Michigan Michigan State, 1969. (Report to Acting President Walter Adams, August 27, 1969.)

²Robert D. Page, Annual Report on Television Broadcasting (1969-1970).

But the adversary forces of the station continued to press their position in favor of its sale, with the proceeds realized to be applied toward building a comprehensive television/film/audio production and training facility.¹

The Educational Policies Committee during 1969-1970 met to consider the subject of the shared-time arrangement under which WMSB-TV 10 was operating in light of the "broad policy for ETV at Michigan State."² As a result of these meetings, Dr. Hunter was asked to draw up a list of qualified persons from whom the committee might seek guidance for their evaluation and direction concerning their deliberations on the sale or not of WMSB-TV.

1970, once again, was reported as a year of "stock-taking and decision-making for the future of Television Broadcasting at Michigan State."³ During this year, however, the Educational Policies Committee, acting on the recommendations it had received from the consulting experts, recommended to the University's Board of Trustees that an application to the FCC be authorized requesting permission to activate Channel 23 in East Lansing in order to provide

¹Page files. WKAR-TV 23. Memorandum: John E. Dietrich to Erling Jorgensen, "Attaining the Goals of the University Relative to ITV and WMSB-TV." (September 7, 1969).

²Ibid. Letter from University Provost John Cantlon to Dr. Floyd Parker, Chairman of the Educational Policies Committee (1969).

³Page, op. cit., Annual Report (1970-1971).

a full-time educational service to the central Michigan area. Simultaneously, an application was made to the United States Office of Education (U.S.O.E.) for the major share of funds needed for the construction and installation of the transmission equipment for the new full-time channel.

In 1972, the University received a \$420,000 grant from HEW for the activation of a full-time ETV channel in East Lansing. This signaled the "beginning of a new era of service for Michigan State Television Broadcasting."¹

The HEW grant, together with University matching funds provided for the purchase and installation of transmission equipment required to operate the University's new ETV station, WKAR-TV Channel 23. The description of the facility for which the FCC gave the University a construction permit, read:

WKAR-TV
Channel 23
Signal output 1.25 million watts of power
Tower height of over 1,000'
Coverage area, 60 mile radius from Okemos tower site
Program schedule available to be carried by other
ETV stations and CATV systems throughout the
central Michigan area, and, potentially, throughout the State.

All in all, in its technical descriptors, the new channel of Michigan State Television Broadcasting did not appear to differ too much from its UHF predecessor, Channel 60.² But, there was at least one enormous difference in

¹Page, op. cit., Annual Report (1971-1972).

²Appendix B, Section 1. WKAR-TV 60 data.

broadcasting circumstance; the audience that would have access to the programs broadcast by the channel. The All Channel legislation of 1964 had mandated that all television sets manufactured after that time must have an ultra high frequency receiving capability. In 1969, reliable surveys of the mid-Michigan area had established that the conversion to color in the Lansing area was in the 38-40% range. It seemed safe to conclude, therefore, that UHF reception capability in that same area was over 60% and very likely in the 70% range, with new set purchases continuing to raise that percentage. It was projected that within the decade following the enactment of the All Channel legislation, there would be an almost complete turnover to a new generation of UHF capable television sets.¹ This fact was in large part responsible for the "new era" foreseen by educational television broadcasters at Michigan State for the new channel.

WKAR-TV UHF 23

On September 10, 1972 Television Broadcasting terminated its shared-time operation on Channel 10 and inaugurated a new, full-time service as WKAR-TV on Channel 23. Page wrote of this:

This move makes it possible for the two million Michigan citizens who live within range of the

¹Page, op. cit., (Report to Acting President Adams, 1969).

Channel 23 signal to view a full schedule of informational, cultural, and educational programs from local, regional, and national sources. The opportunity and the challenge offered by the new station are matched, however, by the critical need to create awareness of Channel 23 in general and of the specific program services which it offers. This informational need is great because the nature of most of the WKAR-TV programs is such that they are viewed selectively and because a certain inertia must be overcome in getting people to tune in the UHF signal. For these reasons public information activities have been extensive during the past year and will continue to be a critical adjunct to the service itself. (Emphasis added by writer.)¹

So, although the reception capability had changed markedly, there was still the need--originally enunciated in the days of the first WKAR-TV over UHF 60--to persuade the public to watch a UHF station in an already VHF saturated area. Plans were continued to overcome this "inertia."

Concurrent with the activation of the new channel, plans were developed for the acquisition of full-color production and playback facilities. Color videotape and playback equipment were installed in May, 1973 and color cameras went into operation in late summer. This one change went a long way toward making the channel competitive in the general viewing market, particularly since over the same period, the new national program interconnection, PBS, was supplying local stations with sophisticated, award-winning programs such as "Sesame Street," "The Electric Company," "The Advocates," "VD Blues," and series like The Masterpiece Theatre, all of

¹Page, op. cit., Annual Report (1972-1973).

them broadcast in color. Further, with a full-time channel, it became possible to carry the national PBS network's evening offerings in the local prime-time hours for which they had been nationally promoted. This tended to encourage an increased awareness and new viewing habits among the public that could not help but increase that public's awareness of the locally produced programs as well.

On or about June 1, 1973, an application for renewal of the station's noncommercial educational broadcasting license was filed with the FCC, with Channel 23 remaining a commercial designation.¹ The station's application requesting that Channel 23 be made a reserved channel, however, had never been withdrawn. On May 6, 1974, the FCC released a Report and Order amending the Table of Assignments of Television Broadcasting. Item 3 of the FCC Report and Order read:

Since Channel 23 was already being put to educational use, the proposal (of the University) to give de jure status to this de facto situation presents no complication. We believe that it is appropriate for the Table of Assignments to reflect the actual usage of the channel and it shall be changed accordingly.²

Michigan State University was at last operating on a reserved television channel.

¹Appendix B, Section 3. WKAR-TV UHF 23 "Application for Renewal, FCC Form 342."

²Ibid., Report and Order (FCC-74-469), May 6, 1974.

Effective July 1, 1974 Television Broadcasting moved from the Continuing Education Service to become a part of the newly reorganized Division of Instructional Development and Telecommunications under the Office of the Provost. The Statement of Purpose issued at that time recalls in several ways the original television broadcasting statement of policy;¹ yet it goes beyond that to reflect not only its own developmental history but that of the entire educational television field, as well:

As a noncommercial educational television station licensed by the Federal Communications Commission, WKAR-TV is expected to broadcast a broad range of public needs and interests. As a service of Michigan State University, it aims to (1) extend the resources of the University for the continuing education of the public, and (2) provide training and research facilities to faculty and to students preparing for careers in television.

Besides broadcasting, WKAR-TV also produces programs, not only for local use, but also for distribution elsewhere in the state and the nation. Some of these are produced for educational, governmental, and professional agencies engaged in public service.²

During 1973-74, WKAR-TV completed its conversion from black and white to a full color operation. Local production continued in the areas of public affairs, minority affairs, the arts, Michigan State athletics, and coverage of special events such as the State of the State Address,

¹Appendix A, Item 1. Television Broadcasting Policy, 1954.

²Page, op. cit., Annual Report (1974-1975).

Lansing's Day With the Arts, legislative hearings, and the Michigan State University Commencement. In addition, during this year, plans were made for the reactivation of the University of the Air credit/noncredit system of telecourses to be undertaken, cooperatively, by the station, the University of the Air, and the faculty of Michigan State University. Production was begun on two telecourses to be offered to off-campus students as vehicles for both formal and informal learning. One program series was designed in the area of human nutrition and one in humanities, the latter based on the renowned British Series "Civilisation," produced and hosted by Sir Kenneth Clark.¹

A report on the station's activities of what is the final year examined for this study, included the following statistical highlights:

WKAR-TV 1973-1974

Annual Broadcast Hours	4,524
Locally Produced Broadcast Hours	595
Student Involvement (Hours)	25,000
Studio Hours (Laboratories and Workshops)	600
Weekly Audience (Viewer Exposures)	600,000
Annual Audience (Viewer Exposures)	31,000,000
Cost per Viewer Exposure	\$.025

¹The telecourse for the humanities was produced in co-operation with the Department of Humanities faculty and was entitled, "Civilization: A Western Perspective." It was an extension of the Clark series. The human nutrition series was produced in cooperation with Dr. Dena Cederquist, Professor of Food and Human Nutrition, who had been one of the earliest faculty participants in Michigan State television broadcasting in the late 1950's, and 1960's, with an information series under the same name as the new offering, "Food for Life."

As was true in 1974 on the national ETV scene, many organizational aspects and agencies had been brought into place on the local and State of Michigan scene--some of them were hopeful, some of them were not. Some promised useful interaction between themselves and the Michigan State station; others did not.

The station manager of the new WKAR-TV 23 station, developed the following criteria to measure the station's accomplishments during 1973, the year before joining the re-organized Division of Instructional Development and Telecommunications.¹ It can serve as a State of the Station report to complete this study's overview of Educational Television at Michigan State:

Staff reductions and need to complete installation of color equipment necessitated reduction in number of broadcast hours.

Production of two university-level courses for credit marked resumption of efforts to extend instructional opportunities to Michigan citizens.

Increased student involvement in WKAR-TV activities resulted in better preparation of TV/Radio students for career positions in broadcasting.

Utilization of WKAR-TV programming to enrich university classroom instruction continued to be an important asset to many departments.

Presentation of six WKAR-TV programs over Public Broadcasting Service was indicative of station's capability to produce top-quality programs for national distribution.

¹Page, op. cit., Annual Report (1974-1975).

Continued distribution of WKAR-TV programs to stations throughout Michigan and the nation extended the resources of MSU far beyond Channel 23 coverage.

A new method of selecting a large part of the national program schedule, the Station Program Cooperative, was inaugurated. This system requires individual stations to pay for those programs which they select. WKAR-TV cost was \$28,000 in 1974, will increase to about \$90,000 in 1975. Increase in grant funds from Corporation for Public Broadcasting will help to pay for these costs.

Instructional Development and Telecommunications Services created to include the broadcast stations. New administration alignment brings related units together into effective organization providing full range of instructional, research, and public services.¹

Michigan State Television Broadcasting, in its third metamorphosis, seems, like the larger educational television field on the national scene, to have been able to take with it much of the best of its previous efforts. It seems now to be moving into a new era with the promise that all these may have application somehow; perhaps, finally, in space communication. This study of the Michigan State station's past growth was undertaken in order to provide reference points for its more successful growth in the future.

An early program series offered by the first WKAR-TV Channel 60 in the philosophy category, was entitled: "Not

¹Page, op. cit., Annual Report (1973-1974).

in Our Stars, but in Ourselves."¹ The time may have come for Michigan State Television Broadcasting to paraphrase both Shakespeare and history.

¹MSU Archives, op. cit., Reconstructed Program Listings (1954-1958).

CHAPTER IV

PROCEDURES OF THE STUDY AND DESCRIPTION OF DATA

This study was undertaken to determine what impact the operational conditions of Michigan State's television broadcasting effort has had on its programming. The investigation has depended mainly on primary sources and data has been gathered in a variety of ways from a number of places.

Part I: Procedures of Data-Gathering

A preliminary search for information sources was made by means of a special interview schedule designed to gather historical data, recollections and opinions from members of the television staff, the university faculty and administration, and educational telecommunications personnel who had been closely associated with Michigan State's television effort.¹ This initial search, in addition to identifying additional sources of information, aided in the identification of the four major factors of influence found in the operational conditions of Michigan State Television

¹Appendix C. Item 2. Informant Interview Schedule #1, January 10, 1975.

Broadcasting--policy, technology, financing, and programming acquisition and production (the last element being simply called production in the framework of the study to avoid confusion between the program processing phase and the programs actually broadcast by the station and referred to as programming).

Additional data were gathered from the following sources: (1) Michigan State Television Development files--reports, records, and studies; (2) television station historical files; (3) Daily Logs and Program Schedules; (4) station Program Guides, University and Station Information Releases for specific programming; (5) correspondence of key station personnel and university administration decision-makers located in the MSU Archives; (6) correspondence and files of contemporary key station personnel; (7) research studies and special reports by station personnel; (8) inter-office memoranda; (9) interdepartmental reports and proposals; (10) Information Services press releases, bulletins, etc.; (11) television promotional materials; (12) contemporary news and magazine and journal items and articles; (13) minutes of the Michigan State Board of Trustees meetings; and, (14) related studies.

A search of these sources provided data in the categories identified as pertinent to the study by the preliminary information-gathering interview schedule. Data were collected on station philosophy, operational conditions, and programming for examination in the context of the question raised

for this study. . . . How have the operational conditions of Michigan State's television broadcasting impacted on its programming?

Procedures for Reporting Data Findings

Each category of data gathered was found to have its own history of evolution over the twenty-year period of this study, January 15, 1954 to July 1, 1974. Therefore, the data pertinent to each category will be reported as a separate chronological history of development--data pertaining to station philosophy, data pertaining to the factors of policy, technology, financing, and production that have been identified as making up the station's operational conditions, and, finally, data pertaining to programming.

Procedures for Data Analysis

Three kinds of data have been gathered and must be considered in determining the procedures to be used for analysis. First, there are data pertaining to station philosophy. The television station exists as a creature of the University and, as such, it operates under the same land-grant philosophy as its parent educational institution.¹ Second, there are data pertaining to the station's policy, technology, financing, and production. These factors interact to form

¹12 Stat. 503, loc. cit., "The Morrill Act," (See Chapter I, p. 1, footnote 2).

the operational conditions of the station at any given time and will be analyzed in roughly four-year increments to determine (1) their composite climate or environment within each of those time frames, and (2) the impact potential their interaction might have on the station's programming. The four-year division of time is suggested by the developmental history of television at Michigan State: 1950-1954, prebroadcast preparation; 1954-1958, WKAR-TV Channel 60; 1958-1972, WMSB-TV shared-time Channel 10, within which fall four developmental divisions of approximately four years each--1958-1962, 1962-1966, 1966-1970, and, last, 1970-1974, which include the first two years of the present WKAR-TV Channel 23. Third, there is data pertaining to programming. The schedules of programs broadcast that have been reconstructed for this study, represent accomplishments in fact and so do not lend themselves to analysis. However, they are an indispensable factor in the final procedure of the study's analyses--the comparison of the station's processing environment, or, its operational conditions, with its programming. This last analytic procedure will endeavor to determine to what degree and in what manner the operational conditions of the station impacted on its programming. This comparison will be made using the same four-year time divisions used for the first analysis of data.

Description of Data Gathered

I. Station Philosophy

All broadcasters are licensed by the United States government to operate for "the public interest, convenience, and necessity," and this philosophy of service must be considered as the television station's basic philosophy.¹ Second, and also a philosophy of service, is the University's own philosophic tradition as a land-grant institution. As a division of the University, the television broadcasting effort assumes the University's philosophy.² And, there is a third philosophy in operation, that of the FCC and its concern for the protection of "noncommercial educational television." This led to the reservation of television channels in 1952.³ Any one of these would be sufficient to serve the Michigan State Television Broadcasting station well.

¹Public Law 416, 73rd Congress The Communications Act of 1934, June 19, 1934 (Amended to December, 1964). Documents in American Broadcasting, edited by Frank J. Kahn. (New York: Appleton-Century-Crofts, 1968), pp. 54-96.

²12 Stat. 503, op. cit.

³FCC (52-294) Sixth Report and Order, April 14, 1952. Television Digest with Electronics Reports, Wyatt Building, Washington, D. C.

II. Operational Conditions

Data pertaining to the operational conditions of television broadcasting that are comprised of the interacting factors of policy, technology, financing, and production show them to have independent developmental chronologies. The data gathered for each will, therefore, be reported here individually.

A. Policy

Over the twenty-year span of television broadcasting's history at Michigan State, from January 15, 1954 to July 1, 1974, there have been only four formal statements of policy entered into the record:

- (1) Television Broadcast Policy¹
- (2) Report of the All College Committee on Television Courses for Credit²
- (3) TV Policy Statement for the School of Science and Arts³
- (4) Policy of the Radio and Television Broadcasting Services of Michigan State University⁴

¹Appendix A, Item 1, 1954.

²Ibid., Item 2, c. Winter, 1954.

³Ibid., Item 4, (Item 3 in Appendix A is a "Draft for a Public Affairs Policy."), November 30, 1954.

⁴Ibid., Item 5, December 20, 1967.

It should be noted that of these formal statements of policy, three were formulated and made a part of the organizational record for television during the first year of broadcast operation. All of these had been discussed and agreed upon over a period of the previous two experimental, prebroadcast years. After the issuance of the December, 1954 TV Policy for the School of Science and Arts, there seems to have been a hiatus of thirteen years before a need was felt for the issuance of a new statement of policy--this was the Policy of the Radio and Television Broadcasting Services of Michigan State University--issued in 1967.

The organizational structure presented for television programming involvement by the members of the College faculty and the design presented for programming itself deserves a more detailed description here than exists in the document titles.

(1) Television Broadcast Policy

The Foreword of this statement of policy, because of its pertinence to this study, has been used as a Foreword for this report as well.¹

Article I describes the purpose and organization of Michigan State television. The purpose is to fulfill the educational nature and function of Michigan State College,

¹Appendix A. Item 3, "TV Policy . . .," or, see Foreword page of this report.

and to serve to the fullest extent the interests and needs of the people of the State of Michigan. It states that this purpose shall be achieved by the following means: (a) the presentation and interpretation of the various divisions, departments, courses of study, services and activities of the College, with emphasis on education, research, training and service; (b) the development of educational programs for use by other stations, public service organizations, and educational institutions, and the cooperative extension of time, facilities, and services to these same groups for their own development of programs in the public interest; (c) the broadcast of informational, cultural, educational and entertaining programs consistent with the policies and standards of an institution of higher learning which may originate from sources other than the College and immediate community; and (d) the development of a training program and course of study in television broadcasting for the staff and students of the College in order to advance and improve the medium and its utilization through instruction and research.

The authority to administer and interpret this television policy was vested in the Office of the President under the administrative jurisdiction of the Administrative Assistant in Charge of Public Relations and the Director of Television Development.¹ The responsibility for television

¹At the time of the Television Broadcast Policy issuance, Michigan State's president was John A. Hannah, his

operations was vested in the Director of TV Development (Armand Hunter), who reported directly to the President through his Administrative Assistant. It was suggested that a "television Committee be appointed to advise the Director of TV Development on policy and operational matters."¹

Article II of the first Michigan State television broadcasting policy set forth the principles to govern all broadcasts. It states that all shall meet the highest standards of good taste, and that the integrity and reputation of the College shall be upheld and "defended against misuse, misrepresentation, and exploitation."² It further states that no broadcast shall place the College in the position of endorsing or opposing any candidate for public office, the platform or objectives of any political party, or of any religious affiliation, or of endorsing or advocating the use of any specific commercial product, method or device.

Article III sets forth the main purpose and manner of broadcasting by the College station. It shall be operated primarily for the dissemination of information, the extension of education, the development of culture, and the promotion of free and critical inquiry into problems of public concern,

Administrative Assistant was James H. Denison, and the Director of Television Development was Armand L. Hunter.

¹Appendix A, Item I. Television Broadcast Policy (1954).

²Appendix A, Item I, op. cit.

subject only to the provisions of Article II of the same document.¹

Article IV concerns the broadcasting by other television stations of programs originated by Michigan State. Article V concerned the broadcasting by Michigan State of the programs originated by other stations. Broadcasts of athletic events concerned the final Article, VI, suggesting that a considerable amount of time and negotiation had taken place prior to its formulation that involved the College, the Inter-Collegiate (Western) Conference, the NCAA, and all other athletic associations of which the College was, or might be, a member.

(2) Report of the All College Committee on Television Courses for Credit

Although this document is not specifically stated as "policy" it sets forth the organization and administration guidelines for an important portion of the station's programming--that of the University of the Air. In particular, this statement states how and under what conditions credit should be given to television students and how noncredit

This Article of the Television Broadcast Policy was the first to be tested. Due to a request from the Republican Party of Michigan for air time for Vice President Nixon, a decision regarding what was purely political and what could be called governmental and for the "public interest, convenience, and necessity" had to be made. Time was not allotted. (See Appendix A, "Draft for a Public Affairs Policy." Item 3.)

needs should be handled.

This report, initially, suggests that (a) periodic reviews of the whole design of credit and noncredit offerings should be made by College faculty "with an eye to making certain that it serves well the college purposes set for it; (b) (it) takes note that educational television is a new field and that there are few firm criteria of excellence as yet; (c) lack of experience in the new field dictates that there should be allowances and arrangements made for experimentation, and that the University should be prepared for this; (d) with this in mind, the Committee hopes that even their report, although in some form approved, not be considered the last word on the matter of television courses for credit.

The report also suggests that courses for credit should not have as their primary rationale "either popularity or public relations value." However, "this does not mean that a teacher may not be popular with the television audience or that excellent public relations may not follow a television course well done; but unless we are to run the danger of intellectual dilution, these must be by-products and not primary objectives."¹

¹Appendix A, Item 2. Report of the All College Committee on Television Course for Credit. Introduction, p. 1.

The major policy recommendations regarding potential television students were: (a) there should be a limit put on the amount of television credit allowed in a degree program; (b) students in residence at the College should be permitted to enroll in television courses only with the permission of their dean. That in order to assure academic standards, (a) no course be offered for television credit that has not been approved for inclusion in the University catalogue; (b) television students must meet all the requirements and standards to which resident students are held; and (c) television students ordinarily should come to campus to take their final examination.

It was further recommended that the responsibility for administering the Program of Television for Credit be tripartite in nature. All three parties--the School, Continuing Education, and Television Development should be agreed on the wisdom and practicability of a television course before it is offered on the air.

A careful delineation of the duties and responsibilities of each member of this tripartite control body was included:

(a) the School--in actual effect, it is suggested that perhaps the department should be responsible for the decision regarding a course since such factors as the availability of faculty, the desire of the school, division, or department to give special emphasis to the course in question and the willingness of the necessary faculty member to do the

television teaching inevitably lie there.

(b) Television Development--should be concerned with the technical problems of getting the course on the air.

In order to assure participation of the schools and departments insofar as possible, the report recommended that they consider the television courses as an "integral part of their educational responsibility." It was the College Committee's opinion that the television courses would be of better quality if the schools and departments planned positively for them rather than simply meeting such demands as they might arise. In this manner, departments could become rich sources of suggestions for television courses.

To expedite the organization of television courses and to define a clear line of command and contact, the Committee further recommended that a Television Coordinator be appointed for each school. This person would be appointed by and be responsible to the dean and would serve as the liaison between the dean and departments on one hand and the school and Continuing Education and Television Development on the other in all matters relating to television. It was suggested that the person holding this job should have a reduction of other duties. The extent of this reduction would differ, understandably, from school to school, depending on its involvement with television. Some schools would need a full-time person, others would need far less from their television liaison. It was suggested that each school establish a television advisory committee to assist their Television Coordinator;

such groups confining their activities to an over-all concern for the television program of their school.

(c) Continuing Education--In regard to Continuing Education's involvement in the television programs, it was recommended that Continuing Education, in consultation with Television Development and the several Television Coordinators of the several schools should devise an appropriate form that would indicate the agreement to offer a particular course by television and thus provide all concerned with a written statement of that agreement. The purpose of this was to make certain that all concerned had a written record for courses planned at long range.

The recommendations for faculty participation were as follows: (a) no faculty member should be expected to participate in the television programs who does not wish to appear (and it was suggested as highly unlikely that such a person could be successful and probably his energies might be better spent in other ways); (b) a television teaching assignment should be accompanied by a reduction in the balance of the faculty member's teaching load on the following ratio: (aa) a one-term television course (3, thirty-minute programs a week) for credit equal one-half the normal full-time load; (bb) one non-credit (12, thirty-minute programs) television series equals one-fourth of the normal full-time load. In closing, the All College Committee reports:

It seems certain that the preparation and giving of a credit course on television is a great

deal more burdensome for the faculty members than regular classroom instruction. Much of the preparation will have to take place in the term preceding that of television. New techniques and devices inevitably will be necessary, special syllabi must be prepared, rehearsal time will be extensive, and in courses where the enrollment is large the job of evaluating students' progress may well become enormous, so much so that in certain instances assistance to the television teacher will need to be provided.

(Therefore) It was recommended that a faculty member should not do television teaching (credit or noncredit) in addition to a normal, full-time load; and, further, that isolated appearances requiring no extensive preparation (perhaps up to three appearances a year) should be assumed by a faculty member without reduction of load. In regard to these gratuitous appearance, however, the Committee recommended that a record of them be kept, and that the school television Coordinator should be informed by Television Development of all appearances such as these.

(3) TV Policy Statement for the School of Science and Arts

This policy statement addresses itself to the question of organization and the institutional and organizational channels to be observed by the staff members of the School of Science and Arts who take part in the Television Education Program. It is, in a sense, a corollary to the earlier Report of the All-College Committee on Television Courses for Credit and Noncredit in this regard. This statement also prescribes what steps will be taken to protect staff members in their regular assignments in teaching and research as they participate in the television program.

A letter from the dean of the college accompanied the Policy Statement and describes the decision-making process that produced it. According to Dean Muelder, the following steps were taken within the School of Science and Arts in arriving at its policy: (a) a meeting with Division Directors; (b) meetings with the Division Director and Department Heads of each of the Divisions; (c) individual Department Meetings with the staff of Departments desiring such discussions; (d) a meeting of all Department Heads and Division Directors; (e) presentation and discussion of the Policy Statement in Science and Arts staff meeting, Winter, 1954; (f) final presentation discussion and adoption in the Science and Arts meeting, Fall, 1954. Outside the School of Science and Arts: (a) consultation with and concurrence by Mr. Hunter and member of his staff in Television Development; (b) consultation and concurrence by Dean Harden, Mr. Dillon and Mr. McKune in Continuing Education; (c) consultation and concurrence by Cooperative Extension and the Experiment Station, through the Dean of the School of Agriculture--(aa) a meeting of Science and Arts Department Heads concerned with Extension and Experiment Station, (bb) meeting with Dean Harden and members of his staff directly concerned with television.

Dean Muelder closed his comments by saying that although the Policy Statement represented the best judgment of the School of Science and Arts at that time, "it must be

re-evaluated after we have gained additional experience of actual television experience."¹

The first concern of Dean Muelder and his faculty was for the creation of the best possible programs for television without an interruption in the growth of the total teaching responsibility of the faculty and staff of Science and Arts. In order to assure this, clear lines of responsibility were established in its TV Policy Statement with Continuing Education, Cooperative Extension, and Television Development. The role of Television Coordinator is once again defined. This person would be appointed by the Dean of Science and Arts and report directly to him regarding the administration of the television program activities of the School. The Coordinator's basic responsibilities were defined as being three: (a) liaison between faculty and staff and the television producing agencies; (b) integration of television into normal departmental responsibilities through long-range planning; and (c) evaluation of the School's television work.²

Continuing Education was acknowledged as having the responsibility for the University of the Air, including both

¹Appendix A. Item 3, Cover letter. TV Policy Statement for School of Science and Arts.

²(The Television Coordinator appointed by the Dean for the School of Science and Arts at this time was Dr. John White, Assistant Professor of English.)

credit and noncredit courses. The School of Science and Arts, however, would retain the responsibility for the approval of courses to be offered, their subject matter, material, amount of credit, method of grading and their sequence. The School's faculty and staff would develop ideas for television production as well as evaluating those ideas and suggestions that might come to them from Continuing Education. Requests for plans and action in educational television (either credit or noncredit) would be made solely through the Coordinator for Television of the School. In turn, the School would channel its course work (credit or noncredit) television activities through its Television Coordinator to Continuing Education.¹

The titles Coordinator, and, Producer-Coordinator, were carefully defined in the following passage of this policy:

The descriptive title, Coordinator, is used for those responsible for television activities within a School. Faculty and staff of the School of Science and Arts are concerned in television matters only with their own Coordinator except in actual production. The title, Producer-Coordinator, is carried by Specialists in Continuing Education, Cooperative Extension, and Television Development. Faculty and staff are directly concerned with Producer-Coordinators for actual production, but indirectly concerned at other times through the Coordinator of the School.

The Cooperative Extension area was defined in this policy to include the Experiment Station. The responsibility for the

¹ (The Producer-Coordinator for Continuing Education at the time of this policy statement was Dr. Lawrence McKune, Assistant Professor of Continuing Education.)

planning and production of all programs classified as Extension was allocated to them. In the case of faculty or staff members who had a fifty percent or more assignment to Extension, allowances for television were to be made in their Extension load. For those with less than fifty percent time allotment in Extension who participate in television, requests for plans and action in Extension series or programs would be considered a part of departmental staff and load problems, and would be made to faculty and staff of the School of Science and Arts by way of the School Television Coordinator, whenever possible:

Because of long established practices and policies in Extension work it is recognized that faculty and staff will frequently be called upon to exercise special training and skills for brief portions of programs or on relatively short notice. Whenever possible, however, projected series or programs involving faculty and staff of the School should be cleared through the Coordinator for Television for the School of Science and Arts. The responsibility for drawing the line between usual professional responsibilities and additional duties affecting the departmental loads must rest with the faculty or staff member concerned and his department head. When, in either one's judgment, television work becomes a departmental concern, the Coordinator for the School enters as a necessary center for information.¹

The area of Television Development was acknowledged as having the responsibility for the planning and production of

¹(The Producer-Coordination in Extension at the time of this policy were Mr. George Axinn and Miss Margaret McKeegan.)

all programs "except those in Continuing Education and Co-operative Extension."¹ The School recognized that it might receive requests from Television Development for general education series or programs, and that these, conceivably, could become a part of the departmental staff and load problems. It was decided that all such requests should be channeled to the School's faculty and staff solely through the School's Coordinator for Television. The School, in turn, would channel all suggestions and requests it might have for Television Development through its Coordinator to Television Development's Producer-Coordiators.

In regard to the Producer-Coordiators, the School recognized that their work would be more likely to be concerned with individuals and their interests and talents than with entire departments. The responsibility for drawing the line between the personal and departmental would thus have to be shared by the faculty and staff of the School and the Producer-Coordiators. Again, whenever, in the judgment of either one, television work became a departmental concern, the Coordinator for the School would enter as a necessary center for information.² The responsibility for informing the School's Coordinator of television work beyond normal limits was

¹Appendix A. Item 4. TV Policy for the School of Science and Arts.

²(The Producer-Coordinator for Television Development for the Arts at the policy's issuance was Dr. Donald Pash, for the Sciences it was Mr. William Tomlinson.)

considered to rest with the individual faculty or staff member affected.

None of the School's TV Policy statements were intended to either exclude or limit the "invaluable personal interchange of ideas between faculty and staff and Television Procedures."¹ There was concern expressed, however, that the Coordinator for Television be kept informed whenever regular research or teaching loads were involved, if only because by means of this knowledge the Coordinator would "further the adaptation of all kinds of television work into the permanent program of Science and Arts."²

The policy statement spelled out administration responsibilities once television courses or series were approved for presentation by the School through its Coordinator and scheduled for production. Production responsibility then rested with the Producer-Coordination of Continuing Education, Cooperative Extension, or Television Development and the faculty and staff members concerned. "The technical staff or WKAR-TV is involved with faculty and staff of the School only by way of the Producer-Coordination."³

¹Appendix A. Item 4, op. cit.

²Ibid.

³Ibid.

A ratio of television work load with and without credit attached to classroom courses was worked out by this policy also:

One (1) 12 week television credit course equals

Two (2) 3 credit classroom courses for the teacher;

One (1) 12 week noncredit television series equals

One (1) 3 credit classroom course for the teacher

Single programs and brief series could be accumulated until a total of twelve (12) had been produced when the School would recognize these as equivalent to one (1) 3 credit classroom course.

Equivalent recognition for television teaching will normally be given by reducing on-campus loads during the term in which the television programs (credit or noncredit) are produced. In the case of accumulated television programs, the regular load of teachers will either be reduced in the term during which the twelfth program is produced or in the next regular quarter following the completion of a twelve program series.

A special footnote was attached to the final statement reported above that read:

Where special problems of preparation are involved it will be possible to allow partial reduction of the regular load of the teacher in the term preceding the course for college credits or twelve program series, as well as during the term in which the program is produced.

(4) Policy of the Radio and Television Broadcasting Services of Michigan State University¹

Thirteen years had elapsed between the last issuance of a television policy for Michigan State and this one issued by the Continuing Education Services. The occasion appears

¹Appendix A. Item 5. December 20, 1967.

to have been the necessity of establishing the change in the Broadcasting Services administration. This is affirmed in the first paragraph:

Administration

The radio and television broadcasting services of Michigan State University are divisions of the Continuing Education Service. Responsibility and authority for administration of the radio and television broadcasting stations progress from the Manager of each station to the Director of the Continuing Education Service, to the Provost, to the President of the University, and thence to the Board of Trustees, which holds the broadcasting licenses granted by the Federal Communications Commission.

The purposes of the radio and television broadcasting services are stated as follows:

to serve the interests and the needs of the people of Michigan, and to contribute, on behalf of said people, to the welfare of the nation and the world at large, through the educational resources of Michigan State University.

These purposes, the policy states, should be achieved through several means: (a) the preparation and broadcast of programs which extend the resources and activities of the University; (b) the broadcast of programs, produced locally or elsewhere, which employ resources other than those of the University, provided they are consistent with University standards and policies; (c) the development of public service programs for use by other stations, public service organizations, and educational institutions, and the cooperative extension of time, facilities, and services to these same agencies for their own development of programs in the public interest; (d) the support of training, instruction, and

research in broadcasting for the staff and students of the University.

The "Programming Objectives" of the Broadcasting Services were stated also. They were (a) to help people to develop morally, culturally, physically, and intellectually so as to lead more satisfying and productive lives as individuals and as members of society; (b) to serve minority as well as majority needs and interests; (c) to motivate those who are capable of education as well as serve those who already desire to further their education; (d) to minimize merely passive experiences in favor of those which stimulate audience members to cultivate and derive satisfaction from their own capacities; (e) to evince and foster a regard for truth, reasoning, and free inquiry; (f) to engage actively in the problems and opportunities of current living, as well as presenting existing and codified knowledge; (g) to broaden the public's understanding and enjoyment of the fine arts; (h) to win and maintain the involvement of intended audiences by the effective selection, preparation, and presentation of subject matter--relying on methods which will point up the relevance of the subject matter of their needs, stimulate thinking, sharpen preception, and provide inspiration, without violating:

respect for subject matter, protecting it from distortion through exaggeration, oversimplification, and sensationalism;

respect for the presenter of the subject matter, his authority, dignity, and professional methods of

communication;

respect for the audience member, protecting him from harrassment and insults to his powers of intelligence and discrimination.

This last statement of policy found among the data gathered that pertained to policy, closes with two sections not unlike similar sections found in the original Television Broadcast Policy of 1954. They cover specific programming regulations concerning good taste, the University's integrity, and institutional editorializing and advocacy, and regulations concerning the broadcasting of University-originated programs by other television stations.

This policy acknowledges the University broadcasting service's responsibilities to conform with "governmental rules, regulations, and laws, including those specifically applicable to broadcasting stations and those which protect the rights of people to their property and reputation." This affirmation was not a part of the original Television Broadcast Policy statement of 1954 and it marks one of the changes in awareness regarding the mutuality of responsibilities on the part of both education and government, in the field of educational television.

Summary of Data Gathered Concerning Policy
(Figure 1, page 176)

Rarely has there been an educational television broadcasting facility so thoroughly prepared, organized and trained for action as the pioneer station of Michigan State television. In the first year of its broadcasting life,

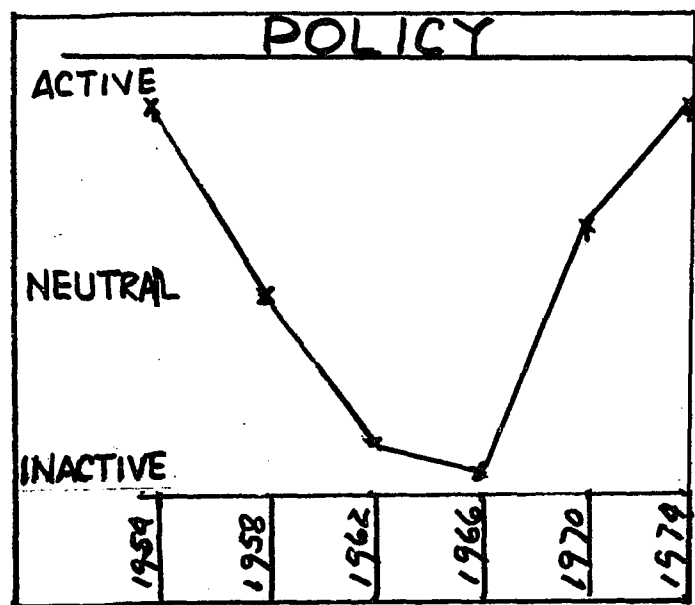


Figure 1

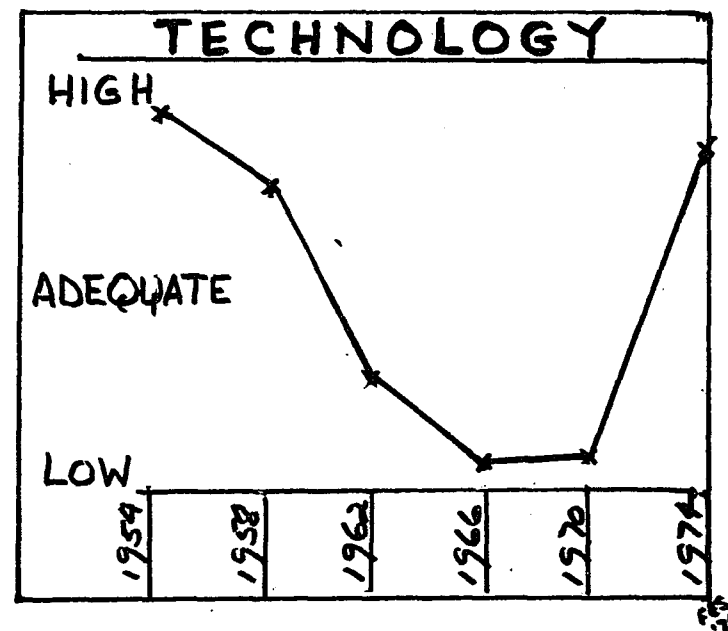


Figure 2

three complementary organizational policies were brought to fruition after several years of study in each case. Unfortunately for their designers, the lack of sophistication of the UHF technology of that time defeated them. The disappointment and disillusion this caused among the faculty and staff has already been reported earlier in this study in a statement from Dean Muelder. "The technology failed us completely."¹

The steady decrease of faculty participation in the station's programming is reflective of the erosion of the participational policy organization. The station operated through the late 1950's and most of the 1960's on a sort of laissez-faire policy of neutrality. The policy for action and interaction between the resources of the University and the station's audiences was not active, nor was it ever, officially, deactivated. It was neutral. Not until 1967, during the continuing battle over the continuance or discontinuance of the station as an extension of the University, was a fresh statement of policy made. A climate of general concern existed at the television station over the University's eventual decision. To calm rumor and boost staff morale, Dr. Hunter, Director of Broadcasting Services, and now Director of Continuing Education Service as well, took this occasion to review the University's long commitment to

¹Muelder, op. cit., Chapter III, p. 103.

the television operation and that this posture had never been changed, officially. The statement issued was the fourth and, to date, the last statement of policy on record.¹

In 1970, the University was on its way to the decision to cease its shared-time activities on Channel 10 in order to activate the Channel 23 on a full-time basis, once permission for the move was received from the FCC. In September of 1972, when the University's third station, WKAR-TV, went on the air over Channel 23, there was no new statement of policy made. Nor was a new one made when the television broadcasting station moved from the jurisdiction of the Continuing Education Service to the newly reorganized Division of Instructional Development and Telecommunications. The reasonable assumption would seem to be that the original statements of policy were still in effect. But few on the campus of either the University administration or the staff at the station, seem able to tell an inquirer what these policies are, nor yet, where they may be found accessible for study.

B. Technology

A second factor identified by the study's informants as influential in the operational conditions of the station was technology. In this instance, technology referred not alone

¹Appendix A, Item 5. December 20, 1967.

to the technical, or hardware, capability of the television art, but to the physical conditions (studios, studio equipment) available for its use. Technology also referred to the capability of the receiving equipment available to the station's potential audience. In all, technology in this study has been defined on three levels, the technical descriptors on the station's license (frequency, coverage area, and tower height and transmitter power), the physical capability of the broadcasting equipment, and the capability of the audience to receive the programs broadcast.

The license descriptors can be found in the FCC Forms 301 and 342 for stations WKAR-TV UHF 60 and WKAR-TV UHF 23.¹ The technical descriptors for Channel 10 will be found in the shared-time agreement co-signed by the Television Corporation of Michigan, Inc. (WILX-TV)²

In the beginning the broadcasting equipment was "top of the line" in the television art.³ In the 1950's WKAR-TV's station and facilities were considered exemplary and were used to train not only its own staff but personnel for stations around the country.⁴ During this learning period,

¹Appendix B. Sections 1 and 3.

²Op. cit., Section 2.

³Interview: Ray C. Wilson, Chief Engineer, WKAR-TV 23. October 22, 1975.

⁴Wilson, op. cit. "It should be inserted at the appropriate point that during the years 1954 to 1957 Michigan State

however, there was very little "down" time for maintenance. Not only were the staff being trained, but students were using the equipment, with no knowledge of how to handle it. Engineers were themselves, to an extent, also learning. The state of the equipment began to deteriorate.

The switch to the shared-time Channel 10 made no appreciable difference in the studio equipment, although the much stronger signal and the fact of its being a VHF rather than a UHF frequency made the potential audience figures jump from 15% to 90%. But the hours scheduled for the University station were not those when the audience it desired to reach was available.

During the decade of the 1960's the tight money situation of the State was reflected in the University budget. This was, in turn, reflected in the budget of the station. The Director of Broadcasting's Television budget in 1964 showed no allowance for equipment; the Chief Engineer's budget, however, did. Upon examination it was found that the engineer's funds were intended to pay for such items as travel expenses, power charges, and student work hours. They did not represent funds for new equipment.¹ A look at the

University gained a reputation of being one of the best facilities in the nation for producing kinescope recorded TV programs." (October 22, 1975.)

¹Wilson Interview, *ibid.* "If something died, we could replace it, but we could purchase nothing that was additional to what we already had."

purchasing sheets of the engineering department seems to bear this out; there were over 88 items purchased during the station's establishment period of 1954, only 17 in 1964. These were items like spot-lights, cartridge and playback tapes.

The sale of Channel 10 and the funds realized were used, in part, to activate Channel 23 full-time and with full color capability. This promised a return to the station's "top of the line" reputation in the ETV field that it had enjoyed during its pioneering years of the 1950's.

Over the twenty years of the University station's existence there has been little change in the technical descriptors of the three stations, except, as noted, the considerable increase in power during the thirteen and a half years of the shared-time operation. During these years of the 1960's the equipment, for the most part, was being sustained by little else than "spit and perseverance."¹ The divided air schedule, however, did give more time for maintenance. While WILX had the channel during the afternoons and evenings, the engineers could tend to the upkeep of the equipment. Nonetheless, the Daily Logs kept by Master Control of what transpires during the time a station is on-the-air, have many "trouble" entries. The budget for the

¹Interview: Linn C. Towsley, original Chief Engineer of the UHF 60 and VHF 10, operations. East Lansing, November 30, 1975.

station's operation during the 1960's, was insufficient to maintain a good operation and too good an investment for the University, it seemed, to be relinquished.

The third component in the technology definition of this study identified by the informants is an extension of its technological capability. What are the effects of its use? In this instance, what audiences are the stations' technologies able to reach?

There have been no consistent audience analyses made over the twenty year life of the Michigan State television stations. There have, however, been a sufficient number of intermittent studies to enable the University to know it has not yet reached the audiences for whom its programs are intended in any appreciable numbers.

In 1955, a study was made of WKAR-TV Channel 60 that determined that the television saturation of the Lansing urban area was 85%. WKAR-TV's saturation in the same area was between 3.7% and 20.5%. An average of 15% was usually used as the audience reachable.¹

¹Irving R. Merrill, Television Sets, Reception, and Viewing in Lansing and Vicinity. WKAR-TV Research Report 542M, January, 1955.

(WKAR-TV UHF 60 was the first station to go on the air which included as a member of the regular staff a full-time Director for Research. Dr. Irving R. Merrill during his association with the station during the 1950's did much prototype research for the ETV field.)

In 1958, a second study was undertaken by the Research Department of WKAR-TV to determine the potential audience for the proposed Channel 10. At that time there was a 90% television saturation in the Lansing urban area. In this the proposed University station would share. This meant that there would be the potential of the University's broadcast service reaching 6,020,000 persons in the designated market area of urban Lansing.¹

In 1971, an audience analysis was carried out on behalf of the station's public affairs program, "Assignment 10." Three questions were asked of respondents in an effort to gather information that would be useful to the possibly upcoming UHF 23: "How old is your set, does it have a dial to pick up UHF channels, and is it a color set?" This information was thought important to WMSB's and the Michigan State station's future if it went to color, and if it became Channel 23. Out of a total of 800 respondents, the average age of the sets was not quite four years (3.91), about seventy-three per cent (73%) of the sets had UHF dials, and a little less than half had color (46.8%).²

¹MSU Archives: Hannah files, (Box 41#57), Memorandum from I. R. Merrill to A. L. Hunter, August 21, 1958. Subject: Population Estimate, Channel 10 Maximum Coverage Area.

²Jim Cash, Lansing Public Affairs Programming: A Study of the Audience of the Television Program "Assignment 10." (Unpublished study, 1971.)

A September, 1972, study surveyed the efficiency of the information dissemination about the arrival of the new Channel 23. It was conducted two weeks after the station went on the air and 74% of the sample contacted said they had heard "something" about a new station in the area; 71% accurately identified the channel number as 23, but only 22% knew the call letters were WKAR; 52% of those aware of the station said MSU ran the station; the remainder stated they did not know who ran it.

When asked if the station was already on the air, 65% of the group said yes, 17% said no, and 17% didn't know. Asked to choose among a set of station descriptors, 41% said it was an "educational station," 17% said a "public broadcasting station," and 12% said "community station." The rest did not know.

Asked what kinds of shows the new station would offer most frequently, the predominant response was "educational." No other categorized response occurred among more than 10 respondents.

Asked who in the household would watch the station most, 40% said an adult category supplemented by 13% more who said their spouse would be most likely to watch. 23% said their children would be most likely to be watchers.

59% of the respondents were women and 41% men. 60% of those who watched regularly watched on a color set. This implied, also, that it was a UHF capable set.

The average viewing time each day--23% said 0-1 hours, 25% said 2 hours, 22% said 3-4 hours, and 15% said 5 hours or more.¹

In February of 1973, a followup study of the Channel 23 audiences was conducted. The principle finds were these:

95.6% of urban Lansing homes had working TV sets;
61.5% were color (it was assumed, UHF capable) and
84.3% had sets less than 9 years old and these were
assumed UHF capable whether color or black and white.

When asked what channels were usually watched, 61.9% mentioned only VHF channel numbers. 70.4% accurately recalled channel number, only 22% the call letters.

51.4% of those aware of the station knew that MSU operated it.

73.3% of those aware of the station had tried to tune it in; 88% of these had been successful. Of these, 75.5% said the picture was "good," 3.5% said it was "bad," and 21% said it was "so-so." 63.4% of these had watched at least one show on Channel 23.

Asked what kinds of programs they would like Channel 23 to have the most often--15.7% said educational programs, 11.8% said informational, 8.5% said sports, 6.5% said cultural, 4.6% said children's programs, and 34.6% mentioned other types.

¹Bradley S. Greenberg, Channel 23 Study, September, 1972.

Asked to describe WKAR-TV 23, 51.2% said "educational," 13.6% said "community station," the rest did not know.

Asked who in the house watched the station the most, 52.1% said adults, 19.9% said children and 2.5% said everybody.¹

On September 18, 1973, a third Channel 23 survey of audience was made, this one by the Community Relations division of the station. The purpose was to determine the "pulling power" for fund raising of a special series of classic silent films, "The Silent Years." The competition on local commercial channels over the same time-slot of the films was formidable. "Maude," "Hawaii Five-O," and "Terror on the Beach," were being shown over the CBS station; over NBC, "Chase," and "The Snoop Sisters;" and over ABC, "Egan" and "Dying Room Only." The silent film classic shown during the survey was Lon Chaney in "The Hunchback of Notre Dame." The results of the survey showed that of the 66.5% available audience watching television, 2.7% were watching Channel 23. Translated, however, this meant a potential audience of 6,300 persons of a possible 234,000 viewing television sets in the survey time slot.²

¹John D. Abel, Channel 23 Study Number 2. February, 1973.

²(Nielsen Report, February-March, 1973. 42% of the designated market area [DMA] households have 2 or more sets in use, one newer [64% color] one older. Therefore, access to UHF in Lansing DMA was calculated as closer to 75%.)

Technology, then, as defined by the informants of this study, includes not just the technological capability of the Michigan State stations and their ability to process and transmit, but the technology available to the stations' viewers for receiving. Can they receive the programs the University stations transmit?

There can be little doubt of the importance of being able to close this communication link. Walter Cronkite once remarked to the writer, "Access to a channel does not guarantee access to an audience."¹

Summary of Data Concerning Technology (Figure 2, p. 176)

Technology, as examined in this study, notes that in 1954 the technological capability of the equipment component of the factor was high; but, that by 1958, due to lack of maintenance time, lack of knowledge in handling on the part of students, it was going downhill. Over the years of change to the shared-time channel, after the new broadcasting equipment was in place there were only funds available for replacements in the WMSB home plant. During the remainder of the 1960's, the tight money situation of the State of Michigan was reflected in the University budget and then in the station's budget. 90% of the television viewers available,

¹Interview: Walter Cronkite, CBS Offices, 524-26 West 57th Street, New York City, November 21, 1970. (Unpublished study by the writer: The Art of the Television Interview: A Survey of the Techniques of Some Nationally Recognized Broadcasters.)

however, could receive the University's programs, and more good programs were being made available for broadcast by outside sources if the station lacked the funds to produce them in sufficient quantity itself. Unfortunately, as noted earlier, the audience for whom the bulk of these programs were intended were not at home to receive them at the times the station had the use of the shared-time channel. The University was still not reaching its audience, despite the fact that there did exist audience capability for reception. The "search for an audience" took the form of the move to a full-time, color capable, 75% (estimated) UHF capable audience Channel (UHF) 23. The FCC reserved the channel to noncommercial, educational use in May of 1973. This recognition of the actual use to which the channel was being put, made it possible for the Michigan State television station, for the first time in its history, to operate over a reserved channel. Both UHF 60 and VHF 10 were (so-called) "commercial" television channels. The technological capability at both ends of the broadcast communication link appear ready.

C. Finance

A third factor identified by the study informants as a major influence in the operational conditions of the station is finance. This has been defined as representing all the financial resources of the Michigan State television

stations--a tax-supported University, state, federal and private agencies, gifts, grants, and the contributions of the volunteer organization that supports the station's activities.

In the prebroadcast era of 1951-53 and Television Development, money could be said to have been no problem. The new technology held sufficient promise for usefulness to the growing University that almost whatever it needed in funds were made available. Funding was still not considered a problem when the University determined to accept the suggestion of the Television Corporation of Michigan, Inc. to apply, jointly, for broadcast time on Channel 10. As has been shown, the University did very well financially in that arrangement.¹ During the 1960's, however, there was a serious cut in the University's own budget due to financial problems in the State's. This, in turn, brought a serious cut in the budget of the station. From that time until the decision to apply for permission to activate Channel 23 was acted upon and the decision to sell the University's share of the Channel 10 shared-time, only the salaries increased at the station, all other expenses were held at a minimum. It was during this time of financial astringency that the questions arose concerning the station's future. Internal studies

¹Appendix B, Section 2. "Share-time Agreement." WMSB/WILX-TV. The Television Corporation, in addition to paying rent for the use of the transmitting facilities, paid the University 20% of its net income before taxes.

of this question and encouraging developments in the educational field in general on the outside eventually led to the decision to continue with television broadcasting under some system not then decided. But while only maintaining a "holding" position, the increase in the funds necessary for the minimal upkeep of the television station had first doubled then increased by half again. Even applying a cost of living index to the amount allocated in 1954 and that needed in 1974 shows that the increase in need and the decrease in each dollar's purchasing power should give the University pause.¹

Summary of Data Concerning Finance (Figure 3, page 191)

In charting the developmental history of the influence factor, finance, its beginning is high, whereupon it drops toward a measurement of "adequate" change-over to the shared-time Channel 10 years. It continues at that approximate level throughout the fiscally tight 1960's. With the promise of new local and national developments in the educational television field, the financial support resources begin to rise until in the decade of the Seventies it appears headed upward. It should be noted that "finance" includes not only funding from the University's own budget, but funds in the form of gifts, grants, and contributions given to the

¹William G. Milliken, Economic Report of the Governor, 1975. Transmitted to the Michigan Legislature, March, 1975, "Consumer Price Indexes, Annual Averages for U.S. and Detroit: 1954-1974," pp. 135-137.

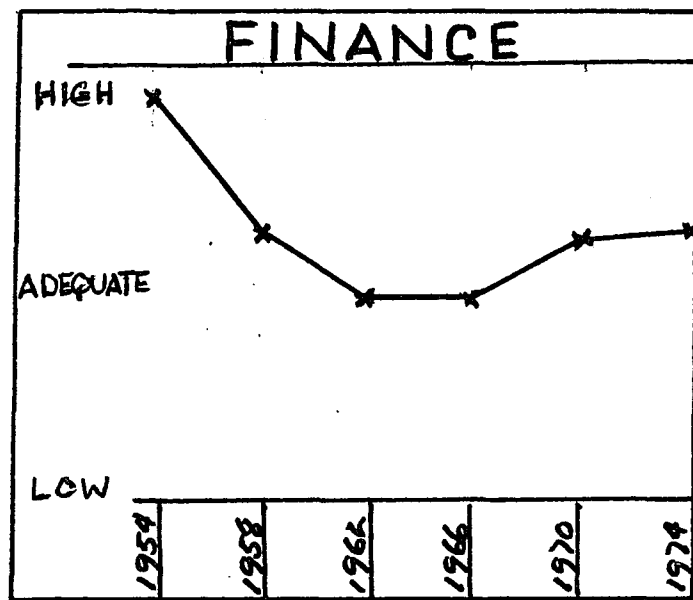


Figure 3

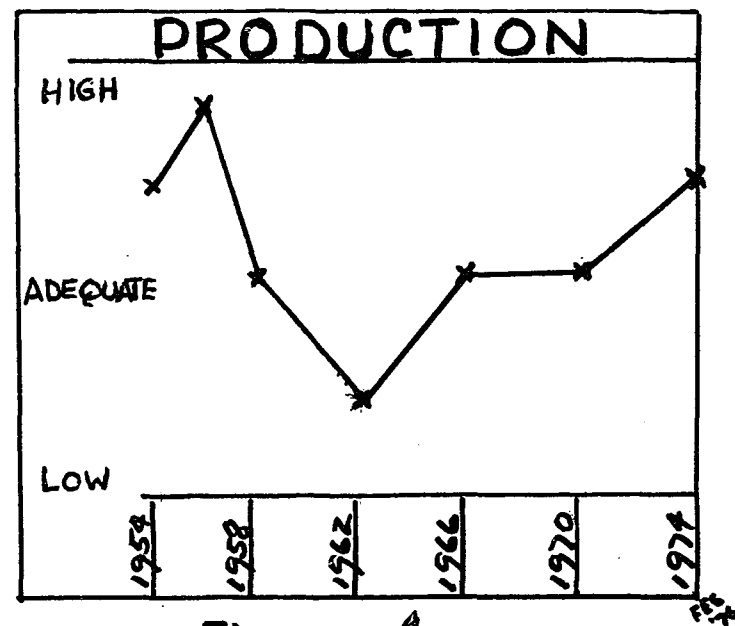


Figure 4

University for the express use of the television station. These latter sources in recent years have been considerably encouraged by a relaxation of the Legislature toward the possibility of funds being raised by volunteers who support the station and by members of industry, business and social agencies who may wish to underwrite specific programming.

D. Production

A fourth factor identified by the study's informants as a possibly major influence in the processing environment, or, the operational conditions of the station, was production. In this instance, the term is defined as encompassing all the areas that could be classified, broadly, as "creative," and some that are tangential to actual creation but which still demand imagination and quality judgment (for example, judging the programs that are available from sources outside the station for inclusion in the station's broadcast schedule). The production factor can be defined as having four major areas, which have to do with the creation, acquisition, utilization and evaluation of the station's programming. These areas, and the personnel in them, have been described as follows:

programming content--personnel responsible for program creation and production (conceptual people, content researchers, writers, talent personnel from the on-campus faculty and television station staff, or, who are free-lance and come from off-campus);

programming resources (outside the station)--commercial film companies, professional (NET), regional (CEN), or national (PBS) educational network programming, or, local, state, community or private resources;

implementation--advertising, public and/or community relations, informational materials (brochures, flyers, posters), program support materials, both instructional and informational;

utilization and evaluation--community contacts to provide feedback links with community individuals and agencies through which audience analyses might be accomplished and through whom community participation in the station's activities might be encouraged and organized.

In historical context, the data show that all these areas of the production factor were well-organized and had a high capability in the beginning of Michigan State's television development. Dr. Hunter, in his advocacy arguments of the 1960's pointed out the "personnel attrition" that had been experienced by the station, over the years. The early, excellent, "classes" of creative and managerial personnel had "graduated" to responsible positions at other stations across the nation "because we did not have the recruiting funds to keep them."

This same attrition was true in the evaluation and research area. The farsightedness of the University in including a research director on the station's original staff

cannot be overestimated. But, the tight money situation of the 1960's could not offer sufficient inducement to keep the position filled. When the original occupant moved on the position was dropped. (There have been other departments of the University supposed to be available to the station to fill its research needs. This has been successful sometimes, but, for the most part, evaluative studies of the station's activities have not been conducted with regularity.) A survey of the situation shows that during the 1950's, the station had its own staff; during the 1960's, it depended upon the "fall-out" of the analysis reports done for the WILX station--a count of viewers of the channel at a time when WMSB not WILX had the channel was an audience reading for Michigan State's station. It was not always possible to gain access to these reports, however, and in later years while the shared-time arrangement was in effect, the analyses were made only of those hours when the commercial station had access to the channel.

The implementation area of the production factor, again with the exception of the early days of the broadcast facility, has been low on the station's priority list. It seems to be typical of the entire ETV field. The importance of letting a potential audience know what the station has to offer, although undeniably important to station and community alike, is often given inadequate attention, and often through no fault of the personnel whose job it is to

disseminate this information.

The capabilities of the creative production area seem to have changed most markedly over the years of the station's existence. This change seems often to have occurred because the circumstances of the activities there have changed because the state of the television art and the educational television field themselves have changed. This is evidenced in the difference in percentage of locally produced programming. In 1954, 80% was produced locally and live. In 1974, local production amounted to only 13% of the total programming. In 1954, the total staff was thirty-five persons. The ratio of creative personnel to support and clerical personnel was 20 creative to 15 support. In 1974, the staff was 53, with 13 creative and 40 support.

In addition, the overall expense of production over the years went up as the budget of the station went down (or stayed the same--which meant it went down in purchasing power.)

Summary of Data Concerning Production (Figure 4, page 191)

In 1954, the potential capability of the station's production forces was high. Through the Channel 60 era, these forces were further trained and they matured to make the station second to none in its capacity in the production area.

The switch to the shared-time arrangement put a different emphasis on much of the production structure. The hours of local programming were largely allocated to public school content. One hour in the evening for adult programming, and

later, only one half hour, offered little challenge or opportunity for creative work. At the same time, funds were cut and personnel who left were not replaced.

1962 appears to have been the low point. By 1966, there was a definite station effort made to involve the University personnel once again in the station's activities with a magazine format series, Polygon.¹ A general push for faculty and community interaction in the station's interest was mounted, but the station's very existence was under fire and it continued to be throughout the 1960's.

In 1970, the decision was still in the process of being made regarding the station's future. On the other hand, much excellent programming by then was being made available to the local stations via the new Public Broadcasting Service (PBS) interconnection. This meant there was less need for quantity in local production and those involved in it could concentrate on trying to produce quality, instead.

These four factors--Policy, Technology, Finance, and Production--were the major factors of influence identified as interacting in the operational conditions of the Michigan State television stations. They have been described here in the definitions attached to them by this study's informants

¹Polygon was a creation of Dr. Colby Lewis, WMSB station manager, on loan from his duties with the Department of Television and Radio. He also developed the Women's Time series during the early afternoons in an effort to serve that audience and involve it in the station's activities.

and examined individually to discover their separate histories of growth. These have been visualized on Figures 1, 2, 3, and 4, as referred to in the text.

III. Programming

The third category of data gathered pertains to the programming broadcast by the Michigan State television stations from January 15, 1954, to July 1, 1974. Since there is no way to make quality judgments on the content of most of the programming presented over the years, certain traceable characteristics and elements pertaining to it have been identified. They are the following: 1. percentage of local programming in the schedule at a selected time, 2. the average number of air hours during each designated time, 3. the times of these broadcast hours, weekdays and weekends, 4. the number of different programs by title, 5. the number of kinds of programs by content, 6. the percentage of public affairs programming broadcast over a designated time, 7. the percentage of cultural programming broadcast over a designated time, 8. the percentage of general interest programming broadcast over a designated time, 9. the number of staff employed by the station at a designated time and a breakdown where possible of the ratio of creative production personnel to support personnel.

A chart was devised to give readings on the elements identified above by years (horizontal) and by progressive

historical chronologies (vertically). (Appendix C: Item 2.)

Program Listings were reconstructed from a number of sources and seven weeks of programming recorded from this data as representative of each year's programs.¹ The same weeks were selected for each year: the first two weeks of Winter, Spring, and Fall terms, plus the last week in June. Whenever these particular weeks' listings were unavailable, the nearest week available was used in their stead.

These reconstructed listings were examined, first by each two-week listing of each term and the week in June, and individual programs were allocated to the proper category of the original twenty-two program descriptions used for the schedule of WKAR-TV Channel 60.

These descriptive categories were the following:

Agriculture	News
Campus	Philosophy
Children	Public Affairs
Conservation	Science
Drama	Social Science
Education	Sports
Fine Arts	Travel
History	Variety
Literature	Veterans
Medicine	Women's Specials
Men's Specials	Youth
Music	

It was found that through the years, categories like "Veterans" had fewer and finally no entries, while "Men's Specials," disappeared as well. "Philosophy," "Travel," "Variety," and "Youth" had only rare entries.

With the beginning of annual reports made to national educational agencies such as the Educational Television

¹MSU Archives: Reconstructed Program Listings, 1954-1974.

Service (ETS) and the National Association of Educational Broadcasters (NAEB), and, later, to National Educational Television (NET) and, presently, to the Public Broadcasting Service (PBS) and the Corporation for Public Broadcasting (CPB) different systems of reporting were introduced with different breakdowns in programming. The most consistent styles were the dual breakdown into percentage of local programming and other programming, and, the percentage within that total schedule of public affairs, cultural, and educational (children's ITV and adult education). There have also been breakdowns into General and Special, or minority, programming. For the purposes of this study it was found that the last category was too recent to be identifiable over the twenty year continuum with which the study is concerned.

In order to provide as complete and clear a description of the programming broadcast by the University stations as possible (short of actual recreation of individual programs) as many of these descriptive categories have been identified and examined as possible. An adaptation of categories was applied in both directions--the early program listing in the original twenty-two categories were adapted to the block listings of the later reports, and the block reportings were broken into the original twenty-two by reference to the reconstructed program listings.¹ The necessarily arbitrary adaptation of the many listings into the few was accomplished in the following manner:

¹MSU Archives: ibid.

Public Affairs: Agriculture, Campus, Conservation,
Medicine, Men's Specials, News, Public Affairs,
Science, Social Science, Sports, Veterans,
Women's Specials, Variety, Youth

Cultural: Drama, Fine Arts, History, Literature,
Music, Philosophy, Travel

Education: (Children/Adult)

A report of the data gathered in each of the descriptive categories follows the developmental trend of the element over the twenty year span of the stations' lives. Definitions accompany each category.

Category 1. Percent of Local Programming (Figure 5, p. 201)

Definition: programming created and/or produced by the stations for their own use or for distribution elsewhere, but, primarily concerned with local issues or interests.

In 1954, the data show that eight percent of the programming broadcast by WKAR-TV Channel 60 was locally produced. This percentage changed very little over the Channel 60 years from 1954-1968 with 70%, 63%, 65%, 75%, in that order. The change to the shared-time channel in 1959 brought an increase to 90% local production, followed by a sharp decrease in 1960 to 43%, to 45% in 1961 and 1962, and an additional decrease of 5% to 40% in 1963. In 1964, 65, 66, the local programming percentage was around 40%, and remained in that region through the remainder of the decade. In 1970, the percentage dropped to 30%, in 1971 rose to 40%, and in 1972

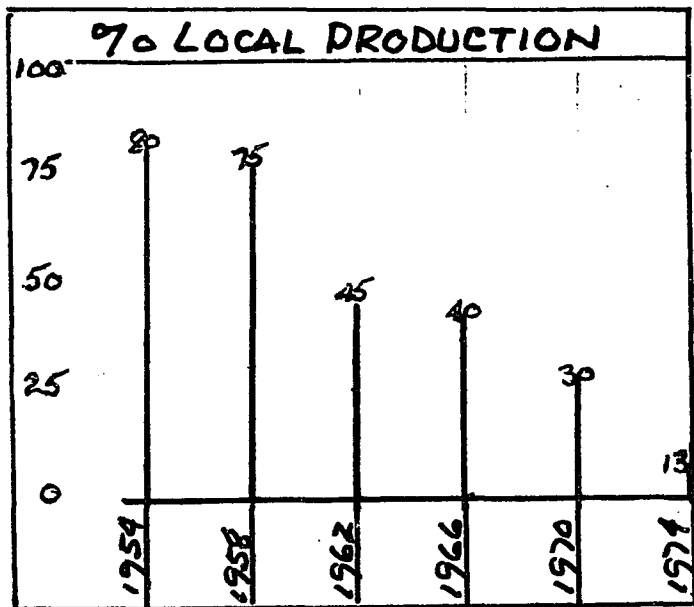


Figure 5

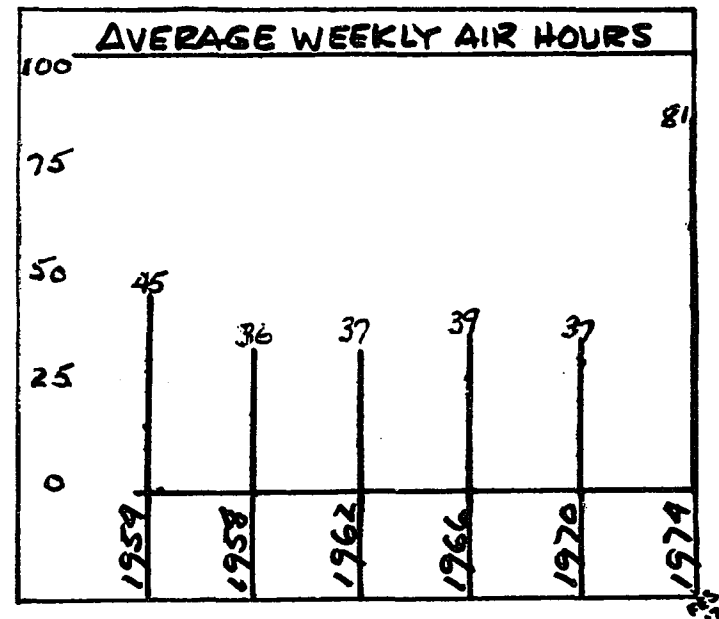


Figure 6

dropped to 11%. 1973's local programming rose again to 23%, but in 1974 fell to 13%.

Category 2. Average Weekly Hours (Figure 6, p. 201)

Definition: the number of hours the station broadcast each day of the week and over the weekend, on the average.

The number of broadcast hours changed from time to time. In 1954, the station was on-the-air an average of 45 hours each week.¹ In 1955, the average dropped to 37 hours each week and continued near that figure for the remainder of the stations' lives until the University's move to the full-time channel, UHF 23. (37 hours, 31, 30, 36/34 WKAR-TV to WMSB-TV, 37, 40, 37, 38, 38:45, 39, 39, 35:30, 41, 37, 37:30, 37:30/81 WMSB-TV/WKAR-TV, 82, and in 1974, 81 hours weekly broadcast average.)

Category 3. Number of Program Titles (Figure 7, p. 203)

Definition: the number of program titles within a designated period of scheduled time. These represent, usually, different programs or program series, although they may duplicate the content of other listings.

¹The broadcast hours averaged for these data are based on the seven weeks reconstructed for the Program Listings.

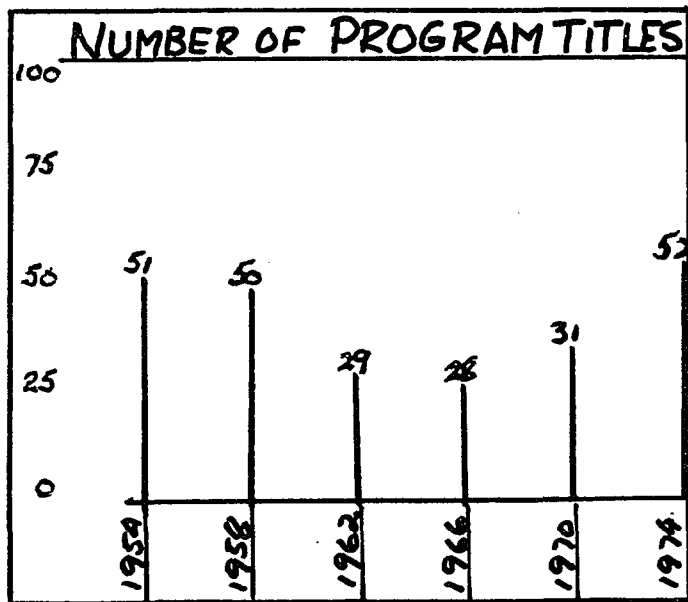


Figure 7

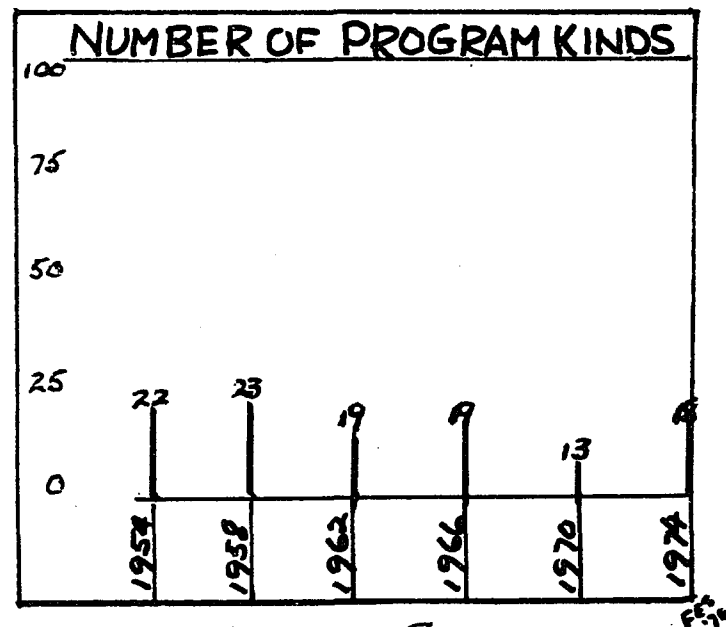


Figure 8

The fluctuation in number of program titles is considerable over the lifetime of the Michigan State television stations. This is best noted with the numbers represented in sequence: 1954, there were 51 titles, in succession thereafter there were 34, 39, 25, and in 1958, 50 titles. In 1959, with the advent of the shared-time Channel 10 phase, the number of program titles dropped to 30. Through the 1960's, the number of program titles was 15 in 1961 and 29 in 1962. In succession thereafter the number of titles was 28, 28, 30, 28, 28, and 25 in 1968. As the 1960's came to an end, the number of titles (1969) was 23, 31, 33. The move in 1972 to a full-time facility brought a jump to 42 titles from 33. 1973 witnessed another increase to 53 titles, and in 1974, there was a drop of one title to 52. It is interesting that in 1954, there were 51 program titles in the station's broadcast schedule, in 1974, the number of titles was 52. In between, the low number was fifteen, in 1961.

Category 4. Number of Program Kinds (Figure 8, p. 203)

Definition: the kinds of programs as identified in the two lists of program content. The program titles of the previous category may, conceivably, be appropriate under several program kinds.

In 1954, for example, there were 51 titles, but 22 designated kinds of programs. In 1955 and 1956, the program

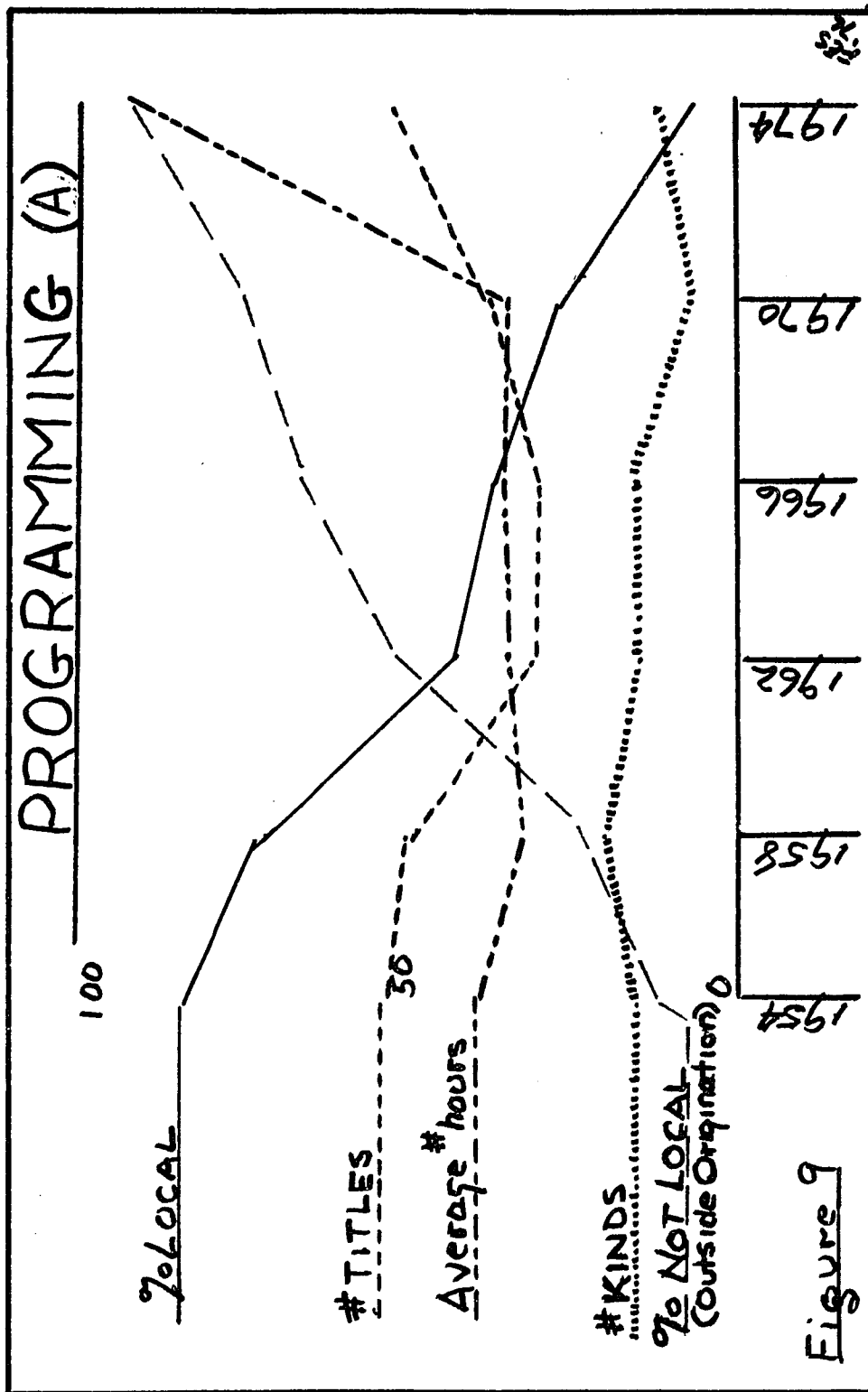
kinds remained 22: in 1957 they dropped to 15, with 25 titles. The only year in which there were more kinds of programs than titles was in 1961. Between 1961 and 1971, the ratio of titles to kinds continued on a, roughly, one-third to one-half basis. In 1972, however, following the move to Channel 23 and the full-time operation, the number of titles rose to fill the rise in broadcast hours, but the number of kinds of programs fell and the ratios became 42/19, 53/20, and 52/18. (See Figure 9, p. 206.)

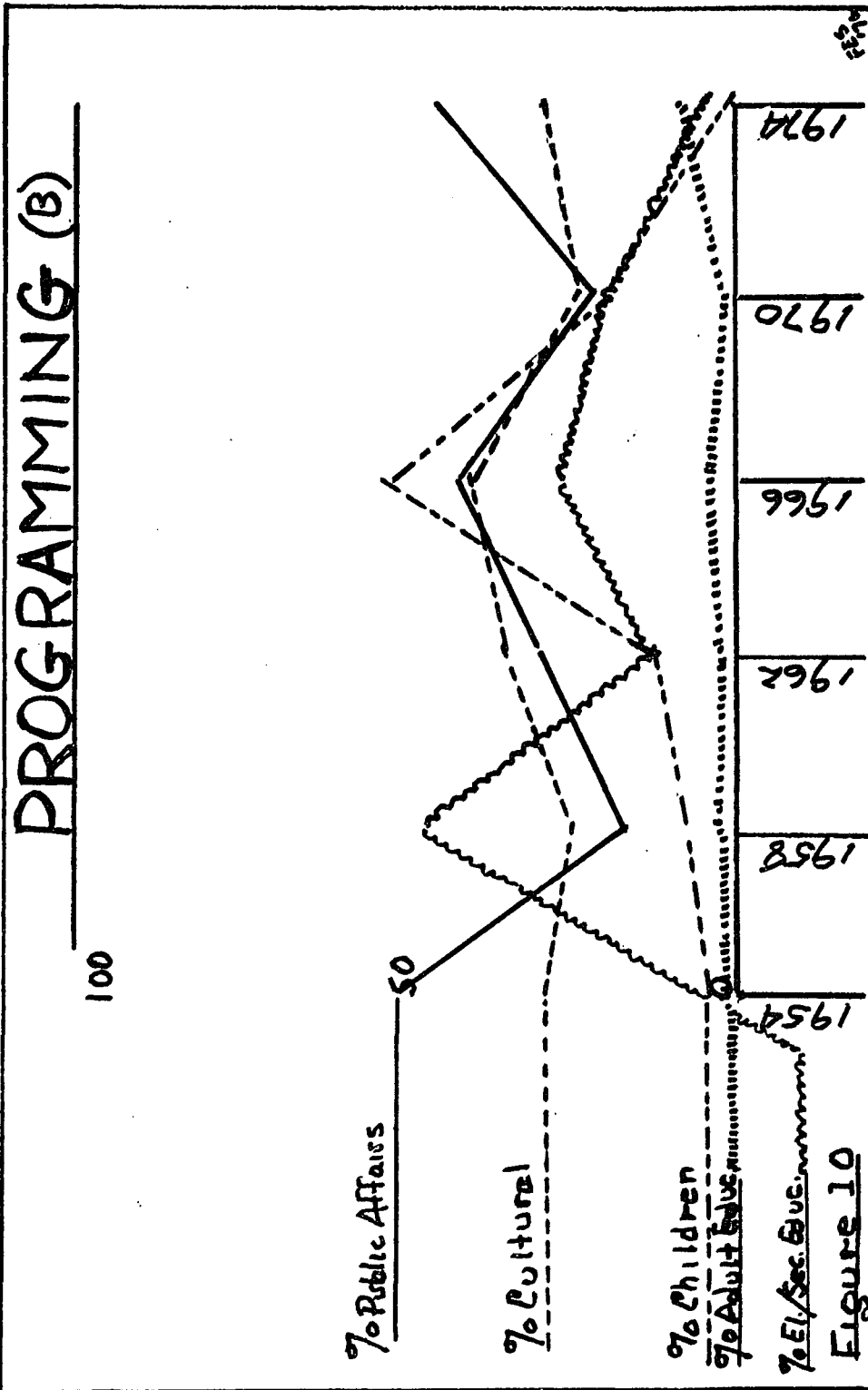
Category 5. Percentage of Public Affairs Programming
(Figure 10, p. 207)

Definition: programming in the style of the name concerning issues, interests, and information of either a general or specific nature that is of (usually) of topical importance.¹

Public Affairs programming was generally high during the 1950's when the Michigan State station was operating over Channel 60, with varying percentages of 53, 54, 50, 64, and 63%. In 1959, at the time of the change to the shared-time channel, Public Affairs programming dropped to only 8%. Through the 1960's it remained generally, low, until in 1966 it rose to 43% and stayed around that percentage until 1970 when it fell again, to 26%. In 1974, Public Affairs programs filled 31% of the station's schedule.

¹(See adaptation system of translating program content listings from 22 to three, page 41.)





Category 6. Percentage of Cultural Programming (Figure 10, p. 207)

Definition: programming of the humanities and performing and creative arts; of Music, Literature, Drama and Philosophy.

The cultural percentage of the station's programming has been generally high over the years. Data show its lowest recorded percentages were 11% in 1955 and 10.4% in 1964, and its highest contribution was 65% in 1961. The majority of the time, cultural programming has remained about between the 35 and 45% mark, except for the early 1960's.

Category 7. Percentage of Education Programming (Figure 10, p. 207)

Definition: Education programming can be broken down into several kinds of programming within itself:

Preschool programs like "Sesame Street" can be considered instructional and generally educational as well. The Channel 10 arrangement for the public schools was considered instructional television curriculum.

The early University of the Air and the middle years noncredit series, plus the reactivated program series for adults can be considered continuing education, informational broadcasting, or, if the viewer, wishes, in some cases they may enroll for credit, certificate of accomplishment or just to learn on a noncredit basis.

In 1954, the University of the Air telecourses began with the advent of the station and had a regular slot of one hour in the evening during the week. In the 1960's the shared-time hours were unsuitable for reaching the adult viewing audience and the adult education programming fell off considerably while the percentage of ITV programming for the elementary and secondary schools went up markedly. In the 1970's the cooperative efforts of the University of the Air, the University television station, and the central faculty have been reactivated with growing success.

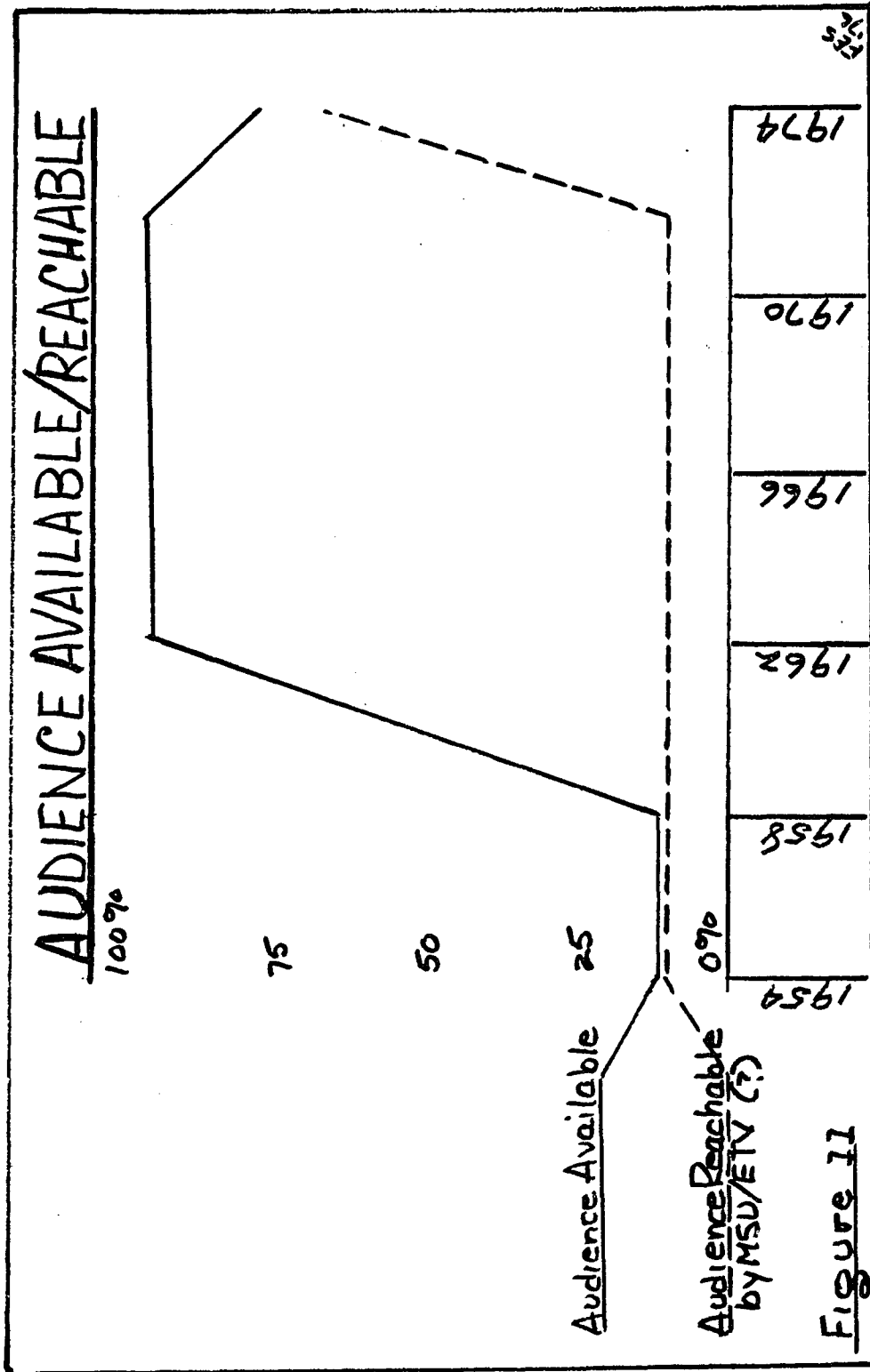
Category 8. Number of Station Staff and Ratio of Creative to Support Personnel

Definition: personnel who are employed by the television station for the creation and/or production of programs and those persons who support their efforts in so doing.

Of these, twenty were creative personnel and 15 were support. Over the years, the ratio has reversed, with the support personnel increasing their lead steadily over the number of creative persons in the station's employ. The total number of employees has moved from the original 35 to 76 for the change to WMSB, and back to 53 in 1974.

Category 9. Percentage of Available Audience (Figure 11, p. 210)

Definition: the total number of home owners owning television sets within the maximum coverage area of the stations in a sixty to sixty-five mile radius.



Depending on the state of the television technology of transmitting and receiving depends on the percentage of available reached by the station.

In 1954, over UHF 60, the reachable audience was only 15% of the maximum residents of the area. The move to WMSB-TV over Channel 10 was an attempt to overcome this. The potential percentage of reachable audience went from 15% to 90%. The move to UHF 23 makes the potential reachable audience of the station about 75%.

These are the identified elements in the reconstructed programming of the Michigan State television stations that can be followed throughout the history of television development at the University. They may be found incorporated into a chart on page 322. This may assist the reader in visualizing all the broadcasting developments of this or earlier times. The analyses of Chapter V will examine more closely the identified elements reported as data. The operational conditions of the station and how they may have impacted on the programming.

CHAPTER V
ANALYSIS OF DATA
CONCLUSIONS AND RECOMMENDATIONS

Introduction

The major purposes of this study have been to provide a conceptual and historical framework for the development of educational television at Michigan State from 1954 to 1974, and to examine the operational conditions that have existed at the Michigan State television stations for their impact upon the programming of those stations. The Factors of Influence that have been identified as pertinent to this study are those of policy, technology, finance, and production. The Programming Descriptive Elements thought to be both valid and for which sufficient data has been found for study over the continuum of Michigan State television development are: percentage of local programming, average weekly air hours, number of program titles, number of program kinds, a breakdown of continuum percentages of different kinds of programming content--public affairs, cultural, and educational--number of staff and the kind of staff at designated times of comparison, and the percentage of audiences presumed to be

reached. Chapter IV has described the data found for the four factors of influence identified and of the Program Descriptive Elements listed above.¹ This chapter is divided into four parts. Part 1 reports the analysis of data described in Chapter IV; Part 2 reports the findings resulting from the comparison of the Programming broadcast by the stations (as evidenced by the Descriptive Elements) with the Operational Conditions as they existed (as evidenced by factors of Policy, Technology, Finance, and Production) at specified points in time; Part 3 presents the conclusions reached by means of these comparative and critical-analyses, and answers the questions posed in Chapter I of the study; and, Part 4 of this chapter will offer the writer's recommendations that seem pertinent to the findings and the conclusions reached as a result as to the future of television broadcasting at Michigan State.

Part 1 - Analysis of Data and Findings

The data found pertinent to this study are of two major kinds, those pertaining to the identified factors of influence in the Operational Conditions--Policy, Technology, Finance, and Production, and those pertaining to Programming--Descriptive Elements found available for study over the continuum existence of the Michigan State television stations.

¹Appendix C: Program Descriptive Elements, 1954-1974.

Charts of the developmental flow of the factors of influence¹ and the descriptive elements² have been prepared for comparative study using four-year increments of time as the comparison points of their progressions. The four-year divisions are suggested by the developmental history of Michigan State television broadcasting itself: 1954-1958, WKAR-TV Channel 60; 1958-1972, WMSB/WILX-TV Channel 10 shared-time arrangement which seems to break, naturally, into approximately four-year increments--1958-1962, 1962-1966, 1966-1970, and a short increment until the move to WKAR-TV Channel 23 in 1972. There is still a measurable four-year time division in the period from 1970-1974, since in the latter year, the Michigan State Television Broadcasting station moved from the jurisdiction of the Continuing Education Services to that of the reorganized Division of Instructional Development and Telecommunications. It is for these reasons that the four-year time increments were selected as the points for comparison between the factors of influence and the programming descriptors to determine the interaction and impact of the first upon the second. A report of the findings of these comparisons follows.

¹See pages 176 and 191 this study for Factors of Influence.

²See pages 201, 203, 206, 207 and 210 for Descriptor Elements.

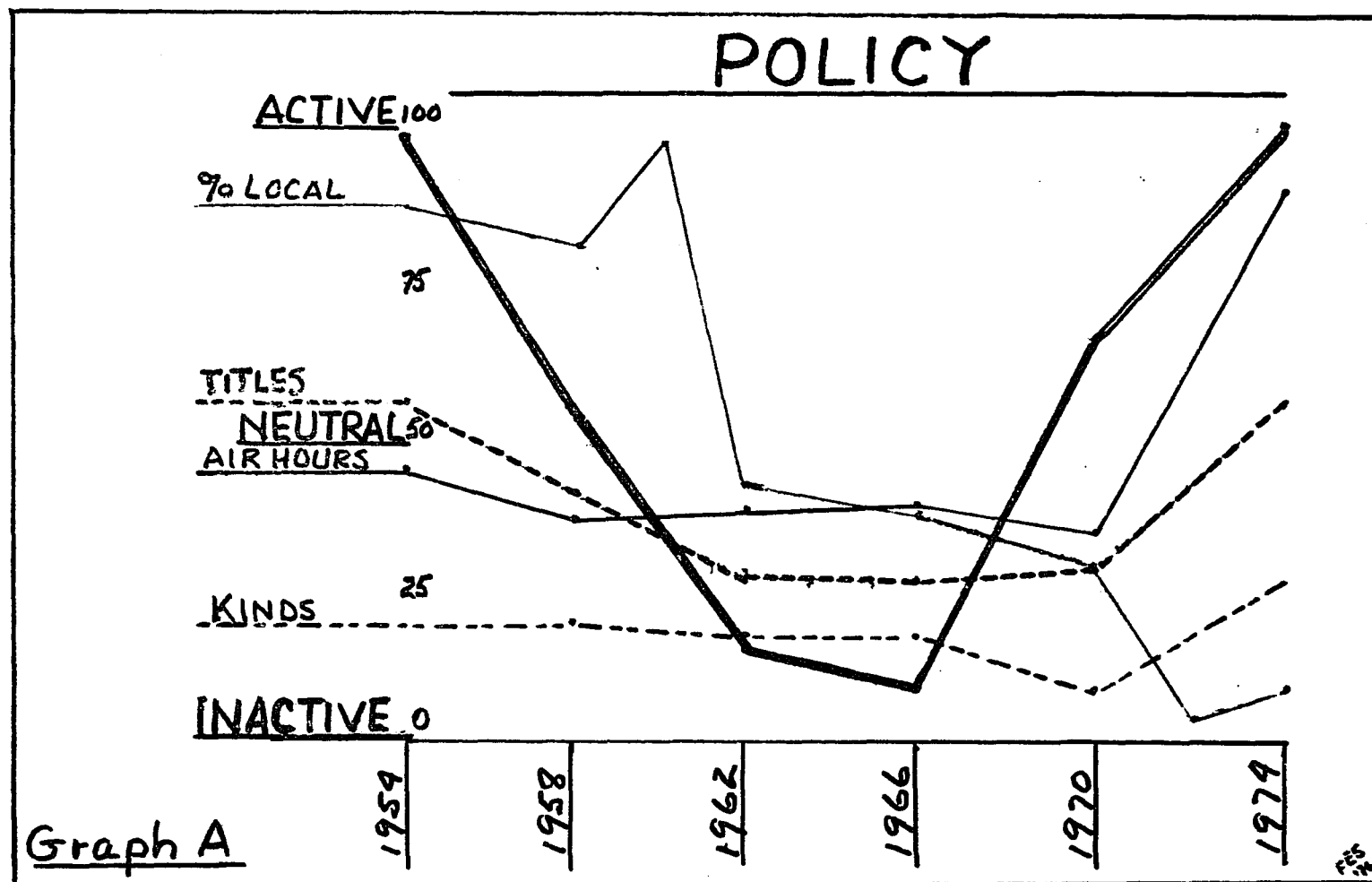
A. Policy. (Graph A: Policy and Program Descriptors,
p. 216)

a. Analysis: The developmental flow of University Policy in reference to the Michigan State television stations from 1954 to 1974 is seen as proceeding from a 100 percent Active participation and awareness of station activities in 1954 to a position of Neutral participation and awareness in 1958 and declining to an eventual inactive attitude of participation and awareness during the first part of the 1960's. In 1966, the flow of awareness and participation represented by University Policy began to move upward. By 1970, it appears to have regained a Neutral attitude, and in the 1970's it appears to be returning to its original Active status.

A comparison of this flow of Policy action with the flow of the Program Descriptors of record reveal that:

the Percentage of local programming started high (80%); Policy was also high. But, Policy dipped downward and continued a downward movement, while local programming dipped slightly, and then rose precipitously for a short time between 1958 and 1961, then fell off abruptly toward the downward flow of Policy. Local programming continued its downward movement flow until the 1974 Low of thirteen percent.

the average air hours started at forty-five weekly and moved very little until 1972 and the move of the station to Channel 23 and a full-time operation.



There was a minimum number of hours--thirty-six, and a maximum number of hours--thirty-eight, over the four-year comparison points between 1954-1974. In 1972, the average air hours peaked to eighty-two when the station moved to the new channel, and appeared to have settled at eighty-one hours a week average in 1974.

the number of program titles in 1954 were fifty-one, in 1958 (at the time of the move to the shared-time operation), there were fifty titles in the broadcast schedule each week. Over the period of the shared-time, the titles decreased in number almost one-half-- 29 titles in 1962, 28 in 1966, 31 in 1970, and the number stayed the same when the station moved to UHF 23 in 1972. In 1974, the Number of program titles was again in the fifties, there 52 titles.

the number of program kinds has changed very little over the years between 1954 and 1974. The categories remain approximately the same when broken into specific content. The division by percentage in block groups under aggregate titles has changed. For example:

Public Affairs (which in this study's translation of the original twenty-two kinds of programs includes Agriculture, Campus, Conservation, Medicine, Men's Specials, News, Public Affairs, Science, Social Science, Sports, Veterans, Women's Specials, Variety, and Youth) has flowed from a high percentage of fifty-three in 1954 to a low of 23% in 1958-1959, to 31 in 1962, up to 43 in 1966, down again to 26% in 1970 (an interim low of 11% in 1972) and back

up to 44% in 1974. A wide, zig-zag course across twenty years.

Cultural (which the translation of this study considers includes such program kinds as Drama, Fine Arts, History, Literature, Music, Philosophy, and Travel) has flowed over twenty years from thirty-one percent in 1954 to a low of 27% to a high of 41% in 1966 back to 31%. By and large, the percentage of Cultural programming has maintained a quite even level, within a 12% range, maximum.

Educational (which the study's translation considers includes both children's ITV and adult credit and noncredit learning opportunities) has flowed on two separate courses--children's and adults. Children's educational programming percentages moved from zero to a high (during the shared-time Channel 10 first year) of 48%. It fell in 1974 to 13%. Adult educational programming flowed from 3% in the first year of Michigan State television broadcasting to 2% in 1958-59 to "no data available" in 1962. In 1966 it moved back to 3%, in 1970 to 1.5%, but in 1974, adult educational programming was up to 10%.

the number of staff and division of kinds (creative/support) has almost reversed. In 1954, the ratio of staff (full-time) was 20 creative to 15 support.

Through the years there has been a general increase in total numbers, but a reversal in the ratio figures.

In 1974, there was a total staff of 53 persons, 13 of them classified in creative areas, the remaining 40 classified as support personnel.

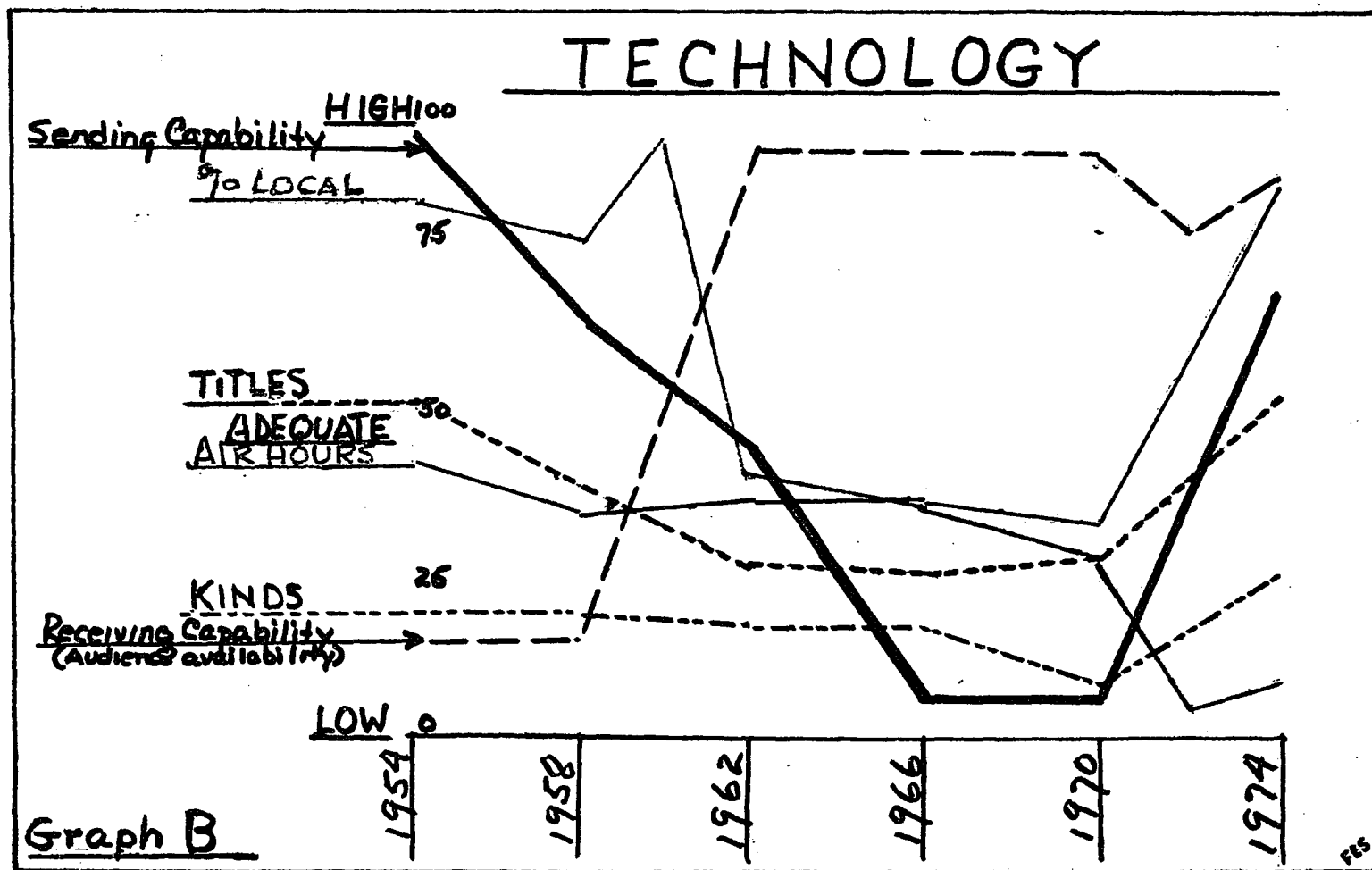
b. Findings: The developmental flow of Policy across the years of the University television stations existence appears to have had little if any impact on the courses of the identified Program Descriptors.

B. Technology. (Graph B: Technology and Program Descriptors p. 220)

a. Analysis: The developmental flow of Technology considered pertinent to this study take two forms-- the ability to transmit, and the ability to receive. The former is a matter of technical studio and transmitter equipment, the latter a question of audience receiving equipment. The graph used for this first portion follows only the station transmitting capability, the ability of the audience to receive is reported in the audience available data.

The technical capability of station equipment flow proceeds from a high in 1954 with a steady decline through an adequate level in the early 1960's to less than adequate low from 1966-1970, with a steady rise toward a high again beginning shortly after 1971.

Considering the flow designs of the Program Descriptors described earlier, the number of air hours appears the only element with any relationship to the flow of the Technological capability. Both appeared to be rising after 1970. The Program Descriptors of number of titles and kinds seems to be without relationship, with the single exception of children's instructional programming which peaked to 48% of station air time at the same time the Technology was nearing its lowest capability in 1966. The percentage of local programming also peaks as the Technology capability falls in 1958-60. The remaining



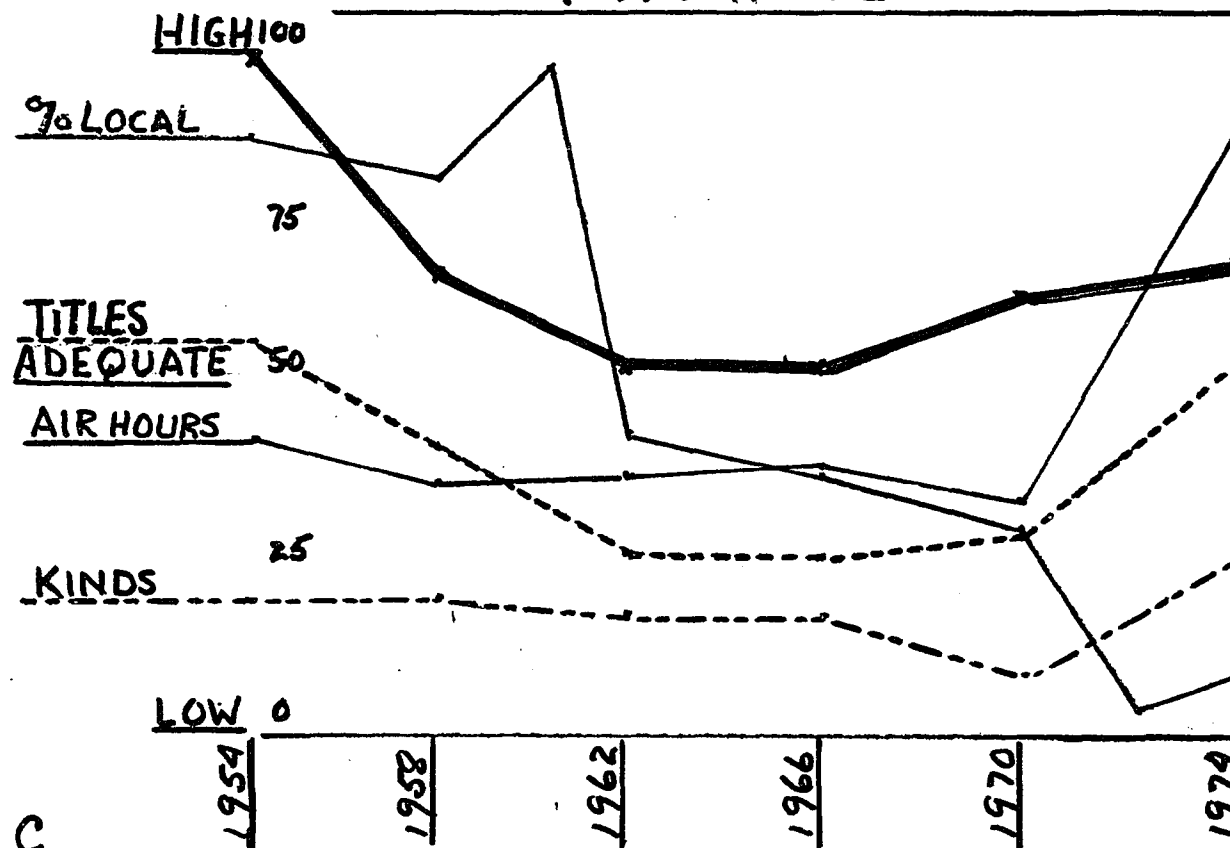
Program Descriptors appear to have little relationship to the Technology factor.

b. Findings: The developmental flow of Technology across the twenty years of the existence of the University television stations appears to have had little impact on the courses of the identified Program Descriptors.

C. Finance. (Graph C: Finance and Program Descriptors, p. 222)

a. Analysis: The developmental flow of the Finance factor at the Michigan State television station includes not only the budget allocated to the stations from the University's own budget, but those gifts, awards, and grants made to the University specifically for the use of the television stations. Throughout most of the University stations' history, the primary support has come from the University, a tax-supported institution. In recent years, there has been a relaxing of attitudes toward the encouragement of outside funds for use by the stations from agencies, industry and individuals that has helped to alleviate some of the financial pressures of the station and the financially restricted University of the mid-Seventies. The data show, however, that the flow line representative of financial support for the University stations has remained (after the very beginning of operations when it began, like Policy and Technology, at a

FINANCE



Graph C

level of High) relatively, the same: Adequate, or slightly above, until a small increase in 1974.

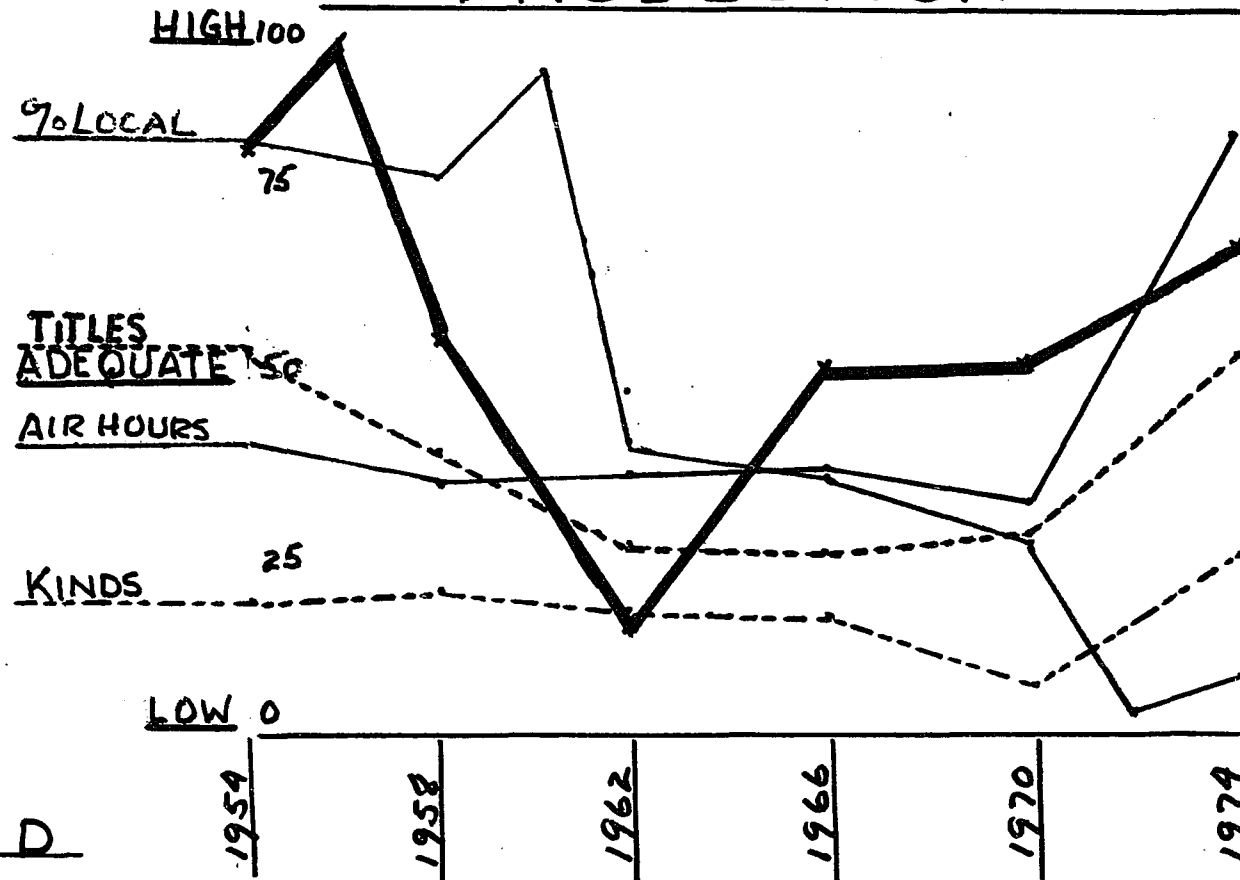
The Program Descriptors compared within themselves and against the flow design of Finance appear to show little if any relationship. The percentage of local programming's single peak, in 1960, occurs as the Finance flow is proceeding toward Adequate. The number of titles, number of kinds of programs, and the average air hours hold relatively consistent developmental courses with, seemingly, from the data available, little relationship evidenced with the Finance factor.

b. Findings: The developmental flow of Finance across the twenty years of the existence of the University television stations appears to have had little impact on the courses of the identified Program Descriptors.

D. Production. (Graph D: Production and Program Descriptors, p. 224)

a. Analysis: The developmental flow of the Production factor represents, in actuality, five interacting, interdependent areas, all related in purpose, which is the production and utilization of programming. These five areas are those of conception, visualization, research, studio production and utilization of the station's product, its programming. Together they add up to the factor of Production. The flow of their individual capability levels combine to make the composite flow of Production. Data regarding this composite, naturally, is severely

PRODUCTION



Graph D

limited, although these are the forces most directly involved with the stations' local programming. Direct evidence of their capabilities (the stations' programming output) being unavailable for the most part, a composite value judgment must be made from hearsay evidence and related data from which deductions may be made.

The flow line of Production capability appears to move in the general downward direction of the Percentage of local programming. The Program Descriptors of Average air hours, Number of titles and Number of program kinds move in what is a generally level flow when compared against themselves and are without evidence of being affected by the Production factor. (Chart 1: p. 226.)

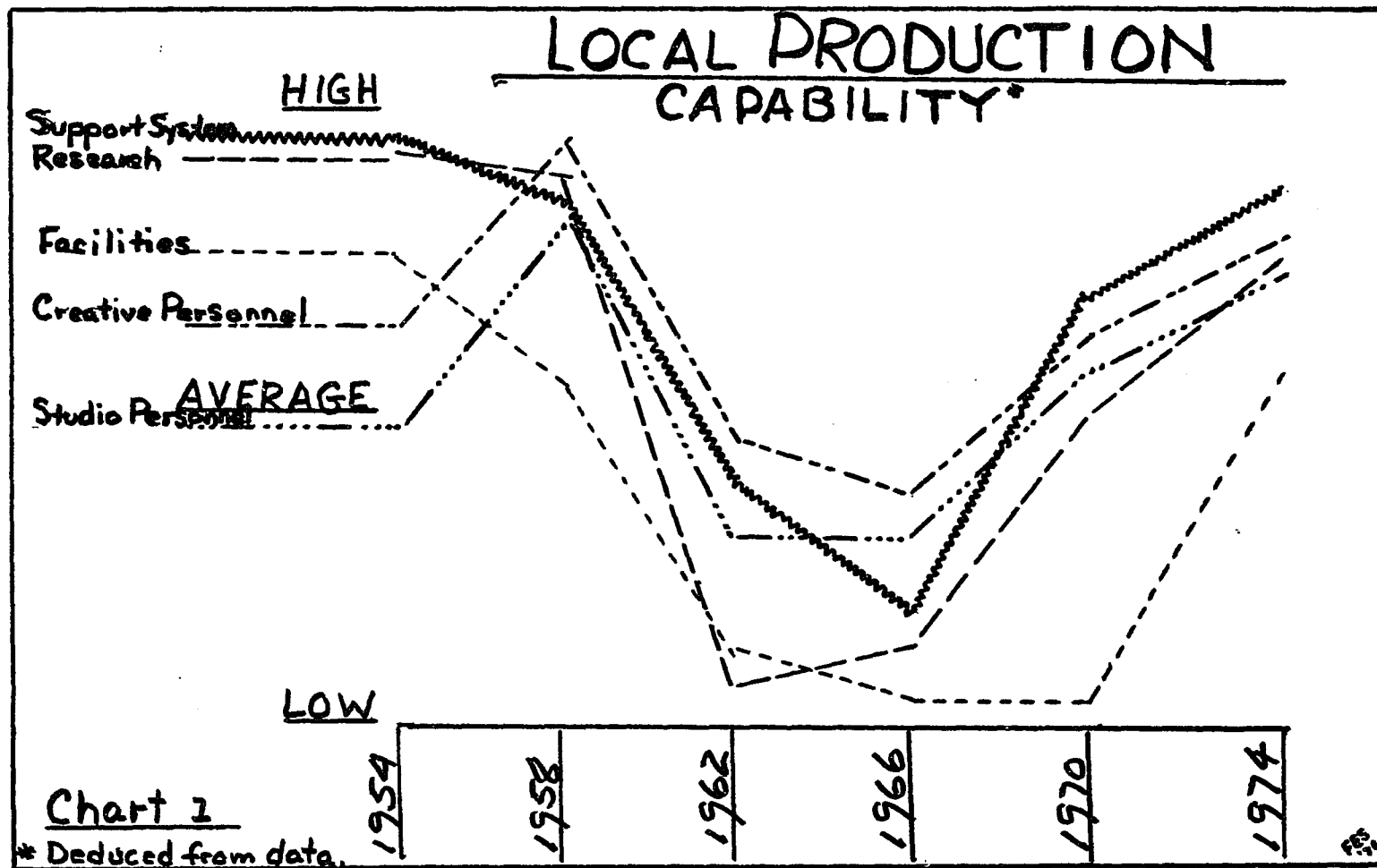
b. Findings: The developmental flow of Production capability across the twenty years of existence of the University television stations appears to have little impact on the courses of the identified Program Descriptors.

Further Findings of Comparative Analyses (Graphs E and F, Program Percentages, pp. 228-229)

A Comparison of Factors of influence with the Programming percentage blocks--Public Affairs, Cultural and Educational--Is there data to support the possibility of impact from the factors on these programming elements?

A1. Policy.

A comparison of the factor Policy's flow with the percentages of Programming flows, also on a 100% scale, shows there is to be little evidence, if any, of an



interrelation. Only the Percentage of local programming, of all the Program Descriptor Elements, appears to bear a relationship to the Policy factor of the Operational Conditions.

B1. Technology

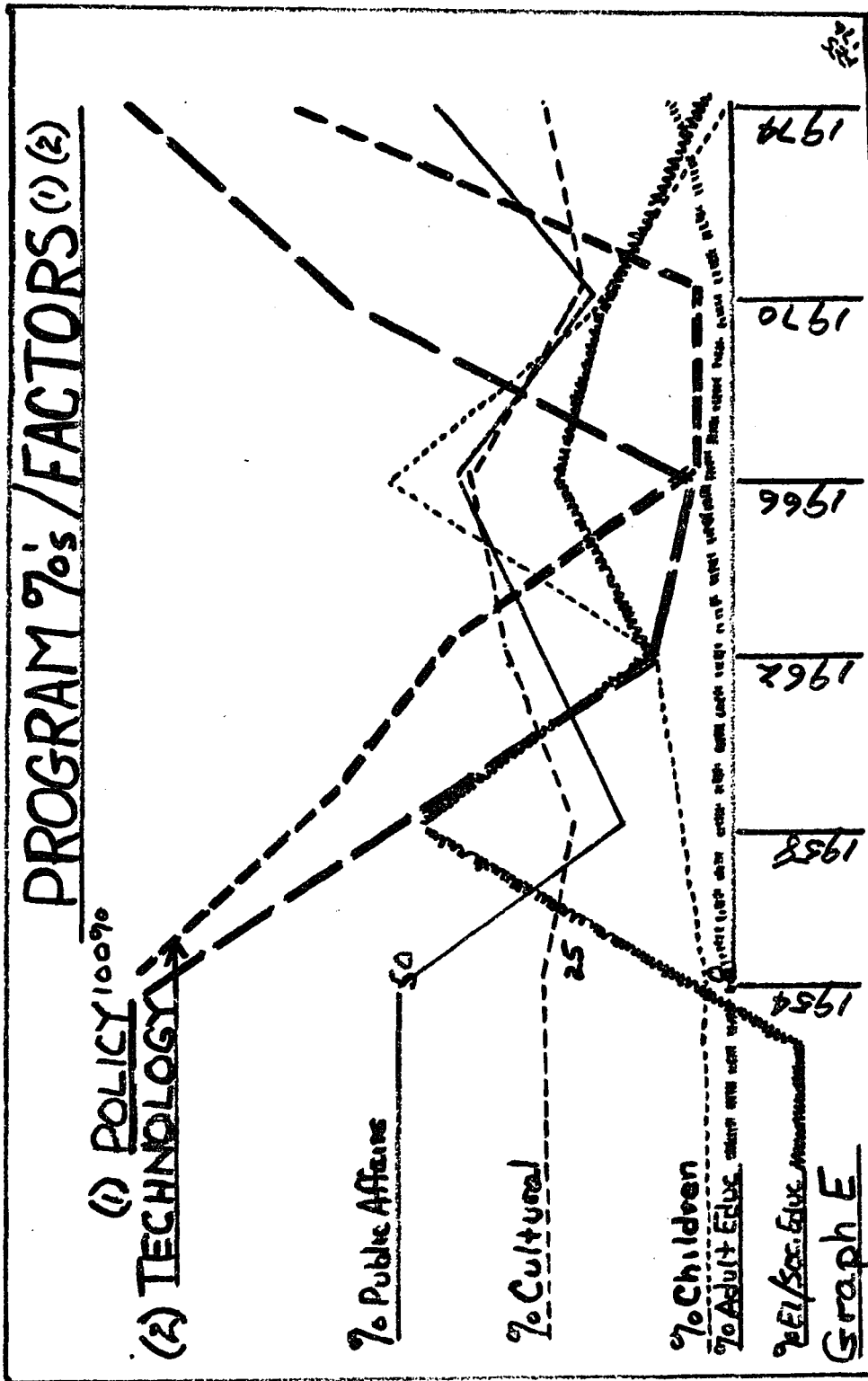
A comparison of the factor Technology's flow from a high capability to an adequate level to low with a distinct, steady rise thereafter, appears to have no relationship to the Percentages of Public Affairs, Cultural and Educational Programming. Only the Percentage of local programming, of all the Program Descriptors elements, appears to bear a relationship to the Technology factor of the Operations Conditions of the University stations.

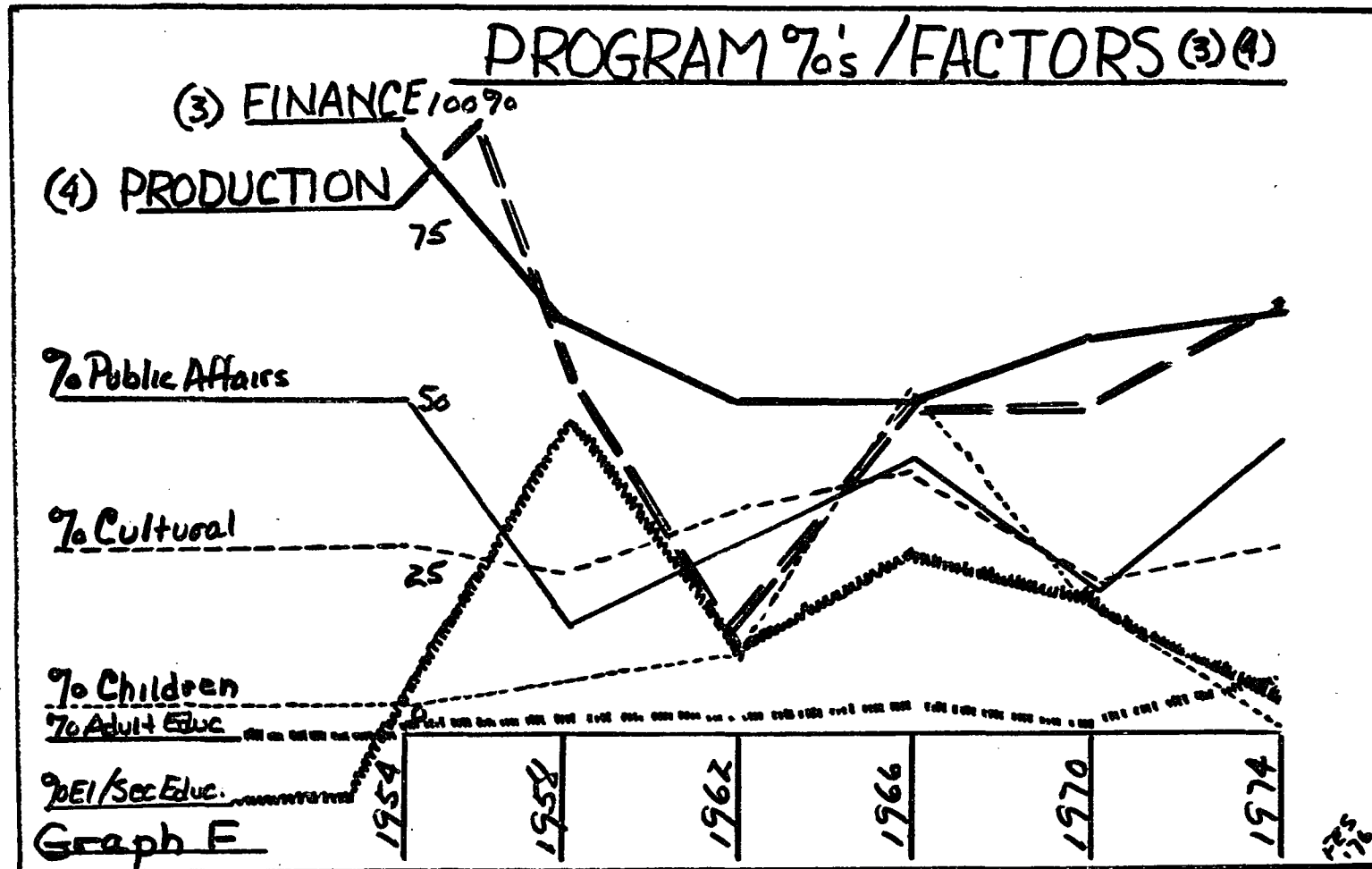
C1. Finance

A comparison of the factor Finance' flow from a high to an adequate level and remaining there until a perceptible but not sharp rise after 1966-1970, with the Percentages of Public Affairs, Cultural and Educational Programming on a similar 100% scale, gives no evidence of any relationship between these elements and Finance. And, unlike the previous factors, in comparison with Percentage of local programming, in this instance, there appears to be no relationship between station Finance and the Percentage of local programming broadcast.

D1. Production.

A comparison of the composite factor Production with the percentages of Public Affairs, Cultural and





Educational Programming, there appears to be a definite correlation between the factor of Production and the percentage of Children's Instructional programming between the years 1958 and 1966. The Production capability flow line is moving straight down from almost 100% capability through adequate (1958 and about medium capability) to below adequate (1962 and low capability) before starting back up the scale in 1966, to just above adequate, where it levels out until 1970. The flow line of Children's ITV programming, in 1958 rises sharply from 6.6% of the total to 48%. It meets the Production capability flow line as it is moving down to medium capability (Adequate). Together the flow lines of Children's ITV programming and Production capability descent to a low capability of production. In 1962, both begin upward movements, but no longer in tandem. Production moves up to medium capability (Adequate) while the percentage of Children's ITV programming stops its upward move at about 28% of the station's total programming. General Children's programming also shows a definite correlation with the Production factor, but beginning in 1962 at 19% of total programming (and at the lowest point of Production capability) and rising with Production (in the exact reverse of Children's ITV descending with Production) to the medium Adequate Production level and 53% General Children's programming.

Summary of Data at Four-Year Increments¹

It seems useful at this point to summarize what the data has revealed about the development of television broadcasting at Michigan State University by examining the events by increments of four years. Each reference year will include (1) data about the Program Descriptors used throughout the study; (2) data about the Factors of Influence of the Operational Conditions; and (3) judgments will be made about the Cumulative Potential of the identified Factors of Influence.

1954

(1) Program Descriptors - The station broadcast an average of 45 hours each with 80% local programming. The Program Schedule included 51 different titles under 22 categories of content. The percentages of programming broadcast were--53% Public Affairs, 31% Cultural, 6.6% Children, 16% General, and 3% Adult Education.

(2) Factors of Influence of Operational Conditions - In 1954, Policy was Very High; Technology was Very High; Finance was Very High; and Production was High.

(3) Cumulative Impact Potential - In 1954 the Cumulative Impact Potential of the Operational Conditions was High to Very High.

¹Appendix C: Summary Sheet of Program Descriptors and Factors of Influence.

1958

(1) Program Descriptors - In 1958 the station broadcast an average of 36 hours each week with 75% local programming. The Program Schedule included 50 different titles under 23 Categories of content. The percentages of programming were--23% Public Affairs, 29% Cultural, 11% Children, 17% General, 48% Children's ITV, and 2% Adult Education.

(2) Factors of Influence in Operational Conditions - In 1958, Policy was Medium; Technology was High Medium; Finance was High Medium; Production was Medium.

(3) Cumulative Impact Potential - In 1958 the Cumulative Impact Potential of the Operational Conditions was Medium to High Medium.

1962

(1) Program Descriptors - The station broadcast an average of 37 hours each week with 45% local programming. The Program Schedule included 29 titles under 19 different categories of content. The percentages of programming were--31% Public Affairs, 36% Cultural, 19% Children, 41% General, 17% Children's ITV, and 2% Adult Education.

(2) Factors of Influence in Operational Conditions - In 1962, Policy was Low, Technology was Medium; Finance was Medium; and Production was Low.

(3) Cumulative Impact Potential - In 1954 the Cumulative Impact Potential of the Operational Conditions was Medium Low.

1966

(1) Program Descriptors - The station broadcast an average of 39 hours each week with 40% local programming. The Program Schedule showed 28 different titles under 19 categories of content. The programming percentages were-- 43% Public Affairs, 41% Cultural, 53% Children, 15% General, 28% Children's ITV, and 3% Adult education.

(2) Factors of Influence in Operational Conditions - In 1966, Policy was Very Low; Technology was Very Low; Finance was Medium; Production was Medium.

(3) Cumulative Impact Potential - In 1966, the Cumulative Impact Potential of the Operational Conditions was Very Low to Medium.

1970

(1) Program Descriptors - The station broadcast an average of 37 hours each week with 30% local programming. The Program Schedule showed 31 program titles under 13 different categories of content. The percentages of programming were--25% Public Affairs, 27% Cultural, 24% Children, 49% General, 23% Children's ITV, and 1% Adult Education.

(2) Factors of Influence in Operational Conditions - In 1970, Policy was High Medium; Technology was Low; Finance was High Medium; Production was Medium.

(3) Cumulative Impact Potential - In 1970, the Cumulative Impact Potential of the Operational Conditions was Medium.

1974

(1) Program Descriptors - The station broadcast an average of 81 hours each week with 13% local programming. The Program Schedule showed 52 titles under 18 different categories of content. The percentages of programming were-- 44% Public Affairs, 31% Cultural, 5% Children, 27% General, 13% Children's ITV, and 10% Adult Education.

(2) Factors of Influence in Operational Conditions - In 1974, Policy was High; Technology High Medium; Finance was High Medium; and Production was High Medium.

(3) Cumulative Impact Potential - In 1974, the Cumulative Impact Potential of the Operational Conditions was Medium.

Conclusions Based on the Four-Year Increment Summary

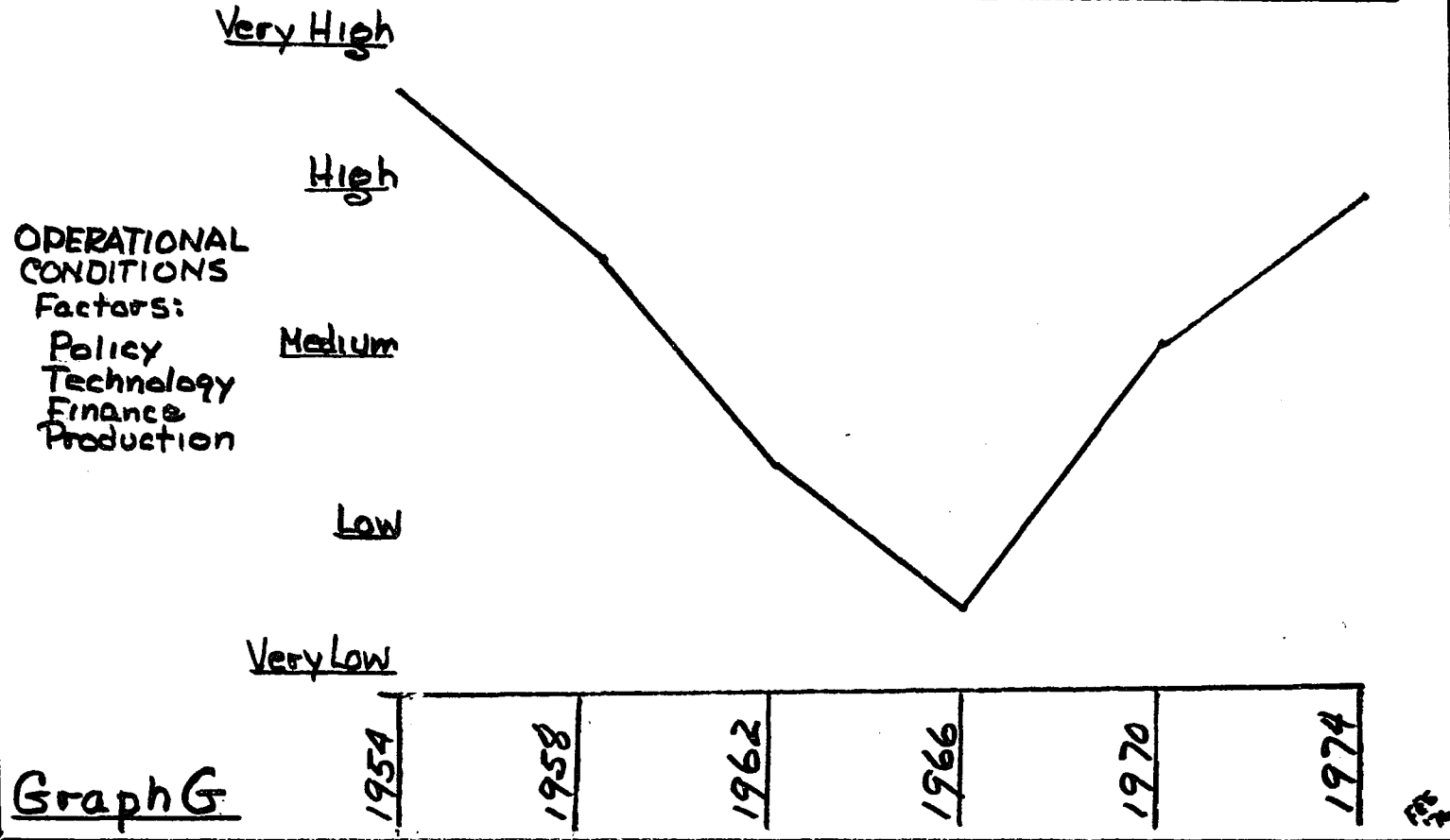
The progressive Cumulative Impact Potential of the Operational Conditions of the Michigan State University television broadcasting stations over their twenty-year span has been:

<u>Year</u>	<u>Cumulative Impact Potential</u>
1954	High to Very High
1958	Medium to High Medium
1962	Medium to Low
1966	Low to Very Low
1970	Medium
1974	Medium to Medium High

(Graph G: Cumulative Impact Potential, page 235)

There appears to have been a steady deterioration of the Cumulative Impact Potential of the Operational Conditions of

CUMULATIVE IMPACT POTENTIAL: OPERATIONAL CONDITIONS



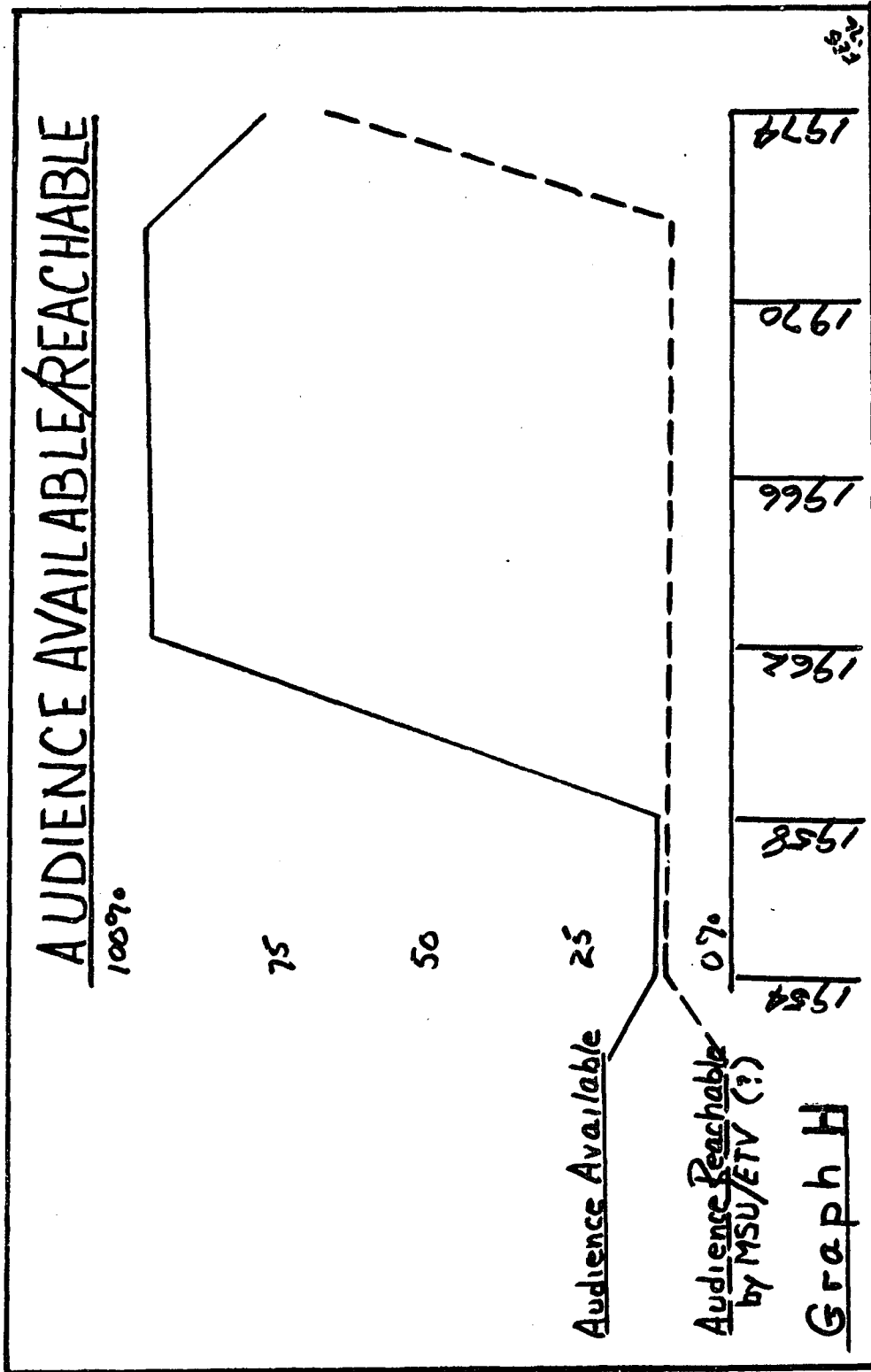
the Michigan State University television broadcasting stations. The factors of influence identified for this study as comprising the Operational Conditions (Policy, Technology, Finance, Production), appear to have had little influence, either individually, or, in their cumulative impact on the stations' programming.

What factor, or factors, has affected the programming?
Has the programming been measurably affected by any factor?

Part 3: Conclusions and Answers to Questions Posed in Chapter I

There appears to be ample evidence that the expectations held for television broadcasting at Michigan State have not been realized. There appears to be insufficient evidence to blame this disappointment on the operational factors of Policy, Technology, Finance, or Production. The analysis of data show them to have had little direct effect on the programming of the stations. Over the years of the stations' activities the Cumulative Impact Potential of these factors were at an approximate comparative level of Medium on a scale of Very High, High, Medium, Low, and Very Low.

A Program Descriptive Element identified that has not been accounted for in the final analysis is the one that may have made the most impact on the station's development. It concerns the availability of audience. (Graph H: Audience Availability, p. 237.) Although there appears to be only one instance of identifiable impact upon the programming



broadcast (the change in air schedule brought about by the WMSB/WILX shared-time) this element appears to have impacted importantly on the general state of health of the stations. Comments have been reported earlier concerning the difficulty experienced by the ETV proponents on campus in rationalizing the large expenditure of money needed to sustain the television broadcasting station when the stations were unable to reach an audience. It was the avowed intention of Michigan State, through its television broadcasting facility, to extend the vast resources of the University to the off-campus community of learners throughout the state. When it was found that only fifteen percent of those with television sets --and not all had sets in 1951-53--could make use of this educational opportunity, the unique, shared-time agreement suggested by the Television Corporation of Michigan, Inc., of Jackson, was accepted. Channel 10, a VHF channel, could reach ninety percent of Michigan State's potential off-campus client-viewers. Unfortunately, access to a channel, even one to which the majority of the viewers on the receiving end also have access, does not guarantee that they will be receiving when the station is sending. This was the University station's problem with WMSB. Although the potential available audience percentage had increased from 15% to 90%, the viewers these represented were, for the most part, not at home to watch their television sets during the early morning and early afternoon, when (except for an hour, then less than an

hour, in the early evening) the University station had the shared-time channel.

The search for an audience by the University station continued throughout the thirteen and a half years that the shared-time arrangement was in effect. The problem created by this lack of audience was reflected in much else that was indigenous to the successful development of the station. The results can be seen in the data relevant to the developmental flow lines of all facets of the operational conditions of the station:

Policy application fell off and faculty participation fell to almost zero;

Technology went from excellent to adequate to low;

Finance went from high to adequate and stayed there;

Production went from potentially high to very high, then plunged.

As one of the study's respected informants said: "We missed the historical moment," But, then he added, "Perhaps this is a better one."¹

It is certainly a different time with a different set of operational conditions for the University television station. The data show that there have been many changes. Many of them are found in the answers to the questions posed

¹Interview: Dean Milton Muelder, Nisbet Office Building, Michigan State University, East Lansing, Michigan, November 5, 1975.

for the study in Chapter I.

Questions Posed for Study:

1. Were there any great changes in the station's operating circumstances over the twenty years of its broadcasting activities that affected the programming of the television station?

The data show there are two major changes. One occurred with the move to WMSB, the shared-time arrangement and the sharp increase in Children's programming, both ITV and General. This change came about because under the agreement the University station had predominantly daytime air availability. The station contracted to serve the public school system's curriculum because of the income it brought in. This was also the beginning of the State of Michigan's budget troubles; perhaps the television station foresaw its own budget cut and hoped to equalize this with contractual income from the schools.

The other change that has been reflected in the station's programming has been the steady increase in the availability of high quality programming from sources outside the station itself. The University might have availed itself of much of this under any circumstances simply because of its good quality and the fact that it offered content not possible to duplicate with the local facilities no matter how sophisticated they might have been. Given the circumstances that did exist locally for production

facilities and the concurrent fact of the lack of faculty participation, the station programmers were delighted with this increase in resources.

2. What were the factors in the operating environment of the station that affected its programming? In what way(s) did they affect the programming?

As noted, the data examined in this study appear to show that they are not the factors of Policy, Technology, Finance, and Production. There seems to be no question that these factors do exist in the operational conditions of the station, but, they seem to have had little direct relationship to the programming.

The most direct influence on the overall health of the station but with only an indirect effect on programming, appears to have been lack of audience availability. A more direct programming impact seems to have come from the steady increase of available programming from sources outside the station itself. This occurred over the same period of time that there was an equally steady falling off of local programming capability. There is always the same amount of air-time for which to program under given circumstances, regardless of the origination point of the programming scheduled. As it appears, much of the programming being made available from outside sources was of a content and quality of production that could not be duplicated locally, no matter what the local state of sophistication and capability might

have been. Under these conditions, it is not surprising that the local station made full use of the outside program availability and has continued to do so.

3. Of the factors identified for the question above, which have had the greatest effect on the station's programming? When? Where?

The audience availability element seems to have had the most effect, generally, on the stations' development over the years.

(1) The lack of audience availability for UHF 60 disenchanted the University faculty with the potential usefulness of television in education.

(2) Faculty disenchantment made recruiting faculty and University resources as talent and programming content for the station difficult.

(3) Lack of use of the television medium by the faculty and University resources disenchanted the University administration.

(4) Lack of ability to receive the University station seems to have discouraged the general public, who, at the outset, like the faculty, was full of anticipation that great things would come from having their own local educational television station. There was only one other channel operating in the area when the University station went on the air; it was a commercial VHF station. And, although it was able to pick and choose from the viewing menu of the three existing

networks, it was inevitable that it would sometimes fail to choose what some viewers wished to see.

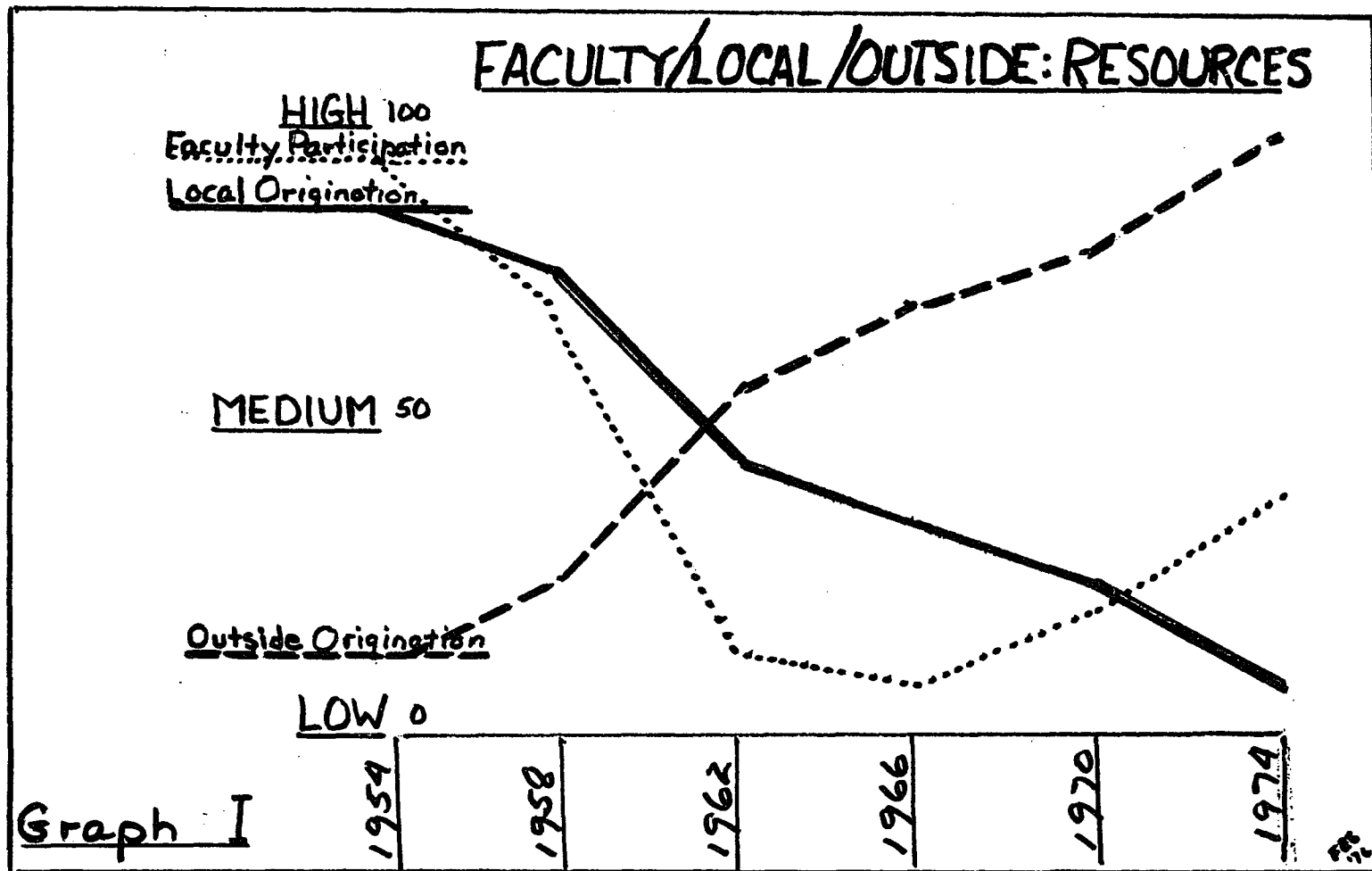
4. How can the effect of these major factors of influence identified in the station's programming for good, or for bad, effect?

It has already been shown that the major factors posited at the beginning of this study had no appreciable impact. There are three others that appear to have influenced the stations' history--one has just been discussed--lack of audience availability. The other two have been, indirectly, results of that lack--one, the decrease in faculty participation, with a concurrent falling off of local production capability, and two, the increased availability of outside programming. As local programming decreased, outside programming, mirror-like, increased. As has already been noted, this was both from necessity and from increased opportunity of programming resources. (Graph J: Faculty/Local Outside Programming Resources, p. 244.)

5. Has the affective potential (Cumulative Impact Potential) of these factors of influence changed over the twenty-year history of the University stations' broadcasting activities? When? In what Ways? Why?¹

Television, from the beginning, was acknowledged as being a medium unsurpassed for communication. This presupposes that those to whom it wishes to communicate

¹See Graph H: Cumulative Impact Potential, p. 235.



are able to receive its message. There is ample evidence that the legislation making UHF reception mandatory for all television sets manufactured after 1963 has had the most momentous impact upon the audience availability descriptive element of this study and television utilization in general. It was projected in 1964 that within the decade there would be a complete changeover in television receiving sets to a new generation capable of UHF reception. The reception capability of the urban Lansing area in 1969 was established as being up to 75%. A saturation status is projected for 1976.

6. Are the factors of influence in the operating environment of Michigan State's educational television station unique to that station, or do similar affecting influences exist at other stations of the University-owned ETV type? Do they exist at all ETV stations, regardless of type?

Q:1. The factors of influence identified as major in this study are not unique to Michigan State. The majority of ETV stations are UHF; thus, all have suffered from the lack of sophistication of the UHF technology. The need for an audience exists at all stations--educational or commercial. Without an audience, there is no reason for the existence of a television station. Educational television's avowed purpose is to serve the public good; if it cannot reach that public in order to serve it, or, that public cannot reach ETV, there is no point in programming.

Q:2. There is ample evidence to support the fact that ETV's on VHF channels are better able to reach their audiences. Then the question becomes one of programming. VHF ETV's will reach their audiences with what kinds of programming? Pure educational or in-school instruction? General adult, informational, cultural, or public affairs? And now that ETV's are generally called "public television stations" and are seen to have a specific responsibility for a program of broader character than that supposed typical of the former ETV--what kinds of programming does this responsibility require? In what proportion should a "public television station" be a public institution and a part of the community in which it serves, and also represent the educational institution that provides the majority of its financial support?

All of these questions are merely academic exercises, however, if there is no audience for the programming of whatever kind. Once assured audience availability, the members of that audience must then be persuaded to watch. This is a problem common to all stations whether ETV or commercial.

7. Can Michigan State's experiences as an educational television broadcaster be made useful to other ETV stations? How?

The sparseness of the literature in the ETV field would so indicate. And the varying circumstances under

which Michigan State has continued to broadcast combine as a sort of "sampler" of the field as a whole. It is the only station that has operated over three frequencies, and both UHF and VHF, each different from the others. Michigan State's experiences in these metamorphoses can, in related instances, act as consciousness-raising instruments, at least, and, possibly much more. For example: There is now, for the first time, a complete, representative, and accessible record of Michigan State's television broadcasting programming over the twenty years of the stations' existence. Social scientists and students of sociology might find this record of interest as well as broadcasters. The character of programming content changed over the years, and, since Michigan State's station has always responded to the social climate of the time, programming changed to suit the concerns of the viewing public. The University station often tried to answer some of the hard questions on living and purpose, government and social organizations, international communications and whole world awareness. The programming of the station, although sometimes meager in quantity, was always, insofar as possible, a reflection of the concerns of its world.

The developmental histories of the originally identified factors of influence for this study--Policy,

Technology, Finance, and Production--could provide knowledge and insight in future developments in their separate areas and as interacting forces in the operating environment of any organization. They exist in the environment of all organizations not only that of television, although the strength of their impact may differ with the circumstances.

The unique experiences of Michigan State as a television broadcaster can offer a number of reference points for the researcher, the student or the professional in television broadcasting. It has been established that the literature of the field regarding individual stations is sparse. This study of Michigan State, it is hoped, will provide a base upon which future television, mass communications and broadcast education students may build. And such information as this study has reported belongs to a wider clientele than these. The writer hopes that having collected, analyzed and reported what has been largely primary source material, others in various fields will find it useful for future growth in the television and general human communications fields.

8. What can Michigan State learn from its own experiences in the past?

The data regarding development among the factors examined in this study show a general upswing in

capability which appears headed for the University's once hoped-for ideal for television broadcasting. Unlike other points in time through which the University stations have passed, all factors now seem ready and at, or near, full-capability in function. Taken one by one, the major influence on the stations' overall development has been shown to be: Audience availability. This has had, however, only an indirect impact on the programming broadcast. But, its importance cannot be denied. It has been the intent of the University since the beginning to extend its resources to all the citizens of Michigan by means of broadcast television. In 1975, the potential audience availability is 75%; in 1976, this is projected close to saturation.

The original factors of influence posited for study here, although proven to be without measurable influence on the programming scheduled to date, nonetheless can serve as indicators for the general future success of the University station. The health of these factors will have much to do with that success and it deserves consideration even though their impact on the programming appears to have been minimal. What is the state of health of these factors in the station's operational conditions?

Technology--This is a new era of technological capability that can have a matching administration and

faculty commitment once again. If this is accomplished, evidence seems to show, that the other factors would fall into line. President Clifton R. Wharton, Jr's., Task Force on Lifelong Education, has already led the way with an administration commitment to the adult, off-campus client-learner. It was President Hannah's commitment to television in 1948-54, and his special recognition of those faculty members who participated in the new medium, that at once encouraged both their awareness and their acceptance of it. President Wharton, from 1974 on, can provide the same kinds of faculty incentive with much more assurance of a good return.

With Administration and Faculty commitment so assured, a return look at the original statements of organizational policy would be time well-spent. These documents were composed by visionaries, but they were also pragmatists. The majority of their perceptions about the television medium, their concerns for its growth and their designs for efficient systems of faculty participation and programming production seem now only to need an updating of language, not of conception. And updating was something else these early television designers for academic affairs foresaw and for which they farsightedly made arrangements in the policies they recommended.

If the policies for faculty participation and utilization of the University resources could be activated for

local programming with the intention of merchandising these educational products on the national and international satellite ETV market, Michigan State would soon again claim its renowned role as a leader, not a reactionary, in the educational telecommunications field.

And, if these first three steps could be accomplished, finance would be no problem. Michigan State would be able to "recruit" all the additional creative personnel it needed to fill out areas identified as Production in this study.

10. Should the purpose of educational television broadcasting at Michigan State be different in the future from that designated for the television station at its dedication in 1954? If there should be a difference, for what reason(s) and in what regard should this difference be?

It would appear from the findings of this study that the purpose should not be changed. It seems only now ready for realization. Now may be the time to bring what were visionary plans in the past into a practical present. The machinery, both technological and institutional, appears ready. Television is more sophisticated. Educational television broadcasting is more sophisticated. And, so is the available audience. What is needed most now, beyond the increased availability of programming that will interest and contribute to the well-being of that audience, is the realization by more broadcast

educators, university faculty and administration that the off-campus client-learner of any public, or educational television station, is different from the on-campus, resident student. The same informational and educational content may be useful and/or necessary to both, but their learning circumstances and attitudes appear, frequently, to be quite different. An appreciation of these differences must be built into both our programming for them and our approach to them. It is hoped that a study, or series of studies, will be undertaken. The educational, social, and life skills needs and desires, likes and dislikes of this potential off-campus clientele of learners needs examination. There is much to be learned by both researcher and client from one another through such studies, and much benefit to be derived from such a design of cooperation. Public television stations and educational institutions can do much working together to better fulfill their separate mandates to upgrade the manner of living and the enjoyment of life for our own and others of the world's populations.

Summary and Conclusions

The programming broadcast by the Michigan State University television stations from 1954, when broadcasting activities began, until July, 1974, appears to have been relatively

relatively consistent as regards the Programming Descriptive Elements identified for study. The data show further that the Factors of Influence of Policy, Technology, Finance and Production have had little impact on the stations' programming. The percentage of audience availability, on the other hand, has had a considerable impact on the development of television broadcasting at Michigan State, generally, but has had little direct impact on the programming. The element of the program descriptors that has shown the greatest change over the year is the percentage of local programming. This is evident in the differences seen between the percentages of local and outside programming. These appear to have reversed in almost mirror-like fashion. Studies need to be undertaken in this area to determine the impact this increased availability of programming from outside sources has had on the programming of Michigan State University's television station and the implications attendant on this.

It may be that the new era of television broadcasting activity promised by the activation of Channel 23 by Michigan State will benefit from the fact that the entire educational television field seems only now to be coming of age. Among the most significant things that appear to have affected ETV programming, and that, therefore, have effected generally, Michigan State's educational television broadcasting, have been the following:

1. The relative youth of the television medium has

meant a continually evolving state of technology and the television art;

2. A general lack of commitment felt by many among the teaching community and their administrators toward the use of broadcast television for educational purposes has meant that ETV has not been able to command the respect, and, therefore, the support, of the central administrative hierarchy;

3. This lack of acceptance by a large segment of the educational community can be an important reason for ETV's difficulties in attracting the acceptance and support of the public community, whose members have, traditionally, depended upon the academic community for validation of all such educational matters;

4. This disaffection with ETV on the part of both the educational and public communities has tended to discourage its funding;

5. Because of inadequate funding, the creative personnel and production facilities of many ETV stations have been seriously affected and the stations hampered in their attempts to achieve or acquire programs of high production and educational quality for broadcast;

6. Because of these circumstances it has been extremely difficult (if not impossible) for ETV to deliver on its original promise to education and those proponents of ETV like Commissioner Hennock, who spoke at Michigan State in 1951. It will be remembered that at that time Hennock said:

If educators get their own television channels I firmly believe there is no limit to what they can accomplish . . . no limit to the knowledge, enlightenment, and culture they can help spread throughout the United States . . .¹

And, it should be remembered that James Reston wrote:

The trouble, of course, is not with the medium itself, and the trouble is not so much what has been done with it so far as what has not been done--yet.²

It is hoped that before another twenty years of television broadcasting activity has passed at Michigan State University a new study will be undertaken to examine what has been done over that time in order that the University station may truly serve the public good and the upgrading of that public's life through the medium of broadcast television.

¹Hennock, op. cit. (See Chapter I, page 8.)

²Reston, op. cit. (See Chapter II, page 56.)

APPENDIX A

Statements of Michigan State University
Television Broadcasting
Policy

TELEVISION BROADCAST POLICY

TELEVISION BROADCASTING POLICY

MICHIGAN STATE COLLEGE

FOREWORD

Education may be defined as the process by which society preserves and transmits its intellectual and cultural heritage. Television, as a new medium of communication, holds tremendous potentiality for the realization of this educational purpose and the fulfillment of this process. To this end, Michigan State College intends to use the television medium to extend its educational resources and services to the people within its area of educational responsibility, in fulfillment of its obligation to serve the agricultural and industrial classes in "the several pursuits and professions of life." The State Board of Agriculture therefore has adopted the following statement of policy governing the principles, purposes and administration of programs, broadcasts and station operation.

ARTICLE I: PURPOSE AND ORGANIZATION

A. The purpose of the television broadcasting service shall be to fulfill the educational nature and function of Michigan State College, and to serve to the fullest extent the interests and needs of the people of the State of Michigan, and others within the areas covered by its activities. This purpose shall be achieved through the following means:

1. The presentation and interpretation of the various divisions, departments, courses of study, services and activities of the College, with emphasis upon education, research, training and service.
2. The development of educational programs for use by other stations, public service organizations, and educational institutions; and the cooperative extension of time, facilities, and services to these same groups for their own development of programs in the public interest.
3. The broadcast of informational, cultural, educational and entertaining programs consistent with the policies and standards of an institution of higher learning which may originate from sources other than the College and immediate community.

4. The development of a training program and courses of study in television broadcasting for the staff and students of the College in order to advance and improve the medium and its utilization through instruction and research.

B. Authority to administer and interpret the television policy of Michigan State College is vested in the Office of the President under the administrative jurisdiction of the Administrative Assistant in Charge of Public Relations and the Director of Television Development. Responsibility for television operations is vested in the Director of Television Development, who shall report to the President through his Assistant in Charge of Public Relations. A Television Committee may be appointed to advise the Director of Television Development on policy and operational matters.

ARTICLE II: PRINCIPLES GOVERNING ALL BROADCASTS

A. In all television broadcasting from the premises (buildings and grounds, of Michigan State College, the highest standards of good taste shall prevail and the reputation and integrity of the College be upheld and defended from misuse, misrepresentation, and exploitation.

B. No television broadcast shall place the College in the position of endorsing or opposing any candidate for public office, the platform or objectives of any political party, or of any religious organization, or of endorsing or advocating the use of any specific commercial product, method or device.

ARTICLE III: BROADCASTING BY THE COLLEGE STATION

A. The College Television Station shall be operated primarily for the dissemination of information, the extension of education, the development of culture, and the promotion of free and critical inquiry into problems of public concern, subject only to the provisions of Article II of this document. ✓

1. In the case of political programs or broadcasts by candidates for public office, the College station shall abide by Section 3.657 of Subpart E of Part 3 of the Rules Governing Television Stations.
2. In the case of controversial public issues, the College station shall abide by Section 3.654, paragraph (b) of Subpart E of Part 3 of the Rules Governing Television Stations.
3. In the case of religious programs, the College station will apportion time fairly among the representative faith groups of its community.

- a. To qualify, such programs must place emphasis upon broad religious truths and exclude the presentation of controversial or partisan views not directly or necessarily related to religion or morality.

B. In all television programs or broadcasts originating from sources outside of the College premises and/or facilities, the College station shall abide by Section 3.658 of the FCC Rules Governing Television Stations.

- 1. Such programs also shall be subject to the governing principles set forth in Article II of this document.
- 2. The College reserves the right to accept or reject any program, sponsor, or product advertised.

ARTICLE IV: BROADCASTING OF COLLEGE ORIGINATED PROGRAMS

Programs originated by the College station may be broadcast or re-broadcast by other stations on the following conditions:

A. Written permission of the College station must be obtained in advance from the Director of Television Development as required by Section 3.655 of the FCC Rules Governing Television Stations.

B. Each program unit must be broadcast in its entirety in a continuous, uninterrupted performance.

C. Proper identification of the source, and credit for the College, must immediately precede and follow the program.

ARTICLE V: BROADCASTS ORIGINATED BY OTHER STATIONS

Broadcasts involving the use of the College physical plant, facilities, services, staff, or activities are governed by the provisions of Article II of this document, plus the additional considerations listed below.

A. Such purely educational events as convocations, commencements, and classroom lectures, and such educational activities as laboratory experiments and initial reports of research, unless a part of a coordinated information release, may not be presented as commercially sponsored broadcasts.

1. Permission for broadcasting such programs on a sustaining basis must be obtained in advance from the Director of Television in writing, unless specifically exempted on the basis of time, or extenuating circumstances.

B. Commercial sponsorship of other types of programs or events involving College staff or property may be permitted under the following conditions:

1. The participation of College staff, faculty members, and students in commercially sponsored broadcasts, whether as individuals or as representatives of the College, shall be subject to the principles established in this policy, particularly Article II, A and B.
2. Commercial announcements shall be limited to two on a single broadcast - one at the beginning and one at the end of the program. Special arrangements may be made for sports broadcasts (see Article VI).
3. Permission to use the College physical plant or facilities for a commercially sponsored broadcast must be obtained in advance and in writing from the Director of Television Development who is responsible for determining the acceptability of proposed programs, sponsors, and products advertised.

ARTICLE VI: BROADCASTS OF ATHLETIC EVENTS

Athletic events conducted by the Department of Inter-collegiate Athletics are regular functions of the College, are controlled exclusively by the College, and would take place regardless of broadcasting. However, certain television broadcasting privileges have been permitted in the past and may be permitted in the future at the discretion of the College and under the regulations and governing principles of the Television Policy of the college, the Inter-collegiate (Western) Conference, the NCAA, and any other athletic association of which the College is a member.

REPORT OF THE ALL COLLEGE COMMITTEE
ON TELEVISION COURSES FOR CREDIT*

This Committee has confined itself in the main to the question of offering television courses for credit and the problems which can be anticipated should it be determined that such credit courses will be offered. In performing this function, however, it has been impossible to refrain from occasional reference to non-credit courses, for the two are closely related. This is particularly the case in relation to organizational machinery and the use of faculty time. In any event, the recommendations and discussions are limited to that part of the television program known as "The University of the Air."

Having said this, it is perhaps gratuitous but irresistible to comment that the Committee hopes that some faculty committee will from time to time review the entire credit and non-credit television program with an eye to making certain that it serves well the college purposes set for it.

The Committee was aware that educational television is a sufficiently new field and that few firm criteria of excellence can be found. Inevitably, there must be some experimentation, and the University should be prepared for this. Evaluation techniques to determine quality of the results naturally will need to be devised. With this in mind, the Committee hopes that even though this report in some form may be approved, it not be considered the last word on the matter of television courses for credit. At the moment, this should serve as a basis for operation for perhaps a year or so, at which time the entire policy should be reviewed by the Committee referred to above.

It is perhaps unnecessary to point out that courses offered for credit should not have as their primary rationale either popularity or public relations value. This does not mean that a teacher may not be popular with the television audience or that excellent public relations may not follow a television course well done; but unless we are to run the danger of intellectual dilution, these must be by-products and not primary objectives.

* C. Winter Term, 1954 - Station File.

The Major Policy Recommendation

It is recommended that Michigan State University offer for college credit (designated as television credit) courses by television and that a conservative policy in connection with television courses for credit should be followed until more evidence is available.

Recommendations Concerning Television Students

1. It is recommended that the amount of television credit to be allowed in a degree program be considered by an appropriate agency which at the same time will take cognizance of the number of credits which can be earned in a degree program through extension or by correspondence.

It was the Committee's thought that some limitations on the amount of television credit should be applied and that the figure set should have a relationship to that for credit by extension and correspondence. As far as the Committee could determine, there exists now no group to which this responsibility could be given. It also should be observed that this is not a pressing problem, for with time limitations and course diversity no one will be able to accumulate many television credits which would fit into a degree program for a number of years.

2. It is recommended that students in residence at Michigan State University be permitted to enroll in television courses for credit only with the permission of the student's dean.

The Committee felt that resident students should not be permitted to take a television course for credit (except for educational research purposes) if the same course were available to them on campus. There will be cases, however, where due to schedule conflicts and the like, a resident student can enroll in the course in no other way; and provision for such cases needs to be made.

Recommendations Designed to Maintain Academic Standards

1. It is recommended that no course be offered for credit by television which has not been approved for inclusion in the University catalogue.

The Committee was of the opinion that this recommendation makes certain that the same criteria will be applied

to television courses as to the usual courses. This recommendation has the added advantage of utilizing existing machinery.

2. It is recommended that television students meet all course standards to which resident students are held.

It will be essential for television students to take examinations of comparable validity to those given to students who take the course in residence as well as perform all other work of the course. Inasmuch as participation in classroom work is denied to the television student, it is hoped that some ingenuity will be exercised in developing assignments and techniques which will compensate for this.

3. It is recommended that television students ordinarily come to the campus to take their examinations.

Exceptions might be made if a sufficient number of students could gather in some center to justify the trip of the examiner, or if a television student were physically handicapped.

The Responsibility for Administering the Program of Television for Credit

1. It is recommended that the total responsibility for the process of offering television courses for credit be considered as tripartite in nature.

No course should be offered for credit unless all three parties--the school, Continuing Education, and Television Development are agreed on the wisdom and practicability of such an offering.

(a) With the School, and in actual effect perhaps the department, should rest the decision as to whether any suggested course can and should be offered. Such a decision inevitably would depend on such factors as the availability of faculty, the desire of the school, division, or department to give particular emphasis to the phase of work represented by the course in question and the willingness of the necessary faculty member to do the television teaching.

(b) Television Development should be concerned with the technical problems involved in getting the course on the air.

2. It is recommended that the schools and departments consider the television courses as an integral part of their educational responsibility.

It was the Committee's opinion that the television courses will be of better quality if the schools and departments plan positively for them rather than simply meet such demands as may arise. Thus, departments should become a rich source of suggestion for these courses.

3. It is recommended that a television coordinator be appointed for each school.

This functionary would be appointed by and responsible to the dean and would serve as the liaison man between the dean and departments on the one hand and the school and Continuing Education and Television Development on the other in all matters relating to television. Obviously, the person holding this job will need to have a reduction of his other duties. The extent to which an adjustment of other duties will be necessary will have to be determined in each instance. Conceivably some schools may become so actively engaged in television work as to require a full-time person, in other cases the responsibility might be of a minor nature.

4. It is recommended that each school establish an advisory group to assist the television coordinator.

Such a group should confine its activities to an over-all concern for the television program of the school.

5. It is recommended that Continuing Education in consultation with Television Development and the television coordinators of the several schools devise an appropriate form which will indicate the agreement to offer a particular course by television and provide all concerned with a written statement of that agreement.

The purpose of this is to make certain that all concerned have a written record of agreement for courses planned at long range.

Recommendations Relating to Faculty Participation

1. It is recommended that no faculty member should be expected to participate in the television program if he does not care to appear.

It seems unlikely that such a person would be successful and probably his energies could better be used in other directions.

2. It is recommended that a television teaching assignment be accompanied by a reduction in the balance of the teaching load. The following assignment be accompanied by a reduction in the balance of the teaching load. The following suggestions should serve for the present but be subject to future revision.

- a. A one-term television course (3 thirty minute programs a week) for credit equals one half of the normal full-time load.
- b. One non-credit (12 thirty minute programs) television series equals one-fourth of the normal full-time load.

It seems certain that the preparation and giving of a credit course on television is a great deal more burdensome for the faculty member than regular classroom instruction. Much of the preparation will have to take place in the term preceding that of television. New techniques and devices inevitably will be necessary, special syllabi must be prepared, rehearsal time will be extensive, and in courses where the enrollment is large the job of evaluating students' progress well may become enormous, so much so that in certain instances assistance to the television teacher will need to be provided.

3. It is recommended that a faculty member should not do television teaching (credit or non-credit) in addition to his normal full-time load.

4. It is recommended that isolated appearances requiring no extensive preparation, perhaps up to three a year, be assumed by a faculty member without reduction of load.

To facilitate record keeping, the school coordinator should be informed by Television Development of all such appearances.

MICHIGAN STATE COLLEGE
EAST LANSING

TELEVISION STATION
WKAR-TV

November 1, 1954

TO: Members of the State Board of Agriculture and Officers of Michigan State College

SUBJECT: Public Affairs programs broadcast by the College television station

1. The question raised in this memorandum is: should the Board of Agriculture adopt an expanded statement of policy in regard to public affairs programs?
2. A draft statement of policy is attached as Appendix A.
3. The issue of the desirability of an expanded statement of policy pertaining to public affairs programs was raised as a result of the request by the advertising agency retained by the state Republican Party that the College station carry the broadcast of Vice-President Nixon.
4. Definitions and examples.
 - a. Informative public affairs broadcasts present information of a non-controversial nature regarding public affairs. The College television station has carried a number of programs of this type, with a favorable reception on the part of the public: "Televisit with the Governor," "Your Legislature Reports," and the coverage of the "Clardy Committee Hearings." By themselves, such programs have good, but not high, audience interest. Their interest factor rises when they are concerned with a subject of vital interest to the audience. At the time of the Clardy Hearings broadcast there was wide-spread discussion of Investigating Committee purposes and procedures. Therefore, the College station included in its broadcast informative sequences explaining those purposes and procedures, featuring Professors Edward W. Weidener and Ralph H. Smuckler of the Political Science Department. Within this context the discussion by the faculty members was viewed with high interest, and a survey by the station Director of Research disclosed a significant amount of learning resulted.
 - b. Controversial issues broadcasts present both sides of a bonafide public controversy. Programs may be local, regional, or national in scope. They need not be connected with affairs of government; e.g., a televised discussion of whether polio vaccine should be administered to the children of a community which is about evenly divided as to the advisability of such a project. A controversy, regardless of its



severity, which does not involve large numbers of the population does not fall under this definition. The station has the responsibility of selecting the best available spokesman for each side of the issue, and must offer equal opportunity for both groups of supporters to present their case. No individual can demand time on a controversial issues broadcast as a matter of personal right. The College television station has carried controversial issues broadcasts. An example is "Background for Tomorrow." Audience research has indicated this type of broadcast has a higher intrinsic interest than the informative public affairs program.

- c. Political broadcasts (by candidates for public office) give a legally qualified candidate for public office the right to equal access to the air as granted to his opponent for the same office. The provisions for equal access apply both in cases where time is donated by the station and in cases where time is paid for by a sponsor. The television station may deny access to the camera to all candidates for any one elective office, but it does not have the right to refuse to carry all political broadcasts. Some political broadcasts (by candidates for public office) should be carried as a public service, but the regulations leave to the discretion of the television station the decision as to which public offices may be campaigned for.

5. Legal obligations and regulations.

- a. Study of the Federal Communications Act of 1934 as Amended and appropriate Reports and Rules of the Federal Communications Commission indicates that both commercial and educational non-commercial television stations are expected to carry public affairs programs as defined above in the public interest.
- b. Pertinent citations for each type of public affairs broadcast are given in the draft statement of policy (Appendix A).

6. Proportion of total program offerings.

- a. Informative public affairs broadcasts have equalled no more than 2% either in actual broadcast schedules on Channel 60 or in the proposed broadcast schedule on Channel 10.
- b. Controversial issues broadcasts devoted to public affairs have equalled no more than 1% either in actual broadcast schedules on Channel 60 or in the proposed broadcast schedule on Channel 10.
- c. Political broadcasts (by candidates for public office) have not been carried by the College television station. No requests for such time have been received. It is estimated that a satisfactory allocation would amount to no more than $\frac{1}{2}$ of 1% of the yearly schedule.

7. Experience of WOI-TV

a. The only other television station operated by a land grant college with even a comparable schedule is WOI-TV, Iowa State College, Ames, Iowa. WOI-TV stresses public affairs programs and carries all three types of public affairs programs.

b. Included in WOI-TV's public affairs presentations since 1950 are:

(1) "The Whole Town's Talking" (Controversial issues broadcast)

Award-winning program series involving Iowa communities in the discussion of their local problems.

(2) First direct telecast of a governor's inauguration (Informative public affairs broadcast)

WOI-TV took its remote equipment to the State House in Des Moines to televise the inauguration of Governor William S. Beardsley.

(3) "Iowa News Conference" (Controversial issues broadcast)

Editors of newspapers, radio and television were invited to WOI-TV to question officials of the state or nation on a pertinent issue.

(4) Free, equal time to political candidates (political broadcast)

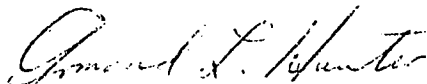
WOI-TV has offered equal, free time to candidates for district, state and national offices in every general and primary election since 1952.

(5) "This is Iowa Talking" (Controversial issues broadcast)

Station newsman question a specific official on a current Iowa problem. Candidates for public office are included on the list of guests.

(6) Direct telecasts from Des Moines of the Senate Subcommittee on Foreign Affairs and the House Committee on Agriculture.

Respectfully,



Armand L. Hunter
Director

**MICHIGAN STATE COLLEGE
EAST LANSING**

SCHOOL OF SCIENCE AND ARTS
OFFICE OF THE DEAN

14 DECEMBER 1954

PRESIDENT J. A. HANNAH
319 ADMINISTRATION BLDG.
CAMPUS

DEAR PRESIDENT HANNAH:

THE ATTACHED POLICY STATEMENT ADDRESSES ITSELF TO THE QUESTION OF ORGANIZATION AND CHANNELS TO BE OBSERVED BY THE STAFF MEMBERS OF THE SCHOOL OF SCIENCE AND ARTS WHO PARTICIPATE IN THE TELEVISION EDUCATIONAL PROGRAM. THE STATEMENT ALSO INDICATES WHAT STEPS WILL BE TAKEN TO PROTECT STAFF MEMBERS IN THEIR NORMAL ASSIGNMENTS IN TEACHING AND RESEARCH AS THEY PARTICIPATE IN THIS NEW ASPECT OF THE COLLEGE PROGRAM.

THE DECISION-MAKING PROCESS INCLUDED THE FOLLOWING STEPS:

A. WITHIN THE SCHOOL OF SCIENCE AND ARTS

1. A MEETING WITH DIVISION DIRECTORS.
2. MEETINGS WITH THE DIVISION DIRECTOR AND DEPARTMENT HEADS OF EACH OF THE DIVISIONS.
3. INDIVIDUAL DEPARTMENT MEETINGS WITH THE STAFF OF DEPARTMENTS DESIRING SUCH DISCUSSION.
4. A MEETING OF ALL DEPARTMENT HEADS AND DIVISION DIRECTORS.
5. PRESENTATION AND DISCUSSION OF THE POLICY STATEMENT IN SCIENCE AND ARTS STAFF MEETING, WINTER 1954.
6. FINAL PRESENTATION, DISCUSSION AND ADOPTION IN THE SCIENCE AND ARTS STAFF MEETING, FALL 1954.

B. OUTSIDE THE SCHOOL OF SCIENCE AND ARTS

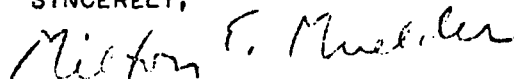
1. CONSULTATION WITH AND CONCURRENCE BY MR. HUNTER AND MEMBERS OF HIS STAFF IN TELEVISION DEVELOPMENT.

14 DECEMBER 1954

2. CONSULTATION WITH AND CONCURRENCE BY DEAN HARDEN, MR. DILLON AND MR. MCKUNE IN CONTINUING EDUCATION.
3. CONSULTATION WITH AND CONCURRENCE BY COOPERATIVE EXTENSION AND THE EXPERIMENT STATION, THROUGH THE DEAN OF THE SCHOOL OF AGRICULTURE.
 - A. A MEETING OF SCIENCE AND ARTS DEPARTMENT HEADS CONCERNED WITH EXTENSION AND EXPERIMENT STATION.
 - B. MEETING WITH DEAN HARDIN AND MEMBERS OF HIS STAFF DIRECTLY CONCERNED WITH TELEVISION.

THE POLICY STATEMENT REPRESENTS OUR BEST JUDGMENT AT PRESENT. WHILE DEFINITE FOR NOW, IT MUST BE RE-EVALUATED AFTER WE HAVE GAINED ADDITIONAL EXPERIENCE OF ACTUAL TELEVISION EXPERIENCE.

SINCERELY,



MILTON E. MUELDER
DEAN

TV POLICY STATEMENT FOR SCHOOL OF SCIENCE & ARTS

30 NOVEMBER 1954

GENERAL POLICIES HAVE NOW BEEN OUTLINED FOR TELEVISION TEACHING BY THE FACULTY AND STAFF OF THE SCHOOL OF SCIENCE AND ARTS. THE OBJECT OF ALL ADMINISTRATIVE PROCEDURES DEVELOPED FOR TELEVISION IS TO SMOOTH THE WAY FOR THE CREATION OF THE BEST POSSIBLE PROGRAMS WITHIN THE UNINTERRUPTED GROWTH OF THE TOTAL TEACHING AND RESEARCH ACTIVITIES WHICH ARE THE RESPONSIBILITY OF THE FACULTY AND STAFF IN SCIENCE AND ARTS. TO ATTAIN THIS OBJECT, CLEAR LINES OF RESPONSIBILITY HAVE BEEN ESTABLISHED WITH CONTINUING EDUCATION, COOPERATIVE EXTENSION, AND TELEVISION DEVELOPMENT.

1. THE ADMINISTRATION OF TELEVISION ACTIVITIES IN SCIENCE AND ARTS WILL BE DIRECTED BY A COORDINATOR FOR TELEVISION¹ APPOINTED BY AND RESPONSIBLE TO THE DEAN. THE COORDINATOR'S BASIC RESPONSIBILITIES ARE THREE:

- A. LIAISON BETWEEN FACULTY AND STAFF AND THE TELEVISION PRODUCING AGENCIES;
- B. INTEGRATION OF TELEVISION INTO NORMAL DEPARTMENTAL RESPONSIBILITIES THROUGH LONG-RANGE PLANNING; AND
- C. EVALUATION OF THE SCHOOL'S TELEVISION WORK.

(THE PRESENT COORDINATOR IS DR. JOHN WAITE, ASSISTANT PROFESSOR OF ENGLISH, 209 MORRILL HALL, EXTENSION 7541.)

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¹ THE DESCRIPTIVE TITLE, COORDINATOR, IS USED FOR THOSE RESPONSIBLE FOR TELEVISION ACTIVITIES WITHIN A SCHOOL. FACULTY AND STAFF OF THE SCHOOL OF SCIENCE AND ARTS ARE CONCERNED IN TELEVISION MATTERS ONLY WITH THEIR OWN COORDINATOR EXCEPT IN ACTUAL PRODUCTION. THE TITLE, PRODUCER-COORDINATOR, IS CARRIED BY SPECIALISTS IN CONTINUING EDUCATION, COOPERATIVE EXTENSION, AND TELEVISION DEVELOPMENT. FACULTY AND STAFF ARE DIRECTLY CONCERNED WITH PRODUCER-COORDINATORS FOR ACTUAL PRODUCTION, BUT INDIRECTLY CONCERNED AT OTHER TIMES THROUGH THE COORDINATOR FOR THE SCHOOL.

2. CONTINUING EDUCATION HAS THE RESPONSIBILITY FOR THE "UNIVERSITY OF THE AIR" HOUR, INCLUDING CREDIT AND NON-CREDIT COURSES. THE SCHOOL OF SCIENCE AND ARTS, THROUGH ITS APPOINTED COORDINATOR WILL HAVE THE RESPONSIBILITY FOR APPROVING COURSES TO BE OFFERED AND SUBJECT MATTER, MATERIAL, AMOUNT OF CREDIT, METHODS OF GRADING AND SEQUENCE OF COURSES. THE FACULTY AND STAFF OF THE SCHOOL WILL DEVELOP IDEAS FOR TELEVISION PRODUCTION AS WELL AS EVALUATE SUGGESTIONS WHICH MAY COME TO US FROM CONTINUING EDUCATION. REQUESTS FOR PLANS AND ACTION IN EDUCATIONAL TELEVISION WORK (CREDIT OR NON-CREDIT) WILL BE MADE TO THE SCHOOL FACULTY AND STAFF SOLELY BY WAY OF THE COORDINATOR FOR TELEVISION OF THE SCHOOL. THE SCHOOL WILL, IN TURN, CHANNEL ITS COURSE WORK (CREDIT OR NON-CREDIT) TELEVISION ACTIVITIES THROUGH ITS COORDINATOR TO CONTINUING EDUCATION. (THE PRESENT PRODUCER-COORDINATOR FOR CONTINUING EDUCATION IS DR. LAWRENCE MCKUNE, ASSISTANT PROFESSOR OF CONTINUING EDUCATION, 1 KELLOGG CENTER, EXTENSION 7391.)

3. COOPERATIVE EXTENSION (HERE DEFINED TO INCLUDE FOR TELEVISION PURPOSES THE EXPERIMENT STATION) HAS THE RESPONSIBILITY FOR THE PLANNING AND PRODUCTION OF ALL PROGRAMS CLASSIFIED AS EXTENSION. IN THE CASE OF FACULTY OR STAFF MEMBERS WHO HAVE A FIFTY PER CENT OR MORE ASSIGNMENT TO EXTENSION, ALLOWANCES FOR TELEVISION WILL BE MADE IN THEIR EXTENSION LOAD. FOR THOSE FACULTY AND STAFF MEMBERS WHO PARTICIPATE IN EXTENSION TELEVISION WHO HAVE LESS THAN FIFTY PER CENT OF THEIR TIME ALLOTTED TO EXTENSION, REQUESTS FOR PLANS AND ACTION IN EXTENSION SERIES OR PROGRAMS WHICH WILL BECOME A PART OF DEPARTMENTAL STAFF AND LOAD PROBLEMS WILL BE MADE TO THE FACULTY AND STAFF OF THE SCHOOL OF

SCIENCE AND ARTS BY WAY OF THE COORDINATOR FOR TELEVISION OF THE SCHOOL WHENEVER POSSIBLE. BECAUSE OF LONG ESTABLISHED POLICIES AND PRACTICES IN EXTENSION WORK IT IS RECOGNIZED THAT FACULTY AND STAFF WILL FREQUENTLY BE CALLED UPON TO EXERCISE SPECIAL TRAINING AND SKILLS FOR BRIEF PORTIONS OF PROGRAMS OR ON RELATIVELY SHORT NOTICE. WHENEVER POSSIBLE, HOWEVER, PROJECTED SERIES OR PROGRAMS INVOLVING FACULTY AND STAFF OF THE SCHOOL SHOULD BE CLEARED THROUGH THE COORDINATOR FOR TELEVISION FOR THE SCHOOL OF SCIENCE AND ARTS. THE RESPONSIBILITY FOR DRAWING THE LINE BETWEEN USUAL PROFESSIONAL RESPONSIBILITIES AND ADDITIONAL DUTIES AFFECTING DEPARTMENTAL LOADS MUST REST WITH THE FACULTY OR STAFF MEMBER CONCERNED AND HIS DEPARTMENT HEAD. WHEN, IN EITHER ONE'S JUDGMENT, TELEVISION WORK BECOMES A DEPARTMENTAL CONCERN, THE COORDINATOR FOR THE SCHOOL ENTERS AS A NECESSARY CENTER FOR INFORMATION. (THE PRESENT PRODUCER-COORDINATORS IN EXTENSION ARE MR. GEORGE AXINN, 10 AGRICULTURAL HALL, EXTENSION 7492; AND MISS MARGARET MCKEEGAN, 10 AGRICULTURAL HALL, EXTENSION 7492.)

4. TELEVISION DEVELOPMENT HAS THE RESPONSIBILITY FOR THE PLANNING AND PRODUCTION OF ALL PROGRAMS EXCEPT THOSE IN CONTINUING EDUCATION AND IN COOPERATIVE EXTENSION. REQUESTS FROM TELEVISION DEVELOPMENT FOR PLANS AND ACTION IN GENERAL EDUCATIONAL TELEVISION SERIES OR PROGRAMS WHICH WILL BECOME A PART OF DEPARTMENTAL STAFF AND LOAD PROBLEMS WILL BE MADE TO THE FACULTY AND STAFF OF THE SCHOOL SOLELY BY WAY OF THE COORDINATOR FOR TELEVISION OF THE SCHOOL. THE SCHOOL, IN TURN, WILL CHANNEL SUGGESTIONS AND REQUESTS FOR GENERAL EDUCATIONAL SERIES OR PROGRAMS THROUGH ITS COORDINATOR TO TELEVISION DEVELOPMENT'S PRODUCER-COORDINATORS.

IT IS RECOGNIZED THAT THE WORK OF THE PRODUCER-COORDINATORS WILL CONCERN PERSONS AND THEIR INTERESTS AND TALENTS RATHER THAN DEPARTMENTS IN MANY CASES. THE RESPONSIBILITY FOR DRAWING THE LINE BETWEEN THE PERSONAL AND THE DEPARTMENTAL MUST BE SHARED BY THE FACULTY AND STAFF OF THE SCHOOL AND THE PRODUCER-COORDINATORS. WHEN, IN EITHER ONE'S JUDGMENT, TELEVISION WORK BECOMES A DEPARTMENTAL CONCERN, THE COORDINATOR FOR THE SCHOOL ENTERS AS A NECESSARY CENTER FOR INFORMATION. FACULTY AND STAFF MEMBERS, ESPECIALLY, HAVE A RESPONSIBILITY FOR INFORMING THE SCHOOL'S COORDINATOR WHENEVER PROPOSED WORK IN TELEVISION GOES BEYOND PERSONAL INTEREST OR MINOR TASKS OF A USUAL PROFESSIONAL KIND INTO DEMANDS WHICH SHOULD PROPERLY AFFECT STAFF LOADS. (THE PRESENT PRODUCER-COORDINATORS IN TELEVISION DEVELOPMENT ARE DR. DONALD PASH, WKAR-TV, EXTENSION 7573, AND MR. WILLIAM TOMLINSON, WKAR-TV, EXTENSION 7573.)

5. NONE OF THE ABOVE POLICIES IS INTENDED IN ANY WAY TO EXCLUDE OR LIMIT THE INVALUABLE PERSONAL INTER-CHANGE OF IDEAS BETWEEN FACULTY AND STAFF AND TELEVISION PRODUCERS. WHEN REGULAR TEACHING OR RESEARCH LOADS ARE INVOLVED, HOWEVER, THE COORDINATOR FOR TELEVISION OF THE SCHOOL MUST BE INFORMED. BY MEANS OF HIS KNOWLEDGE, HE WILL FURTHER THE ADAPTATION OF ALL KINDS OF TELEVISION WORK INTO THE PERMANENT PROGRAM OF SCIENCE AND ARTS.

6. ONCE COURSES OR SERIES HAVE BEEN APPROVED FOR PRESENTATION BY THE SCHOOL THROUGH ITS COORDINATOR AND SCHEDULED TO BE PRODUCED, THE RESPONSIBILITY FOR PRODUCTION RESTS WITH THE PRODUCER-COORDINATORS IN CONTINUING EDUCATION, COOPERATIVE EXTENSION, OR TELEVISION DEVELOPMENT AND THE FACULTY AND STAFF MEMBERS CONCERNED. THE TECHNICAL STAFF OF WKAR-TV IS INVOLVED WITH FACULTY AND STAFF OF THE SCHOOL ONLY BY WAY OF THE PRODUCER-COORDINATORS.

7. THE SCHOOL WILL RECOGNIZE ONE TWELVE-WEEK TELEVISION COURSE FOR COLLEGE CREDIT AS EQUIVALENT TO TWO THREE CREDIT-HOUR CLASSROOM COURSES FOR THE TEACHER CONCERNED. A THREE CREDIT-HOUR COURSE FOR COLLEGE CREDIT WILL TYPICALLY CONSIST OF THREE HALF-HOUR PROGRAMS PER WEEK FOR ELEVEN WEEKS WITH THE TWELFTH WEEK RESERVED FOR FINAL EXAMINATIONS TO BE ADMINISTERED ON CAMPUS. TEACHERS OF LARGE CLASSES WILL RECEIVE ASSISTANCE WITH PAPERS. THE SCHOOL WILL RECOGNIZE ONE NON-CREDIT, TWELVE PROGRAM SERIES AS EQUIVALENT TO ONE THREE CREDIT-HOUR CLASSROOM COURSE FOR THE TEACHER RESPONSIBLE FOR THE SERIES. SINGLE PROGRAMS AND BRIEF SERIES MAY BE ACCUMULATED UNTIL A TOTAL OF TWELVE HAS BEEN PRODUCED WHEN THE SCHOOL WILL RECOGNIZE THE TWELVE AS EQUIVALENT TO ONE THREE CREDIT-HOUR CLASSROOM COURSE. EQUIVALENT RECOGNITION FOR TELEVISION TEACHING WILL NORMALLY BE GIVEN BY REDUCING ON-CAMPUS LOADS DURING THE TERM IN WHICH TELEVISION PROGRAMS (CREDIT OR NON-CREDIT) ARE PRODUCED. IN THE CASE OF ACCUMULATED TELEVISION PROGRAMS, THE REGULAR LOAD OF TEACHERS WILL EITHER BE REDUCED IN THE TERM DURING WHICH THE TWELFTH PROGRAM IS PRODUCED OR IN THE NEXT REGULAR QUARTER FOLLOWING COMPLETION OF A TWELVE PROGRAM SERIES.¹

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¹ WHERE SPECIAL PROBLEMS OF PREPARATION ARE INVOLVED IT WILL BE POSSIBLE TO ALLOW A PARTIAL REDUCTION OF THE REGULAR LOAD OF THE TEACHER IN THE TERM PRECEDING THE COURSE FOR COLLEGE CREDITS OR TWELVE PROGRAM SERIES, AS WELL AS DURING THE TERM WHICH THE PROGRAM IS PRODUCED.

POLICY OF THE RADIO AND TELEVISION BROADCASTING SERVICES

OF MICHIGAN STATE UNIVERSITY

ADMINISTRATION

The radio and television broadcasting services of Michigan State University are divisions of the Continuing Education Service. Responsibility and authority for administration of the radio and television broadcasting stations progress from the Manager of each station to the Director of the Continuing Education Service, to the Provost, to the President of the University, and thence to the Board of Trustees, which holds the broadcasting licenses granted by the Federal Communications Commission.

PURPOSES

The purposes of the radio and television broadcasting services are to serve the interests and needs of the people of Michigan, and to contribute, on behalf of said people, to the welfare of the nation and world at large, through the educational resources of Michigan State University.

These purposes shall be achieved through the following means:

The preparation and broadcast of programs which extend the resources and activities of the University.

The broadcast of programs, produced locally or elsewhere, which employ resources other than those of the University, provided that these are consistent with University standards and policies.

The development of public service programs for use by other stations, public service organizations, and educational institutions; and the cooperative extension of time, facilities, and services to these same agencies for their own development of programs in the public interest.

The support of training, instruction, and research in broadcasting for the staff and students of the University.

PROGRAMMING OBJECTIVES

To help people to develop morally, culturally, physically, and intellectually so as to lead more satisfying and productive lives as individuals and as members of society.

To serve minority as well as majority needs and interests.

To motivate those who are capable of education as well as to serve those who already desire to further their education.

To minimize merely passive experiences in favor of those which stimulate audience members to cultivate and derive satisfaction from their own capacities.

To evince and foster a regard for truth, reasoning, and free enquiry.

To engage actively in the problems and opportunities of current living, as well as presenting existing and codified knowledge.

To broaden the public's understanding and enjoyment of the fine arts.

To win and maintain the involvement of intended audiences by the effective selection, preparation, and presentation of subject matter - relying on methods which will point up the relevance of the subject matter to their needs, stimulate thinking, sharpen perception, and provide inspiration, without violating:

Respect for the subject matter, protecting it from distortion through exaggeration, oversimplification, and sensationalism;

Respect for the presenter of the subject matter, his authority, dignity, and professional methods of communication;

Respect for the audience member, protecting him from harrassment and insults to his powers of intelligence and discrimination.

SPECIFIC PROGRAMMING REGULATIONS

All broadcasts will necessarily conform to governmental rules, regulations, and laws, including those specifically applicable to broadcasting stations and those which protect the rights of people to their property and reputation.

All programs shall exhibit the highest standards of good taste.

All programs shall uphold the reputation and integrity of the University, defending it from misuse, misrepresentation, and exploitation.

No broadcast shall place the University in the position of:

Editorializing on one side of a controversial public issue.

Endorsing or opposing any candidate for political office, the platform and objectives of any political party, or the beliefs of any religious organization.

Endorsing or advocating the use of any specific commercial product, method, or device.

In the case of religious programs, time shall be apportioned fairly among the representative faith groups of the stations' coverage areas. To qualify, the programs must emphasize broad religious principles and exclude narrowly controversial or partisan views, including those not directly or necessarily related to religion or morality.

BROADCASTING OF UNIVERSITY-ORIGINATED PROGRAMS BY OTHER STATIONS

Programs originated by the University broadcasting stations may be broadcast or rebroadcast by other stations on the following conditions:

Rebroadcast of a University station's air signal requires written permission in advance from the manager of the applicable station.

Broadcast under any other circumstances also requires written permission in advance from the manager of the applicable University station, unless the program has been offered by the University station to the other station.

Each program unit must be broadcast in its entirety in a continuous, uninterrupted performance.

Proper identification of the source, and credit for the University, must immediately precede and follow the program.

December 20, 1967

APPENDIX B

Data Concerning Michigan State University
Television Stations:

WKAR-TV UHF 60, January 15, 1954 to
June 28, 1958

WMSB/WILX-TV 10, March 15, 1959 to
September 12, 1972

WKAR-TV UHF 23, September 12, 1972 to
the Present

United States of America
Federal Communications CommissionAPPLICATION FOR AUTHORITY TO CONSTRUCT A NEW BROADCAST
STATION OR MAKE CHANGES IN AN EXISTING BROADCAST STATION
(Revised 3-21-52)

INSTRUCTIONS

A. This form is to be used in applying for authority to construct a new AM (standard), commercial FM (frequency modulation), or commercial television broadcast station, or to make changes in existing commercial broadcast stations. This form consists of this part, Section I, and the following sections:

Section II, Legal Qualifications of Broadcast Applicant

Section III, Financial Qualifications of Broadcast Applicant

Section IV, Statement of Program Service of Broadcast Applicant

Section V-A, Standard Broadcast Engineering Data

Section V-B, FM Broadcast Engineering Data

Section V-C, Television Broadcast Engineering Data

Section V-G, Antenna and Site Information

B. Prepare three copies of this form and all exhibits. Swear to one copy of Section I. Prepare two additional copies (a total of five) of Section V-G and associated exhibits. File all the above with Federal Communications Commission, Washington 25, D. C.

C. Number exhibits serially in the space provided in the body of the form and list each exhibit in the space provided on the back of this sheet. Show date of preparation of each exhibit, antenna pattern, and map, and show date when each photograph was taken.

D. The name of the applicant stated in Section I hereof shall be the exact corporate name, if a corporation; if a partnership, the names of all partners and the name under which the partnership does business; if an unincorporated association, the name of an executive officer, his office; and the name of the association. In other Sections of the form the name need be only sufficient for identification of the applicant.

E. Information called for by this application which is already on file with the Commission (except that called for in Section V-G) need not be refiled in this application provided (1) the information is now on file in another application or FCC form filed by or on behalf of this applicant; (2) the information is identified fully by reference to the file number (if any), the FCC form number, and the filing date of the application or other form containing the information and the page of paragraph referred to, and (3) after making the reference, the applicant states: "No change since date of filing." Any such reference will be considered to incorporate into this application all information, confidential or otherwise, contained in the application or other form referred to. The incorporated application or other form will thereafter, in its entirety, be open to the public.

F. This application must be executed by applicant, if an individual; by a partner of applicant, if a partnership; by an officer of applicant, if a corporation or association; or by attorney of applicant only under conditions shown in Section 1.303, Rules Relating to Organization and Practice and Procedure, in which event satisfactory evidence of disability of applicant or his absence from the Continental United States and authority of attorney to act must be submitted with application.

G. Before filling out this application, the applicant should familiarize himself with the Communications Act of 1934, as amended, Parts 1, 2, 3 and 17 of the Commission's Rules and Regulations and the Standards of Good Engineering Practice.

H. BE SURE ALL NECESSARY INFORMATION IS FURNISHED AND ALL PARAGRAPHS ARE FULLY ANSWERED. IF ANY PORTIONS OF THE APPLICATION ARE NOT APPLICABLE, SPECIFICALLY SO STATE. DEFECTIVE OR INCOMPLETE APPLICATIONS MAY BE RETURNED WITHOUT CONSIDERATION.

File No.

Name and post office address of applicant (See Instruction D)

**Michigan State Board of Agriculture
Michigan State College
East Lansing, Michigan**

Send notices and communications to the following-named person at the post office address indicated

**M. R. Barnes, 951 Munsey Building,
Washington 4, D.C.**

1. Requested facilities

Frequency	Channel No.	Power in kilowatts		Minimum hours operation daily
		Night	Day	
				7

Hours of operation

Unlimited	<input checked="" type="checkbox"/>	Sharing with (Specify Stations)	Other (Specify)
Daytime only	<input type="checkbox"/>		
Limited	<input type="checkbox"/>	None	None

Type of station (as Standard, FM, Television)

Television

Location of main studio

City	State
East Lansing	Michigan

2. If authority to make changes in an existing station is requested

a. Present facilities

Frequency	Call	Channel No.	Power in kilowatts		Minimum hours operation daily
			Night	Day	

Hours of operation

Unlimited	<input type="checkbox"/>	Sharing with (Specify Stations)	Other (Specify)
Daytime only	<input type="checkbox"/>		
Limited	<input type="checkbox"/>		

Location of main studio

City	State

b. If this application is for changes in an existing authorization, complete Section I and any other sections necessary to show all substantial changes in information filed with the Commission in prior applications or reports. In the spaces below check Sections submitted herewith and as to Sections not submitted herewith refer to the prior application or report containing the requested information in accordance with Instruction E. (If contemplated expenditures are less than \$1,000, do not complete Section III. Section IV not required for applications for minor changes not involving change in power, change in frequency, change in hours of operation, or moving from city to city.)

Section No. Para. No. Reference (File or Form No. and Date)

- ☐ Section II
☐ Section III
☐ Section IV
☐ Section V

Have there been any substantial changes in the information incorporated in this application by reference in this paragraph? Yes ☐ No ☒

3. If this application is contingent on the grant of another pending application, state name of other applicant and file number of other application.

None

The applicant hereby waives any claim to the use of any particular frequency or of the ether as against the regulatory power of the United States because of the previous use of the same, whether by license or otherwise, and requests an authorization in accordance with this application. (See Section 304 of the Communications Act of 1934).

The applicant represents that this application is not filed for the purpose of impeding, obstructing, or delaying determination on any other application with which it may be in conflict.

All the statements made in the application and attached exhibits are considered material representations, and all the exhibits are a material part hereof and are incorporated herein as if set out in full in the application.

The applicant, or the undersigned on the applicant's behalf, states that he has endeavored to supply full and correct information as to all matters which are relevant to this application and that he has done so as to all matters within his own knowledge.

Dated this 27 day of June, 1952

Michigan State Board of Agriculture

(Name of Applicant)

By Earl H. McDonald

Secretary

Title

Subscribed and sworn to before me this 27 day of June, 1952 L. E. Chapman

SEAL

(Notary public's seal must be affixed where the law of jurisdiction requires, otherwise state that law does not require seal.)

Notary Public
L. E. CHAPMAN

Notary Public, Ingham County, Mich.

My commission expires My Commission Expires January 2, 1953

If applicant is represented by legal or engineering counsel, state name and post office address: M. R. Barnes, Esq., 951 Hunsey Building,
Washington 4, D.C.; William L. Foss, Inc., 927 15th Street,
N.W., Washington D.C.

EXHIBITS furnished as required by this form:

Exhibit No.	Section and Para. No. of Form	Name of officer or employee (1) by whom or (2) under whose direction exhibit was prepared (show which)	Official title
1	Section II Paragraph 3	James H. Denison	Administrative Assistant to the President
2	Section III Paragraph 2a	Philip J. May	Comptroller and Treasurer
3	Section IV Paragraph 2b	Armand L. Hunter	Director of Television
4	Section IV Paragraph 7	Armand L. Hunter	Director of Television
5	Section IV Paragraph 10	Armand L. Hunter	Director of Television
6	Section IV Paragraph 11	Armand L. Hunter	Director of Television
7	Section IV Paragraph 12	Armand L. Hunter	Director of Television

Broadcast Application	FEDERAL COMMUNICATIONS COMMISSION	Section II
LEGAL QUALIFICATIONS OF BROADCAST APPLICANT	Name of Applicant Michigan State Board of Agriculture	
INSTRUCTIONS		
<p>As used in paragraphs 6 to 10 and 19 to 21, both inclusive, of Section II of this form, the words "party to this application" have the following meanings, respectively: In case of an <u>individual applicant</u>, the applicant. In case of a <u>partnership applicant</u>, all partners, including limited and silent partners. In case of a <u>corporate applicant</u>, all officers, directors, stockholders of record, persons owning the beneficial interest in any stock, subscribers to any stock, and persons who voted any of the voting stock at the last stockholders meeting. In case of <u>any other applicant</u>, all executive officers, members of the governing board, and owners or subscribers to any membership or ownership interest in the applicant. In case of an application for assignment or transfer, Section II should be completed only for the assignee or transferee, showing the ownership as it will be after the assignment or transfer has taken place. (Note: If the applicant considers that to furnish a complete answer to the paragraphs referred to would be an unreasonable burden, it may request the Commission for a waiver of the strict terms of this requirement).</p>		
1. Applicant is (Check one): An individual <input type="checkbox"/> , a general partnership <input type="checkbox"/> , a limited partnership <input type="checkbox"/> , Constitutional a corporation <input checked="" type="checkbox"/> , an unincorporated association <input type="checkbox"/> .		
2. If applicant is not an individual, give the State, District, Territory or Possession under the laws of which it is organized. Michigan		
3. Submit as Exhibit No. 1 copies, one of which must be properly certified; of (a) if applicant is a general or limited partnership, the partnership agreement; (b) if applicant is a corporation, the articles of incorporation (or charter) and the by-laws, certified by the Secretary of State or other appropriate official; (c) if applicant is an unincorporated association, the articles of association or other legal instrument under which applicant is organized showing the purpose thereof, and the by-laws, if any. In each case, submit properly certified copies of all amendments.		
4. If applicant is a corporation or an unincorporated association, indicate specifically by reference to page and paragraph of the articles of incorporation or of association, the charter powers relied upon by the applicant to show that it is legally empowered to construct and operate the proposed station.		
5. Complete Tables I and II on pages 2 and 4.		
CITIZENSHIP AND OTHER STATUTORY REQUIREMENTS (See instructions above)		
6. If applicant is an individual, is the applicant a citizen of the United States; or, if applicant is not an individual, are all parties to this application citizens of the United States? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
If the answer is "No", state the name and citizenship of each person who is not a citizen of the United States.		
7. Is United States citizenship of any party to this application claimed by reason of naturalization? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
If so, state the name of such party, the date and place of issuance of final certificate of naturalization, certificate number, and name and location of court authorizing issuance of same.		
8. Is United States citizenship of any party to this application claimed by reason of naturalization of a parent? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
If so, state the name of such party, the name of the parent to whom the final certificate was issued, the age of the party to this application at the time the certificate was issued, and any additional facts relied on to establish citizenship, in addition to the information required by Paragraph 7 hereof.		
9a. Is applicant or any party to this application a representative of an alien or of a foreign government? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
b. If applicant is a corporation, is more than 20 percent of the capital stock owned of record or may it be voted by aliens or their representatives, or by a foreign government or a representative thereof, or by any corporation organized under the laws of a foreign country? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
c. If applicant is a corporation and is controlled by another corporation or corporations, is more than 25 percent of the capital stock of such controlling corporation or corporations owned of record or may it be voted by aliens, their representatives, or by any corporation organized under the laws of a foreign country? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
d. If the answer to any of the foregoing parts of this paragraph is "Yes", submit as Exhibit No. a full disclosure concerning the persons and matters involved.		
10a. Has applicant or any party to this application had a station license revoked by order or decree of any Federal court? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
b. Has the applicant or any party to this application been found guilty by a Federal court of the violation of the laws of the United States relating to unlawful restraints and monopolies and to combinations, contracts, or agreements in restraint of trade? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
c. Has the applicant or any party to this application been finally adjudged guilty by a Federal court of unlawfully monopolizing or attempting unlawfully to monopolize radio communications, directly or indirectly, through the control of the manufacture or sale of radio apparatus, through exclusive traffic arrangements, or by any other means, or to have been using unfair methods of competition? (See Section 313 of the Communications Act of 1934) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
d. Has the applicant or any party to this application been found guilty by any court of any felony or other crime involving moral turpitude, or of the violation of any State, territorial or local law relating to unlawful lotteries, restraints and monopolies and combinations, contracts or agreements in restraint of trade, or of using unfair methods of competition? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		

Table I

INSTRUCTIONS: If applicant is an individual, fill out columns (a) and (b) stating (a) applicant's name and residence (home) address or addresses, and (b) applicant's date and place of birth. If applicant is a partnership, fill out columns (a), (b), (c) and (d), stating as to each general or limited partner (including silent partners): (a) name and residence (home) address or addresses, (b) date and place of birth, (c) nature of partnership interest (i.e. general or limited), and (d) percent of ownership interest. If applicant is a corporation or an unincorporated association, fill out all columns, giving the information requested as to all officers, directors and members of the governing board. In addition, give the information as to all stockholders, stock subscribers, holders of membership certificates of other ownership interests, unless the applicant has more than 20 stockholders, stock subscribers or holders of membership certificates or other ownership interests, in which case furnish the information as to all persons owning 3 percent or more of the capital stock, membership or ownership interest, and all persons who voted 3 percent or more of such stock or interest at the last meeting of stockholders, members or owners. If applicant is a corporation or unincorporated association, state in column (d) the percent of voting stock or voting interest held, (e) whether or not the individual is a director or member of the governing board (Yes or No), (f) the number of shares of stock of all classes or membership interests held, and (g) the number of shares of stock of all classes or membership interests subscribed for.

(a) Name and residence (home) address(es)	(b) Date and place of birth	(c) Nature of partnership interest or office held	(d) Percent of ownership of partnership or percent of voting stock or membership	(e) Director or member of governing board (Yes or No)	No. shares of each class of stock or No. membership or ownership interests	
					(f) Now held	(g) Subscribed
Elected Members:		Constitutional Corporation, See Exhibit 1)				
Forest E. Akers 4654 W. Outer Drive Detroit 21, Michigan	December 31, 1886 Williamston, Michigan			Yes		
Winfred G. Armstrong 705 Oak Street Miles, Michigan	September 8, 1876 Berrien Springs, Mich.			Yes		
Clark L. Brody 321 W. Ottawa Street Lansing, Michigan	February 1, 1879 Three Rivers, Michigan			Yes		
Sarah VanHoosen Jones VanHoosen Farm Rochester, Michigan	June 23, 1892 Rochester, Michigan			Yes		
Frederick H. Mueller 1874 Lake Drive, S.E. Grand Rapids, Michigan	November 22, 1893 Grand Rapids, Michigan			Yes		
Connor D. Smith 425 Grove Street Standish, Michigan	October 6, 1907 St. John's, Michigan			Yes		

Table I (Continued)

<u>Name and residence</u>	<u>Date and place of birth</u>	<u>Director or member of governing board (Yes or No)</u>
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Members, Ex-Officio:

Lee M. Thurston, Supt. Public Instruction 1519 W. Lenawee Street Lansing, Michigan	August 7, 1895 Central Lake, Michigan	Yes
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John A. Hannah, President, M. S. C. Cowles House West Circle Drive Michigan State College Campus East Lansing, Michigan	October 9, 1902 Grand Rapids, Michigan	Yes
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Officers:

John A. Hannah, President, M. S. C. Cowles House West Circle Drive Michigan State College Campus East Lansing, Michigan	October 9, 1902 Grand Rapids, Michigan	Yes
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Karl H. McDonel, Secretary 1024 Huntington Road East Lansing, Michigan	April 11, 1893 Eaton County, Michigan	No
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Philip J. May, Treasurer 829 Southlawn East Lansing, Michigan	April 26, 1911 Philip, South Dakota	No
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Broadcast Application	LEGAL QUALIFICATIONS	Section II, Page 3
10. (Continued)		
e. Is there now pending in any court or administrative body against the applicant or any party to this application any action involving any of the matters referred to in Paragraphs 10a, b, c, and d above?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
f. Have voluntary proceedings in bankruptcy been instituted by, or have involuntary proceedings in bankruptcy ever been brought against applicant or any party to this application?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
g. Are there outstanding any unsatisfied judgments or decrees against applicant or any party to this application?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
h. If the answer to any of the foregoing parts of this paragraph is "Yes", submit as Exhibit No. a full disclosure concerning the persons and matters involved, identifying the court and the proceeding (by dates and file numbers), stating the facts upon which the proceeding was based or the nature of the offense committed, and the disposition of the matter.		
CORPORATE APPLICANT		
INSTRUCTION: If applicant is a corporation, answer paragraphs 11 to 16, inclusive.		
11. Stock of corporation		
(a) Class of stock	(b) Par value	(c) Vote per share
Constitutional Corporation		
(See Exhibit 1)		
(d) No. shares authorized	(e) No. shares issued	(f) No. shares subscribed
(g) Total number stockholders		
12. At the last meeting of stockholders were any shares of stock voted by proxy?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If so, state		
Class of stock	No. of shares	Meeting date
No. voted by stockholders in person		No. voted by proxy
Name of each proxy voting 1 percent or more of each class		
13. In connection with the stockholders and stock subscribers named in Table I to this form, is the beneficial owner of the stock a person other than the owner of record or subscriber?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If so, submit as Exhibit No. a statement of (a) the name of the owner of record, or subscriber, (b) the name of the beneficial owner, (c) the conditions under which the owner or subscriber holds and votes or has subscribed for such stock, and (d) a copy of any contract or other instrument relating to such conditions.		
14. Has applicant any other obligations or securities authorized or outstanding which bear voting rights either absolutely or upon any contingency?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If so, submit as Exhibit No. a statement of (a) the nature of such securities, (b) the face value or par value, (c) the number of units authorized, (d) the number of units issued and outstanding, (e) the number of units, if any, proposed to be issued, (f) the conditions or contingency upon which such securities may be voted, and (g) facts showing whether or not such securities have been voted or entitled to be voted in the past 5 years and at the present time.		
15a. Is applicant corporation, directly or indirectly, controlled by another corporation or legal entity?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
b. Is 10 percent or more of the stock of applicant corporation owned by another corporation or legal entity?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
c. If the answer to any of the foregoing parts of this paragraph is "Yes", state below the name of such other corporation or legal entity, and submit as Exhibit No. (a) a statement of how such control, if any, exists and the extent thereof, and (b) with respect to such other corporation or legal entity, a statement answering paragraphs 11 to 15, inclusive, of this form.		
16. Is the corporation or legal entity named in paragraph 15 in turn a subsidiary?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If so, state below the name of such other parent corporation or legal entity, and submit as Exhibit No. a statement for each such corporation or legal entity answering paragraphs 11 to 16 of this form, to and including the organization having final control.		
UNINCORPORATED ASSOCIATION (OR OTHER LEGAL ENTITY)		
INSTRUCTION: If applicant is an unincorporated association or a legal entity other than an individual, partnership or corporation, answer paragraphs 17 and 18.		
17. State the nature of the applicant, cite the laws under which organized, and submit as Exhibit No. a copy of such laws.		
18. State the total number of members or persons holding any ownership interest in the applicant.		

Table II

BUSINESS AND FINANCIAL INTERESTS

INSTRUCTIONS: The purpose of Table II is to obtain information concerning the occupation, business, and financial interests, at the present time and during the past 5 years, of the applicant and of each party to this application named in Table I. In column (a) list the names of all individuals or organizations listed in column (a) of Table I. In column (b) state the principal occupations and businesses in which each party named is engaged at the present time or has been engaged at any time during the past 5 years, and, in addition, state any other business or financial enterprise in which such party has now or within the past 5 years has had either a 25% or greater interest or any official relationship. In each case, state in column (b) the firm name, the principal place of business, and the nature of the business engaged in. In case the party has been associated in business with any other person or persons, state the name of each such other person. In column (c) state the extent and nature of the interest, official relationship, employment, or association, giving approximate dates.

(a) Name of party

(b) Firm name, principal place of business, and nature of business

(c) Extent and nature of interest, etc. (giving dates)

Constitutional Corporation
(See Exhibit 1)

Michigan State Board of Agriculture, governing body of Michigan State College of Agriculture and Applied Science. It is a Constitutional Corporation supported by State and Federal Government. Its principal business is that of an educational institution, such business being in existence since 1855.

Broadcast Application		LEGAL QUALIFICATIONS		Section II, Page 5
OTHER BROADCAST INTERESTS (See instructions on page 1)				
19. Does applicant or any party to this application have now, or has applicant or any such party had, any interest in, or connection with, the following:				
(a) Any standard, FM, or television broadcast station?			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
(b) Any application pending before the Commission?			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
(c) Any application which has been denied by the Federal Communications Commission?			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
(d) Any broadcast station the license of which has been revoked?			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If the answer to any of the foregoing parts of this paragraph is "Yes", show particulars in the table below:				
(1) Name of party having such interest Michigan State Board of Agriculture, Michigan State College	(2) Nature of interest or connection (giving dates) Fully owned and operated 100% (Both stations are operated on a non-commercial educational basis.)	(3) Name of other applicant or call of station WEAR WEAR-FM	(4) File number BR-318 (11c) BP-6764 (CP) B2-PED-69 (CP) BRPD-28 (11c)	
20. Is the applicant or any party to this application controlled, directly or indirectly, by any person who has any interest in or connection with any broadcast station or application of the type referred to in Paragraphs 19(a) to (d)? If so, submit as Exhibit No. giving full particulars.			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
21a. Are any of the parties to this application related to each other (as husband, wife, father, mother, brother, sister, son or daughter)?			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
b. Does any member of the immediate family (i.e., husband, wife, father, mother, brother, sister, son or daughter) of any party to this application have any interest in or connection with any other broadcast station or pending application?			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
c. If so, state (a) names of the persons, (b) relationship, (c) nature and extent of such interest or connection, (d) name of applicant or call letters of station, (e) file number of application, and (f) location of station or proposed station involved.				
OWNERSHIP AND CONTROL OF STATION				
22. The Commission is seeking in this paragraph information as to contracts and arrangements now in existence, as well as any arrangements or negotiations, written or oral, which relate to the present or future ownership, control or operation of the station; the questions must be answered in the light of this instruction.				
a. Applicant's control over the station is to be by reason of: (Indicate by check mark)				
<div style="display: flex; justify-content: space-around;"> Ownership <input checked="" type="checkbox"/> Lease <input type="checkbox"/> Other authority <input type="checkbox"/> </div>				
b. Name and address of the owner of the station (if other than the applicant) Same		c. Will the applicant have and maintain absolute control of the station, its equipment, and operation, including complete supervision of the programs to be broadcast? If "No", explain Yes <input type="checkbox"/> No <input type="checkbox"/>		
d. Are there any documents, instruments, contracts or understandings relating to ownership, management, use or control of the station or facilities, or any right or interest therein?			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If so, attach as Exhibit No. copies of all such documents, instruments or contracts and state the substance of oral contracts or understandings.				

Broadcast Application		FEDERAL COMMUNICATIONS COMMISSION		Section III	
FINANCIAL QUALIFICATIONS OF BROADCAST APPLICANT		Name of Applicant Michigan State Board of Agriculture			
<p>The Commission is seeking in the questions that follow information as to contracts and arrangements now in existence, as well as any arrangements or negotiations, written or oral, which relate to the present or future financing of the station; the questions must be answered in the light of this instruction.</p> <p>NOTE: If the applicant is licensee of a broadcast station, having on file with the Commission an Annual Financial Report (FCC Form 324) showing its financial position within the past 12 months, and further, if the applicant has filed yearly income statements either in the before-mentioned form, or in some other connection (see Instruction E) for the past 2 years, and (1) no substantial reduction in financial position has occurred, and (2) the applicant relies upon the financial position therein shown to defray the cost of the proposed construction, the following need not be furnished: The Exhibits required by Paragraph 2; the information required in Paragraph 3.</p>					
<p>1. a. Give estimated initial costs of making installation for which application is made. If performed under a contract for the completed work, the facts as to such contract must be stated in lieu of estimates as to the several items. In any event, the cost shown must be the costs in place and ready for service, including the amounts for labor, supervision, materials, supplies and freight.</p>					
Transmitter proper including tubes		Antenna system, including antenna- ground system, coupling equipment, transmission line		Frequency and modulation monitors	
\$ 125,000.00		\$ 130,565.00		\$ 6,900.00	
Studio technical equipment, microphones, transcription equipment, etc.					
\$ 150,000.00					
Acquiring land		Acquiring or constructing buildings		Other items state nature	
None; College already owns property		\$ 25,000.00		Mobile Unit for Remotes \$ 24,000.00	
Total		Give estimated cost of operation for first year		Give estimated revenues for first year	
\$ 861,465		\$ 125,000.00		\$ None	
<p>b. State the basis of the estimates in (a) above.</p> <p>Manufacturer's estimates; available cost quotations. Submitted bids. Equipment already purchased and in use. Studio construction already completed. One year's experience in programming and production on a closed circuit basis.</p>					
<p>c. The proposed construction is to be financed and paid for in the following manner (including specified statements as to the approximate amount to be met and paid for from each source). The financial plan should provide for any additional construction costs should the actual cost exceed the original estimated cost, and also for the early operation of the station in the event operating expenses should exceed operating revenues:</p>					
Existing Capital	New Capital	Loans from banks or others	Profits	Donations	Credit, deferred payments, etc.
\$ 861,465.00	\$	\$	\$	\$	\$
<p>2. a. Attach as Exhibit No. <u>2</u> a detailed balance sheet of applicant as at the close of a month within 90 days of the date of the application showing applicant's financial position. If the status and composition of any assets and liabilities on the balance sheet are not clearly defined by their respective titles, attach as Exhibit No. <u> </u> schedules which give a complete analysis of such items.</p>					
<p>b. Attach as Exhibit No. <u> </u> a statement showing the yearly net income, after Federal income tax, for each of the past 2 years, received by applicant from the various types of activity in which he was engaged or from any other source.</p>					
<p>3. Furnish the following information with respect to the applicant only. If the answer is "None" to any or all items, specifically so state:</p>					
a. Amount of funds on deposit in bank or other depository			b. Name and address of the bank in which deposited		
\$ 5,611,465.51			See Exhibit 2.		
<p>c. Name and address of the party in whose name the money is deposited</p> <p style="text-align: center;">Michigan State College P. J. May, Controller and Treasurer</p>					
<p>d. Conditions of deposit (in trust, savings, subject to check, on time deposit, who may draw on account and for what purpose, or other condition)</p> <p style="text-align: center;">Subject to check.</p>					
<p>e. Whether the funds were deposited for the specific purpose of constructing and operating the station</p> <p>Not deposited for any specific purpose. Available for station construction and operation.</p>					

FUNDS, PROPERTY, ETC., TO BE FURNISHED BY PARTIES CONNECTED WITH APPLICANT OR BY OTHERS

4. Submit as Exhibit No. a statement setting forth the full name and address of each person (whether or not connected with applicant, but including partners, shareholders, or subscribers to capital stock of the applicant) who has furnished or will furnish funds, property, service, credit, loans, donations, assurances, or other things of value, or will assist in any other manner in financing station. For each person who has furnished or will furnish one percent or more supply the additional information requested in (a) to (f) below. ("Furnish" or "furnished" as herein used includes payments for capital stock or other securities, loans and other credits, gifts and any other contributions.)

- a. A description of that which has been or will be furnished by each person showing the value thereof and any encumbrances thereon.
- b. If the funds or other things of value proposed to be used for the purchase or construction of the station have been acquired for that specific purpose, indicate the source or sources thereof.
- c. For each person who has agreed to furnish funds or purchase stock, but who has not already done so, submit a balance sheet or, in lieu thereof, a financial statement showing all liabilities and containing current and liquid assets sufficient in amount to meet those liabilities and, in addition, to indicate financial ability to comply with the terms of the agreement. Submit also a verified copy of the agreement by which each such person is legally obligated.
- d. As to each person who has or has had in the past 5 years an interest of 25% or more in any business or financial enterprise or any official relationship to any business or financial enterprise, give full and complete disclosure of the enterprise, the name and principal place of business, the character of business engaged in, and the nature and extent of the interest in or relationship to such business.
- e. Net income after Federal income tax, received for the past two years by each person who has furnished or will furnish funds, property, service, credit, loans (except financial institutions), donations, assurances, or other things of value. (A statement that income for the required periods was in excess of a certain specified amount will be sufficient.)
- f. If applicant or any person named in this exhibit has pledged, hypothecated or otherwise encumbered any stocks or other securities for the purpose of providing applicant with funds for construction of the station herein requested, submit a statement explaining each such transaction.

Not Applicable. Constitutional Corporation (See Exhibit 1)

Broadcast Application	FEDERAL COMMUNICATIONS COMMISSION	Section IV
STATEMENT OF PROGRAM SERVICE OF BROADCAST APPLICANT	Name of applicant Michigan State Board of Agriculture	

NOTICE TO ALL APPLICANTS

The replies to the following questions constitute a representation of programming policy upon which the Commission will rely in considering the application. It is not expected that licensee will or can adhere inflexibly in day-to-day operation to the representation here made. However, since such representation will constitute, in part, the basis upon which the Commission acts on the application, time and care should be devoted to the preparation of the replies so that they will reflect accurately applicant's responsible judgement of his proposed programming policy.

INSTRUCTIONS

1. Both parts of this Section are to be completed by all applicants.
2. This Section is divided into two parts. Paragraphs 1 to 4 of the first part in turn are divided into a left-hand column which pertains to past operation and a right-hand column which pertains to proposed operation. Applicants for new stations are to fill in only the right-hand column while applicants for authorizations for existing stations (i.e., renewal of license, assignment of license, or transfer of control) are to fill in both columns.
3. Program data on past performance are to be based on the composite week for the year preceding the date of application except in the case of renewal applications where the year preceding the expiration date of the existing license is to be used. The days comprising the composite week of each year will be designated by public notice on or about November 15th of that year.
4. Program classifications incident to the replies to Paragraphs 2, 3, and 4 below, are to be in accordance with the definitions on Page 4 of this Section.

PART I

PAST OPERATION	PROPOSED OPERATION (for a typical week)																																												
<p>1.a. State actual minimum weekly schedule of operation under the present authorization, giving opening and closing time and total hours for weekdays and Sunday.</p>	<p>b. State minimum weekly schedule of operation proposed by licensee, permittee, assignee or transferee, giving opening and closing time and total hours for weekdays and Sunday.</p> <p style="text-align: center; margin-top: 20px;">SEE Exhibit 3.</p>																																												
<p>2.a. State for the composite week the percentage of time which was devoted to each of the following types of programs (totals to equal 100%).</p> <p style="text-align: center; margin-top: 10px;">Not Applicable</p>	<p>b. State the percentage of time to be devoted to each of the following types of programs for a proposed typical week of operation under the authorization requested (totals to equal 100%). <u>Attach program schedule for this proposed typical week.</u></p> <p style="text-align: center; margin-top: 10px;">See Exhibit 3.</p>																																												
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S. C. Sports</td> <td style="text-align: center;">3.9%</td> </tr> <tr> <td>(9)</td> <td style="text-align: center;">— %</td> </tr> <tr> <td>(10) Miscellaneous</td> <td style="text-align: center;">— %</td> </tr> <tr> <td></td> <td style="text-align: center;">100</td> </tr> </table>	(1) Entertainment (include here all programs which are intended primarily as entertainment, such as music, drama, variety, comedy, quiz, breakfast, children's, etc.)	25.6%	(2) Religious (include here all sermons, religious news, music, and drama, etc.)	3.8%	(3) Agricultural (include here all programs containing farm or market reports or other information specifically addressed to the agricultural population)	11.8%	(4) Educational (include here programs prepared by or in behalf of educational organizations, exclusive of discussion programs which should be classified under (6) below)	34.5%	(5) News (include here news reports and commentaries)	7.5%	(6) Discussion (include here forum, panel and round-table programs)	4.9%	(7) Talks (include here all conversation programs which do not fall under Points (2), (3), (4), (5), or (6) above, including sports)	7.9%	(8) Live M. S. C. Sports	3.9%	(9)	— %	(10) Miscellaneous	— %		100
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Broadcast Application

STATEMENT OF PROGRAM SERVICE

Section IV, Page 2

3.a. Dividing the broadcast week into 15 minute periods, specify below the number of 14½ minute periods within such 15 minute periods during the composite week in which were broadcast (exclusive of non-commercial spot announcements, call letter announcements and promotional announcements for sustaining programs):

	No. of 14½ minute periods
Not Applicable	
(1) No spot announcements or commercial continuity	_____
(2) One spot announcement	_____
(3) Two spot announcements	_____
(4) Three spot announcements	_____
(5) Four spot announcements	_____
(6) Five or more spot announcements	_____
Total number of 14½ minute periods	=====

State the number of spot announcements (exclusive of non-commercial spot and call letter announcements, and promotional announcements for sustaining programs) broadcast during the composite week which exceeded one minute in length _____

b. State what the practice of the station will be with respect to the number and length of spot announcements allowed in a given period.

No commercial spot announcements will be carried.

Station break spots will be of a public service and program promotion character. Spots will not exceed one minute, and will occur only at the opening and close of a program.

4. In the tables below the percentages for each segment are to be computed on the basis of 100 percent of the operating hours within the particular segment for the seven days comprising the composite week (i.e., if full time operation, 70 hours for the 8 a.m. to 6 p.m. segment, 35 hours for the 6 p.m. to 11 p.m. segment, and the total weekly hours of operation between 11 p.m., and 8 a.m. for the third segment). The percentages in the column headed "Total" are to be computed on the basis of 100 percent of operating hours for the seven days.

The exact number of spot announcements should be stated, including those broadcast within participating programs, but excluding call letter announcements (call letters and location) and promotional announcements for sustaining programs.

NOTE: The purpose of the following tabulation is to enable the Commission to secure quantitative data as to the proportion of time (to be) devoted to the various classes of programs. The function of each class of program as part of a diversified program structure is discussed in the Commission's Report of March 7, 1946, entitled "Public Service Responsibility of Broadcast Licensees".

a. State the percentage of time which was devoted to each of the following classes of programs during the composite week.

Not Applicable

PROGRAM LOG ANALYSIS
(in percentages)

	8 a.m.- 6 p.m.	6 p.m.- 11 p.m.	All other hours	Total
(1) Network commercial (NC)	_____	_____	_____	_____
(2) Network sustaining (NS)	_____	_____	_____	_____
(3) Recorded commercial (RC)	_____	_____	_____	_____
(4) Recorded sustaining (RS)	_____	_____	_____	_____
(5) Wire commercial (WC)	_____	_____	_____	_____
(6) Wire sustaining (WS)	_____	_____	_____	_____
(7) Live commercial (LC)	_____	_____	_____	_____
(8) Live sustaining (LS)	_____	_____	_____	_____
(9) Total commercial (1+3+5+7)	=====	=====	=====	=====
(10) Total sustaining (2+4+6+8)	=====	=====	=====	=====
(11) Complete Total	100%	100%	100%	100%
(12) Actual broadcast hours	_____	_____	_____	_____
(13) No. of spot announcements (SA)	_____	_____	_____	_____
(14) No. of non-commercial spot announcements (NCSA)	_____	_____	_____	_____

b. Show in the table below the percentage of time proposed to be devoted to each of the following classes of programs during a proposed typical week of operation.

PROGRAM LOG ANALYSIS
(in percentages)

	8 a.m.- 6 p.m.	6 p.m.- 11 p.m.	All other hours	Total
(1) Network commercial (NC)	_____	2.75 hrs.	_____	5.45
(2) Network sustaining (NS)	_____	8.75 hrs.	_____	17.25
(3) Recorded commercial (RC)	_____	_____	_____	_____
(4) Recorded sustaining (RS)	_____	_____	_____	_____
(5) Wire commercial (WC)	_____	_____	_____	_____
(6) Wire sustaining (WS)	_____	_____	_____	_____
(7) Live commercial (LC)	_____	_____	_____	_____
(8) Live sustaining (LS)	21 hrs.	18.25 hrs.	_____	77.25
(9) Total commercial (1+3+5+7)	0	2.75 hrs.	_____	5.45
(10) Total sustaining (2+4+6+8)	21 hrs.	27 hrs.	_____	94.5
(11) Complete Total	100%	100%	100%	100%
(12) Proposed broadcast hours	21 hrs.	22.75 hrs.	_____	56.75
(13) No. of spot announcements (SA)	_____	_____	_____	_____
(14) No. of non-commercial spot announcements (NCSA)	_____	_____	_____	_____

~~Not Applicable~~
5. a. Attach as Exhibit No. ~~4~~ the original or one exact copy of the program log for the seven days comprising the composite week analyzed in the preceding paragraphs. (If original logs are submitted they will be returned.)

b. What year's composite week has been analyzed in the foregoing paragraphs?

6. Will the proposed station be affiliated with any network? Yes ☐ No ☐
If the answer is "Yes", give the name of the network.

7. Attach as Exhibit No. ~~4~~ a narrative statement on the policy to be pursued with respect to making time available for the discussion of public issues, including illustrations of the types of programs to be broadcast and the methods of selection of subjects and participants.

PART II

~~Not Applicable~~
8. If this application is for an FM authorization, will the programs of any AM station operating in the same area be duplicated? If so, Yes ☐ No ☐

a. How many hours per day will be devoted to duplicated programs?

b. Call letters and location of the AM station

c. What kinds of programs (musical, sports, etc.) will be duplicated?

9. State the average number of hours per week which will be used in advertising or promoting any business, profession or activity other than broadcasting in which the applicant is engaged or financially interested either directly or indirectly. If this is an application for renewal of license, show this data for the past license period also.

None

10. If this is an application for TELEVISION authorization submit as Exhibit No. ~~5~~ a narrative statement outlining program plans and policies. If the application relates to an existing station cover both past and future operation in this statement.

11. If the data furnished in response to the questions in this Section IV do not in the applicant's opinion adequately reflect station operation, attach as Exhibit No. ~~6~~ a statement setting forth any additional program data that the applicant desires to call to the Commission's attention. (If the applicant feels that the program material classified in Paragraph 2 is susceptible of classifications other than those listed he may supplement Paragraph 2 with an explanatory statement in this Exhibit.)

12. State applicant's general plans for staffing the station, including the number of employees in each department (i.e. program, commercial, technical, etc.), and the names, residence and citizenship of the general manager, station manager, program director and other department heads who have been employed or whom the applicant expects to employ.

See Exhibit 7.

PROGRAM CLASSIFICATION

A commercial program (C) is any program the time for which is paid for by a sponsor or any program which is interrupted by a spot announcement (as defined below), at intervals of less than 14 1/2 minutes. A network program shall be classified as "commercial" if it is commercially sponsored on the network, even though the particular station is not paid for carrying it -- unless all commercial announcements have been deleted from the program by the station. Cooperative programs furnished to its affiliates by a network which are available for local sponsorship are network sustaining programs (NS) if no local sponsorship is involved and are network commercial programs (NC) where there is local sponsorship even though the commercial announcement is made by the station's local announcer.

(It will be noted that any program which is interrupted by a commercial announcement is classified as a commercial program, even though the purchaser of the interrupting announcement has not also purchased the time preceding and following. The result is to classify so called "participating" programs as commercial. Without such a rule, a 15-minute program may contain 5 or even more minutes of advertising and still be classified as "sustaining." Under the proposed definition, a program may be classified as "sustaining" although preceded and followed by spot announcements, but if a spot announcement interrupts a program, the program must be classified as "commercial.")

A sustaining program (S) is any program which is neither paid for by a sponsor nor interrupted by a spot announcement (as defined below).

A network program (N) is any program furnished to the station by a network or another station. Transcribed delayed broadcasts of network programs are classified as "network" not "recorded." Cooperative programs furnished to its affiliates by a network which are available for local sponsorship are network sustaining programs (NS) if no local sponsorship is involved and are network commercial programs (NC) where there is local sponsorship even though the commercial announcement is made by the station's local announcer. Programs are classified as network whether furnished by a nationwide, regional, or special network or by another station.

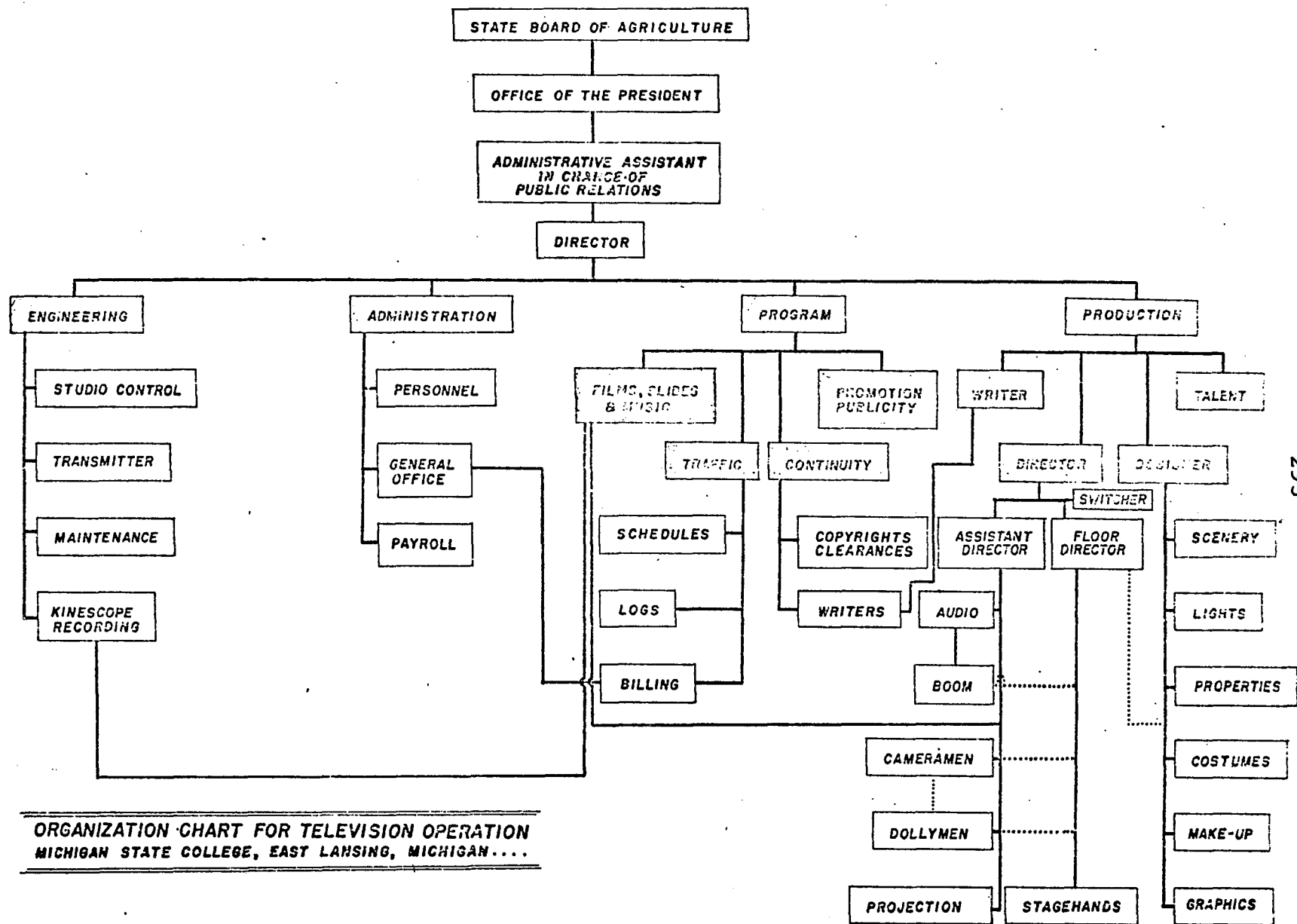
A recorded program (R) is any program which uses phonograph records, electrical transcriptions, or other means of mechanical reproduction in whole or in part -- except where the recording is wholly incidental to the program and is limited to background sounds, sound effects, identifying themes, musical "bridges", etc. A program part transcribed or recorded and part live is classified as "recorded" unless the recordings are wholly incidental, as above. A transcribed delayed broadcast of a network program, however, is not classified as "recorded" but as "network." A recorded program which is a local live program produced by the station and recorded for later broadcasting by the station shall be considered a local live program.

A wire program (W) is any program the text of which is distributed to a number of stations by telegraph, teletype, or similar means, and read in whole or in part by a local announcer. Programs distributed by the wire news services are "wire" programs. A news program which is part wire and in part of non-syndicated origin is classified as "wire" if more than half of the program is usually devoted to the reading verbatim, or virtually verbatim, of the syndicated wire text, and otherwise is classified as "live."

A local live program (L) is any local program which uses live talent exclusively, whether originating in the station's studios or by remote control. Programs furnished to a station by a network or another station, however, are not classified as "live" but as "network." A program which uses recordings in whole or in part, except in a wholly incidental manner, should not be classified as "live" but as "recorded." Wire programs, as defined above, should likewise not be classified as "live." A recorded program which is a local live program produced by the station and recorded for later broadcasting by the station shall be considered a local live program.

A non-commercial spot announcement (NCSA) is an announcement which is not paid for by a sponsor and which is devoted to a non-profit cause -- e.g., war bonds, Red Cross, public health, civic announcements, etc. Promotional announcements should be classified as "non-commercial spot announcements" if the program promoted is a sustaining program; other promotional announcements should be classified as "spot announcements". Participating announcements should not be classified as "non-commercial spot announcements" but as "spot announcements". War bond, Red Cross, civic and similar announcements for which the station receives remuneration should not be classified as "non-commercial spot announcements" but as "spot announcements."

A spot announcement (SA) is any announcement which is neither a non-commercial spot announcement (as above defined) nor a station identification announcement (call letters and location). An announcement should be classified as a "spot announcement," whether or not the station receives remuneration, unless it is devoted to a nonprofit cause. Sponsored time signals, sponsored weather announcements, etc. are spot announcements. Unsponsored time signals, weather announcements, etc., are program matter and not classified as announcements. Station identification announcements should not be classified as either non-commercial spot announcements or spot announcements, if limited to call letters, location, and identification of the licensee and network.



TELEVISION STAFF AND ADMINISTRATION ORDER
(January 15, 1954)
WKAR-TV - UHF 60

Federal Communications
Commission-U.S. Licensing Agency

People of Michigan

MSU Board of Trustees

President of Michigan State College/University

Provost of Michigan State College/University

Television Broadcasting Station

1951-1974 Dr. Armand C. Hunter

1951-Director of TV Development

1954-Director of Television

1958-Director of Broadcasting (R/TV)

1963-Director of Broadcasting Services

1974-Continuing Education Services
(1974-July 1--Division of Broadcasting
incorporated into Instructional
Development and Telecommunication)

Administrative Staff

1. Station Manager
(Position filled 1959 - WMSB/WILX-TV
Dr. Hunter acted as mgr until then)
2. Operations Manager
(J. D. Davis)
3. Program Manager
(J. Kenneth Richards)
4. Production Manager
(James B. Jintera)
5. Chief Engineer
(Linn F. Towsley)
6. Research Director
(I. R. Merrill)
7. Clerical Staff

Program Staff

8. Film Director
9. News Director
(Rob Downey)
10. Sports Director
(Bob Shackleton)
11. Continuity and Musical Supervisor
12. Announcing Supervisor
13. Announce Staff
14. Film Editor
15. Film Technician
16. Academic-Coordinators
 - (1) Cooperative Extension--Agri-
culture, Home Economics
 - (2) Continuing Education--Adult
Education--Telecourses
Credit/noncredit
 - (3) All College--Fine Arts, Cul-
tural, Student Activities
Programs
 - (4) Information Services--Special
Services and Features

Production Staff

17. Director
18. Floor Director
19. Designer
20. Studio Supervisor
21. Lighting Supervisor

Engineering Staff

22. Supervisor
23. Audio Engineer
24. Video Engineer
25. Switcher
26. Transmitting Engineer
27. Kinescope Recorder
28. Cameraman
29. Projectionist

PROPOSED WEEKLY PROGRAM SCHEDULE FOR THE IMMEDIATE FUTURE

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
11:00 A.M. :15							11:00 A.M. :15
:30 :45	TEST	PATTERN	TEST	PATTERN	TEST	PATTERN	TEST
12:00 P.M. :15	REGUME	PROGRAM	REGUME	PROGRAM	REGUME	PROGRAM	REGUME
:30 :45	NEWS	NEWS	NEWS	NEWS	NEWS	NEWS	12:00 P.M. :15
:30 :45	KIDDIE KORNER		THE FARM SERVICE HOUR				:30 :45
:30 :45	MICHIGAN SCHOOLS		THE HOMEMAKERS HOUR			SPORTS CLINIC	1:00 :15
:30 :45	SPECIAL EDUCAT- IONAL FEATURES						:30 :45
2:00 :15	M-S-C MUSEUM		THE TV HOUR			M-S-C	2:00 :15
:30 :45	COMMAND PERFORMANCE						:30 :45
3:00 :15	M-S-C INFORM- ATION SERVICES		THE FEATURE PAGE			SPORTS	3:00 :15
:30 :45	M-S-C ALUMNI SHOW						:30 :45
4:00 :15			PIXIE'S POTPOURRI			SPORTS ROUND UP	4:00 :15
:30 :45	FILM FEATURE						:30 :45
5:00 :15	OR NETWORK PROGRAM		JUNIOR JACK PANTS				5:00 :15
:30 :45							:30 :45
6:00 :15	NEWS	NEWS	NEWS	NEWS	NEWS	NEWS	6:00 :15
:30 :45	RELIGIOUS NEWS	MARKET REPORTS	FARM NEWS	CONSUMER'S FOOD FACTS	SPORTS	M-S-C STUDENT ACTIVITIES	:30 :45
7:00 :15	COUNCIL OF CHURCHES	SPORTS	SPORTS	SPORTS	SPORTS		7:00 :15
:30 :45	DEVELOPMENTS IN SCIENCE		UNIVERSITY OF THE AIR			M-S-C PLAYHOUSE	:30 :45
8:00 :15	DEVELOPMENTS IN RESEARCH		PUBLIC SERVICE FEATURES				8:00 :15
:30 :45							:30 :45
9:00 :15			FILM FEATURES ON NETWORK PROGRAMS				9:00 :15
:30 :45							:30 :45
10:00 :15			TEN MINUTES OF EVENING MEDITATIONS				10:00 :15
:30 :45			SIGN OFF				:30 :45

PROPOSED MINIMUM SCHEDULE FOR IMMEDIATE BROADCASTING

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
11:00 A.M. -15							11:00 A.M. -15
-30		TEST PATTERN	TEST PATTERN	TEST PATTERN	TEST PATTERN	TEST PATTERN	-30
-45		PROGRAM REVIEW	PROGRAM REVIEW	PROGRAM REVIEW	PROGRAM REVIEW	PROGRAM REVIEW	-45
12:00 P.M. -15		NEWS	NEWS	NEWS	NEWS	NEWS	12:00 P.M. -15
-30				THE FARM SERVICE HOUR			-30
-45							-45
1:00 -15				THE HOMEMAKER'S HOUR			1:00 -15
-30						SPORTS REVIEW	-30
-45							-45
2:00 -15							2:00 -15
-30						M-S-C SPORTS	-30
-45							-45
3:00 -15							3:00 -15
-30							-30
-45							-45
4:00 -15						SPORTS PERSONALITIES	4:00 -15
-30						SPORTS ROUND UP	-30
-45							-45
5:00 -15				JUNIOR JAMBOREE			5:00 -15
-30	TEST PATTERN						-30
-45	PROGRAM REVIEW						-45
6:00 -15	NEWS	NEWS	NEWS	NEWS	NEWS	NEWS	6:00 -15
-30	RELIGIOUS NEWS	SPORTS	SPORTS	SPORTS	SPORTS	SPORTS	-30
-45	COUNCIL OF CHURCHES	CAMPUS	CROSS-SECTION			CONCERNED PERFORMANCE	-45
7:00 -15	DEVELOPMENTS IN SCIENCE		UNIVERSITY OF THE AIR			M-S-C PLAYHOUSE	7:00 -15
-30	DEVELOPMENTS IN RESEARCH						-30
-45							-45
8:00 -15			PUBLIC SERVICE FEATURES				8:00 -15
-30							-30
-45							-45
9:00 -15			FILM FEATURES OR NETWORK PROGRAMS				9:00 -15
-30							-30
-45							-45
10:00 -15			TEN MINUTES OF EVENING MEDITATIONS				10:00 -15
-30							-30
-45			SIGN OFF				-45

COST

MICROWAVE LINK	\$15,400
5 KW. TRANSMITTER	\$79,000
TOWER	\$96,500
ANTENNA	<u>\$35,100</u>
	\$216,000 TOTAL

POPULATION*

CLASS A	<input type="checkbox"/>	275,000
CLASS B	<input type="checkbox"/>	253,000
FRINGE	<input type="checkbox"/>	<u>849,000</u>
		1,390,000 TOTAL

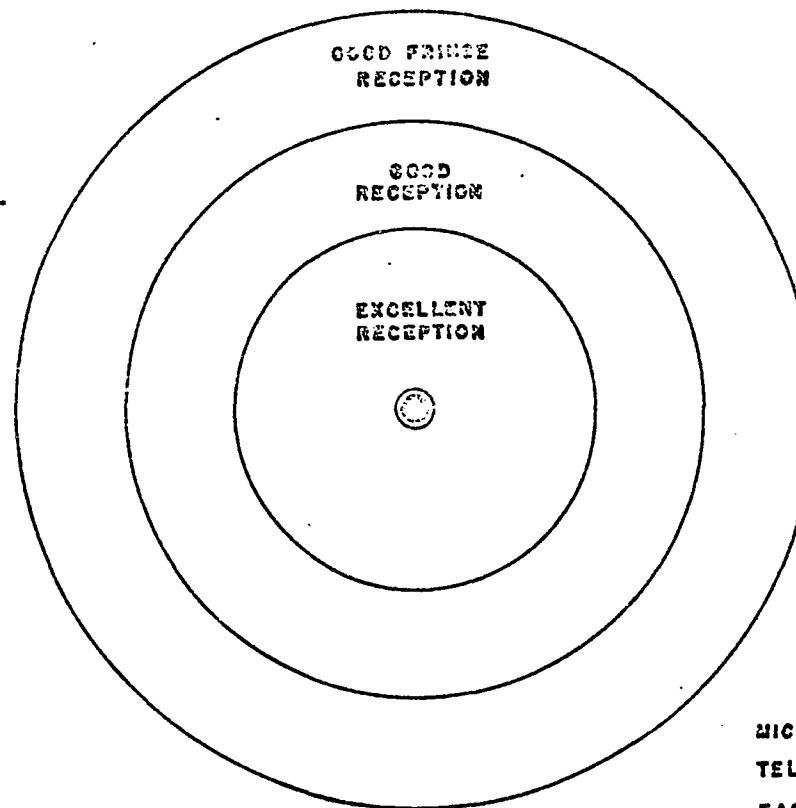
RADIAL DISTANCE (in miles)

CLASS A	<input type="checkbox"/>	25
CLASS B	<input type="checkbox"/>	40
FRINGE	<input type="checkbox"/>	55

CHANNEL 60

EFFECTIVE RADIATED POWER = 60 KW.

TOWER HEIGHT = 1000'



* POPULATION FIGURES DERIVED BY
J-F. THADEN, ASSOC. PROF., SOC. & ANTHR.

MICHIGAN STATE COLLEGE
TELEVISION DEVELOPMENT
EAST LANSING, MICHIGAN

COST

MICROWAVE LINK \$15,400
12 KW TRANSMITTER \$140,000
TOWER \$36,300
ANTENNA \$33,100
 \$277,000 TOTAL

POPULATION*

CLASS A ☐ 312,000
CLASS B ☐ 538,000
FRINGE ☐ 600,000
 1,456,000 TOTAL

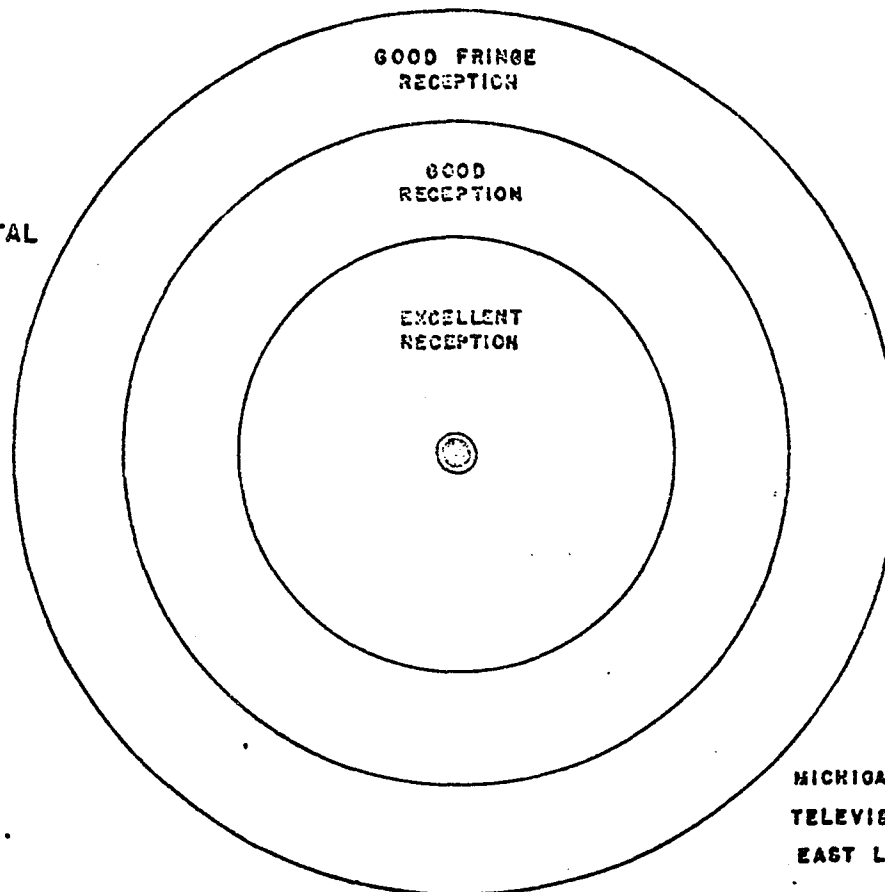
RADIAL DISTANCE (in miles)

CLASS A ☐ 30
CLASS B ☐ 46
FRINGE ☐ 61

CHANNEL 60

EFFECTIVE RADIATED POWER = 144 KW

TOWER HEIGHT = 1000'



*POPULATION FIGURES DERIVED BY
J. F. THACKER, ASSOC. PROF., SOC. & ANTHR.

MICHIGAN STATE COLLEGE
TELEVISION DEVELOPMENT
EAST LANSING, MICHIGAN

COST

MICROWAVE LINK	\$15,400
5 KW. TRANSMITTER	\$72,000
TOWER	\$86,800
ANTENNA	\$72,000
	<u>\$252,900 TOTAL</u>

POPULATION[#]

CLASS A	<input type="checkbox"/>	472,000
CLASS B	<input type="checkbox"/>	778,000
FRINGE	<input type="checkbox"/>	<u>1,295,000</u>
		2,545,000

RADIAL DISTANCE

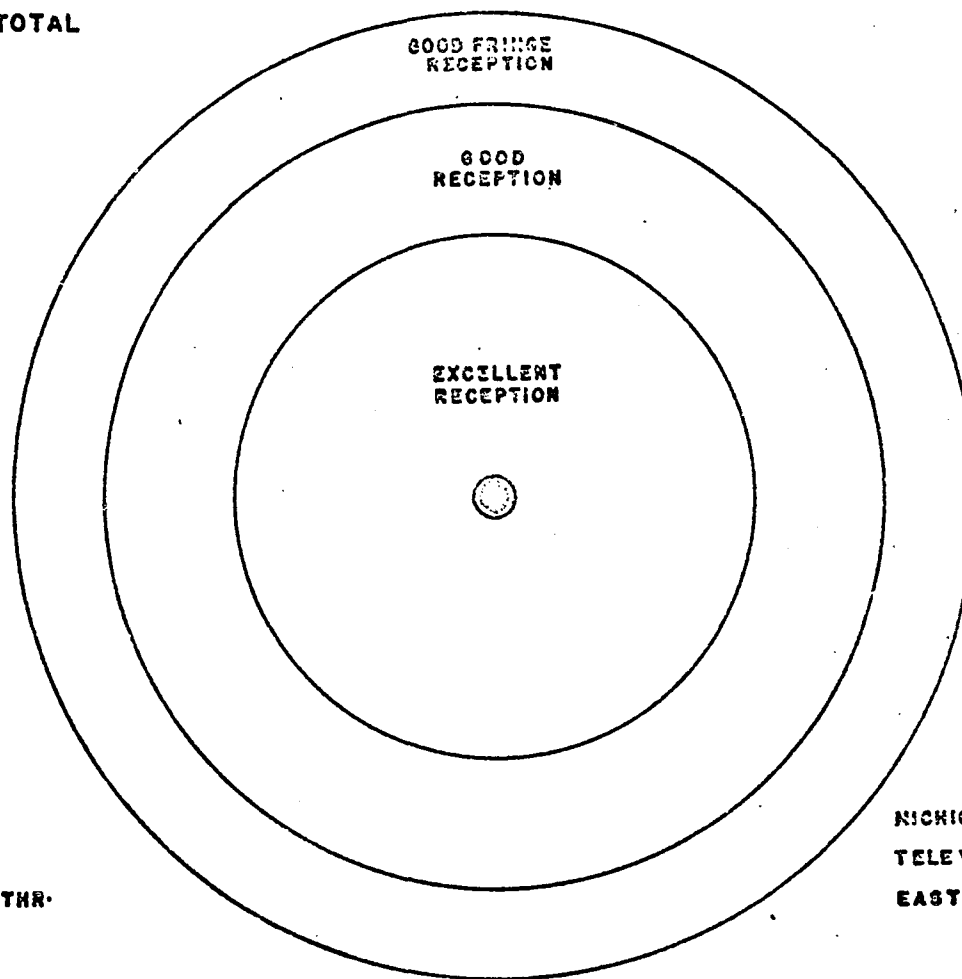
CLASS A	<input type="checkbox"/>	36
CLASS B	<input type="checkbox"/>	54
FRINGE	<input type="checkbox"/>	66

* POPULATION FIGURES DERIVED BY
J. P. THADEN, ASSOC. PROF, SOC. & ANTHR.

CHANNEL 10

EFFECTIVE RADIATED POWER = 40 KW.

TOWER HEIGHT = 1,000'



MICHIGAN STATE COLLEGE
TELEVISION DEVELOPMENT
EAST LANSING, MICHIGAN

COST

MICROWAVE LINK	\$15,400
40 KW. TRANSMITTER	\$150,000
TOWER	\$83,500
ANTENNA	\$72,000
<hr/>	
	\$323,900 TOTAL

POPULATION*

CLASS A	<input type="checkbox"/>	830,000
CLASS B	<input type="checkbox"/>	955,000
FRINGE	<input type="checkbox"/>	2,747,000
		<hr/>
		4,532,000

RADIAL DISTANCE (in miles)

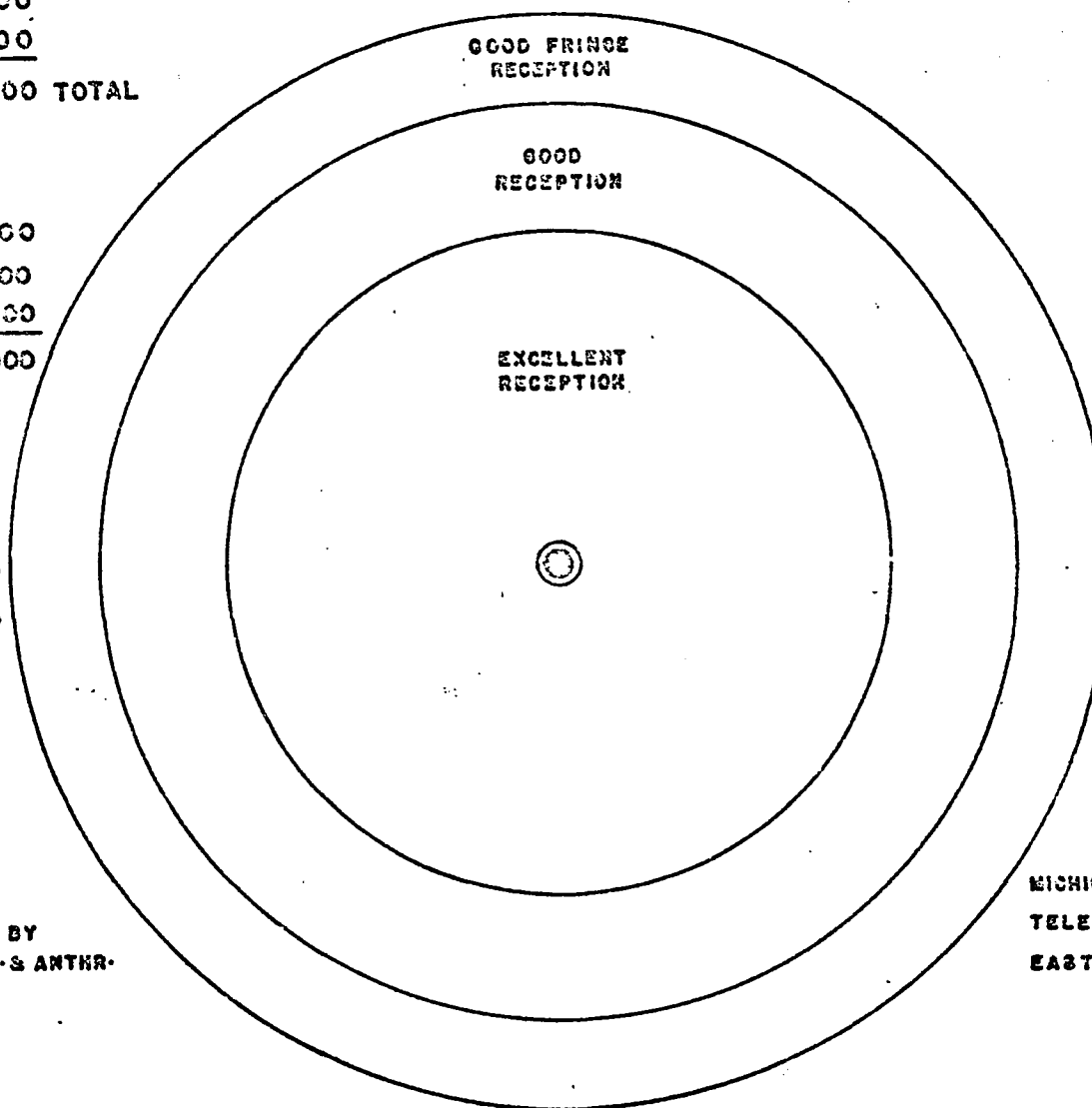
CLASS A	<input type="checkbox"/>	46
CLASS B	<input type="checkbox"/>	63
FRINGE	<input type="checkbox"/>	75

* POPULATION FIGURES DERIVED BY
J. F. THADEN, ASSOC. PROF., SOC. & ANTHR.

CHANNEL 10

EFFECTIVE RADIATED POWER = 316 KW.

TOWER HEIGHT = 1,000'



MICHIGAN STATE COLLEGE
TELEVISION DEVELOPMENT
EAST LANSING, MICHIGAN

(Draft)*

March 15, 1959 DEDICATION OF WMSB -- Michigan State University Television.

Remarks by President John A. Hannah

"This is a good and happy occasion for Michigan State University, marking as it does the successful completion of a project undertaken 10 years ago.

It was in 1949, when educational television was a new phrase in the American language, that a committee of our faculty recommended that MSU become active in the use of this new educational medium. They were certain that television presented unusual opportunities to improve educational services to our students and to the people of Michigan. That recommendation was approved by our governing board.

The first step was to install equipment for closed-circuit telecasting. Our first closed-circuit broadcast was made on June 26, 1951. Significantly, it was made before a special session of the National Conference of the American Association of Physics Teachers to demonstrate the principles of teaching by television.

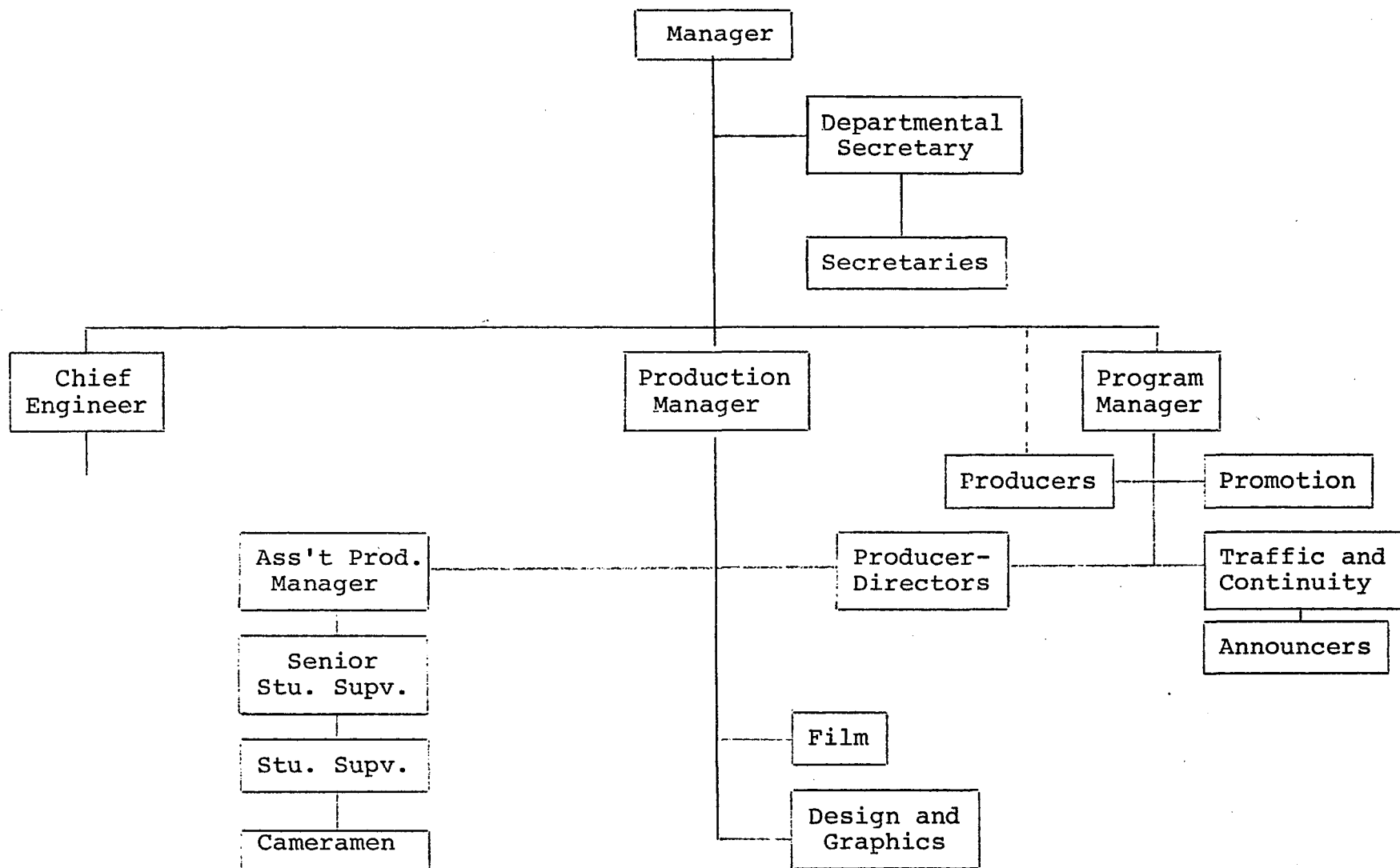
In January, 1954, the Michigan State television station WKAR-TV began broadcasting as the third educational station in the nation. It was the first east of the Mississippi, and it was first in the country in terms of the total number of hours of service.

Subsequent experience proved that the service to listeners afforded by ultra high frequency broadcasting was inadequate, and we then began the long, tedious process of gaining access to a very high frequency channel. Today we begin our service on such a channel, through which we expect to extend service to additional hundreds of thousands of Michigan residents.

I want to give public recognition to the services of Dr. Armand L. Hunter and his associates in making it possible for all the people who can be reached by this TV station to have access to the educational opportunities which will be spread before them in the months and years to come. I would also express sincere appreciation to the members of our governing board, whose faith has never faltered, and whose confidence has sustained all of us in our efforts to extend the services of Michigan State University to an ever-growing number of Michigan citizens.

Today we dedicate this station to the public interest in behalf of the people of Michigan, who are the real owners of this station. Michigan State University is deeply grateful for the increased opportunity this new station affords to be of greater benefit and usefulness to the people of our state whom it has served for 104 years, and will continue to serve to the limits of its capacity." (2-11-59)

*MSU Archives: John A. Hannah File 41 #58.



APPENDIX B

DOCUMENTS

AGREEMENT

THIS AGREEMENT made this 30th day of August, 1954, by and between the STATE BOARD OF AGRICULTURE, STATE OF MICHIGAN, a body corporate, hereinafter referred to as the "State Board," and TELEVISION CORPORATION OF MICHIGAN, INC., a Michigan corporation, hereinafter referred to as the "Television Corporation."

WITNESSETH:

WHEREAS, the Federal Communications Commission has authorized the location of VHF Channel 10 in the area of Parma and Onondaga, Michigan, and,

WHEREAS, each party hereto has filed an application for a license to operate a VHF television station on said channel, and,

WHEREAS, it is the desire of the parties hereto that each of said applications be amended to provide for a share-time operation sharing the telecast hours available,

NOW THEREFORE, in consideration of the foregoing, it is agreed that in the event said applications are approved by the Federal Communications Commission and construction permits are granted, VHF television stations shall be established as designated by the Federal Communications Commission and the operation of said stations, construction costs,

television equipment investment and maintenance facilities will be provided for according to the following terms and conditions:

1 As soon as practicable the State Board will acquire title to that parcel of real estate listed in the application hereinbefore referred to.

2 The State Board agrees that it will proceed, with reasonable dispatch and at its own cost and expense, to construct and erect a transmitter and studio building, a tower of approximately one thousand (1000) feet and a transmitting antenna of a standard and approved type for use in broadcasting. The plans and specifications for this construction will be secured and approved by the State Board, provided that no plan shall be approved unless it is adequate to provide for the efficient operation of VHF television stations by both the State Board and the Television Corporation. Upon completion of the building, the State Board will install a television transmitter, transmission line and associated equipment.

It is further agreed that both of the parties hereto shall approve the purchase of any television transmitter and associated equipment, transmitting antenna, transmission line and tower.

3 Each party will maintain a separate and independent studio and its executive, program and administrative staff will be located in separate offices. There will be no joint

sharing of personnel except as hereinafter provided. The State Board will employ transmitter engineers and other technical and maintenance employees who shall at all times operate and maintain the television transmitter and associated equipment. In order that the transmitter studio and transmission facilities will be solely and completely under the jurisdiction of the Television Corporation during the hours it is using such facilities, it shall employ a supervisory engineer who shall be present at all times during such hours and who shall have the absolute right to remove any person, with or without cause, from the transmitter house and to replace such person with another of his own choosing and at its own expense. The Television Corporation shall furnish a director for the mobile transport unit at all times while it is using these facilities, which director shall have the identical power and authority above mentioned, and subject to the conditions specified.

Although the transmitter operators employed by the State Board are in no sense to be considered as employees of the Television Corporation, the latter shall nevertheless reimburse the State Board for a proportionate amount of the salaries paid to such employees based upon the percentage of total time the Television Corporation avails itself of such services.

4 The State Board agrees to amend its application to provide a share-time operation in accordance with the

following schedule. It shall request all broadcasting rights and privileges pursuant to its license on:

Monday through Friday - 9:30 A.M. - 2:00 P.M.
6:00 P.M. - 7:30 P.M.

Saturday -10:00 A.M. - 2:00 P.M.

Sunday -12:00 noon - 4:00 P.M.

and time other than as above designated shall be deemed to belong to the Television Corporation to be used pursuant to its license and subject to its rights and privileges, provided, however, that the parties may from time to time agree as to coverage of "Special Events."

The foregoing schedule is based upon Eastern Standard Time. In the event the area in which the major network programs originate changes to Daylight Saving Time during the summer months and the vicinity of Parma and Onondaga, Michigan, remains on Eastern Standard Time, the schedule shall be adjusted to conform with Daylight Saving Time.

5 Television Corporation hereby agrees to pay to the State Board an annual equipment rental for use of the transmitter, transmission line, tower, transmitter house, facilities and land based upon the following formula:

- (a) The transmitter at invoice price amortized on a ten-year basis at four (4%) percent. In the event of obsolescence making it necessary to replace the transmitter, the obsolescence shall be shared forthwith in proportion to the broadcast time used by each party.
- (b) The antenna and equipment at invoice price amortizes on a ten-

year basis at four (4%) percent.

- (c) The Transmitter house at contract price amortized on a fifteen-year basis at four (4%) percent.
- (d) Tower and land at cost thereof amortized on a fifteen-year basis at four (4%) percent.

in the proportion that the actual air time used by the Television Corporation bears to the total air time used by both parties hereto, such rent to be paid on a monthly basis.

The first monthly installment shall be due and payable on the day on which the Television Corporation commences the operation of its television station and subsequent installments shall be due on the same day of each month thereafter during the term of this agreement.

In addition to the above named rental, Television Corporation agrees that it will pay to the State Board as additional rental twenty (20%) percent of its net income as determined for the Federal income tax, and before such tax. This additional rental shall be due and payable on or before April 1st of each succeeding year. The State Board shall not have the right to examine the books and records of the Television Corporation, but shall accept a sworn statement of its certified public accountant or such other certified public accountant as the parties may select.

This additional rental has been agreed upon with a consideration of the current combined corporate tax structure and if any substantial change occurs in said structure, this

phase of the rent formula shall be open to review.

The State Board agrees to keep the equipment in good repair and at the request of the Television Corporation to promptly replace any television transmitter that may become obsolete. In the event of any such obsolescence and replacement, the invoice price of the new transmitter shall be substituted in the basic rent formula for the purpose of determining the amount of subsequent installments of rent. It is expressly understood, however, that these provisions relating to obsolescence are limited to television transmitters.

6 Current operating expenses such as replacement of transmitter tubes and the cost of transmitter power will be prorated between the parties, as billed, in proportion to the air time used by each party. It shall be the responsibility of the State Board to maintain all of said facilities in proper and efficient operating condition.

7 The Television Corporation may have the privilege of using the mobile transport unit owned by the State Board on such terms and conditions as may be mutually established and agreed upon from time to time, subject to the condition hereinbefore stated that the Television Corporation shall at all such times supply its own supervisory director. It may also from time to time have the privilege of using the East Lansing studio of the State Board for the purpose of telecasting "live" programs, in accordance with a schedule

of charges to be mutually agreed upon, and again subject to the condition that it shall supply its own supervisory director.

8 In the event either party desires to sell its television station, facilities, and transfer its license, the other party shall be given a written notice of intent to sell and the party receiving the notice shall have the option to meet any bona fide offer made by a responsible party for the purchase of the property and transfer of the license. This option shall expire thirty (30) days after receipt of notice of intent to sell.

9 If either party desires to terminate its broadcasting operations, other than by a sale to a third party, the other party shall be given a written notice not less than thirty (30) days prior to such cessation of operation and the party receiving the notice shall have the option to acquire the television equipment and a transfer of the license of the party so terminating. If the parties are unable to agree as to the amount to be paid therefor, the option price shall be determined by an independent board of appraisers composed of three members, one of whom shall be selected by each of the parties hereto and the third selected by the other two appraisers. The board shall separately appraise the physical assets and the value of the station considered from a commercial standpoint, and their unanimous decision as to price shall be final and binding upon the

parties. If the option is exercised, payment shall be made in full within fifteen (15) days after approval by the Federal Communications Commission.

In the event the option, as above provided, is not exercised, either party may terminate this agreement forthwith by giving written notice to the other party. Upon termination, both parties shall be relieved of any and all further liability hereunder.

10 The provisions of paragraphs (8) and (9) of this agreement shall be subject to the condition that any transfer of such license is approved by the Federal Communications Commission.

11 The conditions and agreements made and entered into between the parties hereto are declared binding on their respective successors, representatives, and assigns.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals the day and year first above written.

In Presence Of:

THE STATE BOARD OF
AGRICULTURE, STATE OF
MICHIGAN

S/ Hildegarde O. Seaton

By S/ Philip J. May

S/ Amy E. Carson

In Presence Of:

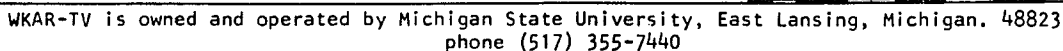
TELEVISION CORPORATION OF
MICHIGAN, INC.

S/ Leland W. Carr Jr.

By S/ Edward E. Wilson

S/ Edna A. Miller

By S/ John C. Pomeroy



NEWS

Federal Communications Commission
1919 M Street, NW.
Washington, D.C. 20554
Public Notice



For recorded listing of releases and texts call 632-0002

For general information
call 632-7260

21460

Report No. 9417

ACTION IN DOCKET CASE

May 3, 1974 - B

TV CHANNEL 23, EAST LANSING, MICH., DESIGNATED AS EDUCATIONAL ASSIGNMENT BY FCC (DOCKET 19739). The TV Table of Assignments (Section 73.606(b) of the rules) has been amended by the Commission with the designation of television Channel 23 at East Lansing, Mich., as an educational assignment. The change was proposed in a rulemaking notice adopted May 22, 1973, in response to a petition by the Board of Trustees of Michigan State University stating that it was operating a noncommercial educational station on UHF Channel 23 and asking recognition of the actual use of the channel. The Commission said that since Channel 23 was already being put to educational use, the change in the assignment table to reflect the actual usage of the channel was appropriate. Since Channel 69 was also listed as an East Lansing assignment, the Board urged the Commission to leave the educational designation of that channel undisturbed. The Commission said that ordinarily it would not allow a channel to remain fallow while interest in its educational use developed, particularly when no commercial channel was available and an educational operation already existed. It said, however, that since nearby Lansing is using only one of its three channel assignments and is the logical location for a commercial station, because of its much larger size, "anxiety over foreclosing commercial use of Channel 69 is premature" and removal of the educational reservation was unnecessary. If commercial interest in Channel 69 developed, it would entertain an appropriate rulemaking petition, the Commission declared. (Action by the Commission acting as a Board, May 1, 1974, by Report and Order. Commissioners (Chairman)Wiley, Reid, and Hooks.)

- FCC -

May 6, 1974

Dear Prof.

23 is now starting ETV. Note the above

Remark regarding Channel 69 -

Best wishes

Wm. H. -

Before the
FEDERAL COMMUNICATIONS COMMISSION
Washington, D.C. 20554

FCC 74-469
11427

In the Matter of)
)
Amendment of Section 73.606(b),) Docket No. 19739
Table of Assignments,) RM-2052
Television Broadcast Stations.)
(East Lansing, Michigan).)

REPORT AND ORDER

Adopted: May 1, 1974; Released: May 6, 1974

By the Commission: Commissioners Wiley, Chairman, Reid and Hooks acting as a Board; Commissioner Quello not participating.

1. The Commission has before it for consideration the May 9, 1973, Notice of Proposed Rule Making in this proceeding (38 Fed. Reg. 13491, published May 22, 1973) and comments from the proponent, the Board of Trustees of Michigan State University, seeking the designation of television Channel 23 at East Lansing, Michigan, as an educational assignment.

2. In its petition and comments the Board of Trustees pointed out that it was operating a noncommercial educational station on UHF Channel 23. [Although it was not mentioned in the original petition, it formerly shared time in the operation of VHF Channel 10 licensed to nearby Onondaga, Michigan.] In effect, the petition sought recognition of the actual use of the channel. In addition to Channel 23, Channel 69 was also listed as an East Lansing assignment, and the Board of Trustees urged us to leave the educational designation of this channel undisturbed. Other than the Board of Trustees, no party expressed any interest in the proceeding.

3. Since Channel 23 was already being put to educational use, the proposal to give de jure status to this de facto situation presents no complication. We believe that it is appropriate for the Table of Television Assignments to reflect the actual usage of the channel and it shall be charged accordingly. As to continuing the reserved status of Channel 69, however, the situation is not quite as simple. If the reservation were terminated, the channel would still be available for educational use, and for the first time it would become available for commercial use as well. On the other hand, since East Lansing has only two assignments, the proposal to maintain the reservation would effectively preclude the establishment of any commercial operation in East Lansing. Ordinarily, we would not be disposed to follow a procedure that would lead to allowing a channel to remain fallow for some period while interest in its educational use develops, when at the same time no commercial channel is available and an educational operation already exists. However, the situation involved here is atypical because of the proximity of Lansing which has three channel assignments.

Only Channel 6 of the three is in use; Channels 36 and 53 are vacant. Lansing is the far larger of the two communities and quite probably the more logical choice for locating a commercial station. In addition, lower UHF channels tend to be selected first, further suggesting that anxiety over foreclosing commercial use of Channel 69 is premature. Under these circumstances, we do not think it necessary to remove the reservation on Channel 69. If an interest in its use on a commercial basis should develop, we could then entertain an appropriate petition for rule making. In the meantime, we see no need to act on supposition about such future interest.

4. Therefore in accordance with the provisions of Sections 4(i), 303(g) and (r), and 307(b) of the Communications Act of 1934, as amended, IT IS ORDERED, That, effective June 14, 1974, the Television Table of Assignments, Section 73.606(b) of the Commission's Rules, insofar as the community listed below is amended to read as follows:

<u>City</u>	<u>Channel No.</u>
East Lansing, Michigan	*23, *69

5. IT IS FURTHER ORDERED, That this proceeding IS TERMINATED.

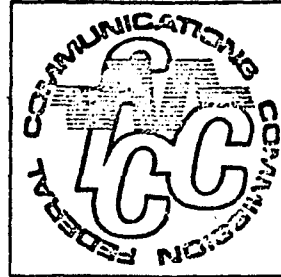
FEDERAL COMMUNICATIONS COMMISSION

Vincent J. Mullins
Secretary

NOTE: Rules changes herein will be covered by T.S. III(72)-4.

NEWS

Federal Communications Commission
1919 M Street, NW.
Washington, D.C. 20554
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call 632-7260

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Report No. 9417

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- FCC -

May 6, 1974

Dear Pat.

23 is now starting ETV note the above

Remark regarding Channel 69 --

Best wishes

Merrill J. -

Before the
FEDERAL COMMUNICATIONS COMMISSION
Washington, D.C. 20554

FCC 74-469
11427

In the Matter of)
)
Amendment of Section 73.606(b),) Docket No. 19739
Table of Assignments,) RM-2052
Television Broadcast Stations.)
(East Lansing, Michigan).)

REPORT AND ORDER

Adopted: May 1, 1974; Released: May 6, 1974

By the Commission: Commissioners Wiley, Chairman, Reid and Hooks acting
as a Board; Commissioner Quello not participating.

1. The Commission has before it for consideration the May 9, 1973, Notice of Proposed Rule Making in this proceeding (38 Fed. Reg. 13491, published May 22, 1973) and comments from the proponent, the Board of Trustees of Michigan State University, seeking the designation of television Channel 23 at East Lansing, Michigan, as an educational assignment.

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4. Therefore in accordance with the provisions of Sections 4(i), 303(g) and (r), and 307(b) of the Communications Act of 1934, as amended, IT IS ORDERED, That, effective June 14, 1974, the Television Table of Assignments, Section 73.606(b) of the Commission's Rules, insofar as the community listed below is amended to read as follows:

<u>City</u>	<u>Channel No.</u>
East Lansing, Michigan	*23, *69

5. IT IS FURTHER ORDERED, That this proceeding IS TERMINATED.

FEDERAL COMMUNICATIONS COMMISSION

Vincent J. Mullins
Secretary

NOTE: Rules changes herein will be covered by T.S. 111(72)-4.

FCC Form 1
February 1970

UNITED STATES OF AMERICA
FEDERAL COMMUNICATIONS COMMISSION
NONCOMMERCIAL EDUCATIONAL

File No. BSCT-233
Call Letters WKAR-TV
OFFICIAL NO. 233

TELEVISION BROADCAST STATION LICENSE

MODIFIED

Subject to the provisions of the Communications Act of 1934, subsequent acts, and treaties, and all regulations heretofore or hereafter made by this Commission, and further subject to conditions set forth in this license, the LICENSEE

BOARD OF TRUSTEES OF MICHIGAN STATE UNIVERSITY

is hereby authorized to use and operate the radio transmitting apparatus hereinafter described for the purpose of broadcasting for the term beginning June 14, 1974 and ending October 1, 1976
(3 a.m., Local Time)

The licensee shall use and operate said apparatus only in accordance with the following terms:

1. Station location: City EAST LANSING State MICHIGAN
2. Transmitter location: 4101 Dobie Road, 1.25 mile Southeast of Okemos, Michigan

North Latitude: Degrees 42 Minutes 42 Seconds 08
West Longitude: Degrees 84 Minutes 24 Seconds 51

3. Main studio location: 600 Kalamazoo Street, East Lansing, Michigan. Transmitter may be operated by remote control from 600 Kalamazoo Street, East Lansing, Michigan.

4. Transmitter: Visual Aural
Make and Type RCA TTU-60B1 RCA TTU-60B1
Rated power 17.78 dbk(60 kw) peak. 11.2 dbk(13.2 kw).
5. Antenna: RCA TFU-25G, Pylon, modified for 0.5 degree electrical beam tilt with
Make and Type maximum lobe visual effective radiated power of 30.9 dBk (1230 kW)
Horizontal field pattern Omnidirectional
Antenna supporting structure 972 foot tower

Overall height above ground 1038 feet (including obstruction lighting)
Overall height above mean sea level 1889.5 feet (including obstruction lighting)
Obstruction marking specifications in accordance with paragraphs 1, 3, 7, 16 and 21 of FCC Form 715 attached

6. Operating assignment:
Frequency 524 — 530 Megahertz. (Channel No. 23)

Visual Aural
Carrier frequency 525.24 MHz. 529.74 MHz.
Transmitter output power 17.8 dbk(60 kw) peak. 11.2 dbk(13.2 kw).
Effective radiated power 30.4 dbk(1100 kw) peak. 23.4 dbk(219 kw).
Antenna height above average terrain 970 feet.
Hours of operation - Unlimited

The Commission reserves the right during said license period of terminating this license or making effective any changes or modification of this license which may be necessary to comply with any decision of the Commission rendered as a result of any hearing held under the rules of the Commission prior to the commencement of this license period or any decision rendered as a result of any such hearing which has been designated but not held, prior to the commencement of this license period.

This license is issued on the licensee's representation that the statements contained in licensee's application are true and that the undertakings therein contained so far as they are consistent herewith, will be carried out in good faith. The licensee shall, during the term of this license, render such broadcasting service as will serve public interest, convenience, or necessity to the full extent of the privileges herein conferred.

This license shall not vest in the licensee any right to operate the station nor any right in the use of the frequency designated in the license beyond the term hereof, nor in any other manner than authorized herein. Neither the license nor the right granted hereunder shall be assigned or otherwise transferred in violation of the Communications Act of 1934. This license is subject to the right of use or control by the Government of the United States conferred by section 606 of the Communications Act of 1934.

This license consists of this page and pages ---

Dated: June 14, 1974

FEDERAL COMMUNICATIONS COMMISSION

Ben F. Waple
Secretary



From: Annual Report 1974-75

DEPT. OR ACCOUNT NAME
COLLEGE OR ADMIN. UNIT

Television Broadcasting
Instructional Development and
Telecommunication Services

Robert D. Page, Station Manager

Description: Philosophy and Purpose - TELEVISION BROADCASTING -- WKAR-TV 23

As a noncommercial educational television station licensed by the Federal Communications Commission, WKAR-TV is expected to broadcast programs which serve a broad range of public needs and interest. As a service of Michigan State University, it aims to (1) extend the resources of the University for the continuing education of the public and (2) provide training and research facilities to faculty and to students preparing for careers in television.

Besides broadcasting, it also produced programs, not only for local use, but also for distribution elsewhere in the state and the nation. Some of these are produced for educational, governmental, and professional agencies engaged in public services.

During 1973-74 WKAR-TV completed its conversion from black and white to a full color operation. Local production continued in the areas of public affairs, minority affairs, the arts, MSU athletics, and coverage of special events such as the State of the State Address, Lansing's Day with the Arts, legislative hearings, and MSU Commencement. In addition, production was begun on a credit course in humanities based on the Civilisation TV series.

Student involvement in the television operation continued at a high level and beginning with the spring quarter student interns were eligible to earn credit for their work with the station. Community involvement and support markedly increased this year with regular annual contributors increasing from about 1,000 to 2,000 and special program grants from business, industry and foundations providing valuable assistance.

Effective July 1, 1974 Television Broadcasting moves from the Continuing Education Service to become a part of the newly reorganized Division of Instructional Development and Telecommunications Services under the Office of the Provost.

WKAR-TV STATISTICAL HIGHLIGHTS 1973-74

ANNUAL BROADCAST HOURS	4524
LOCALLY PRODUCED BROADCAST HOURS	595
STUDENT INVOLVEMENT(HOURS)	25,000
STUDIO HOURS FOR LABORATORIES AND WORKSHOPS	600
WEEKLY AUDIENCE(VIEWER EXPOSURES)	600,000
ANNUAL AUDIENCE(VIEWER EXPOSURES)	31,000,000
COST PER VIEWER EXPOSURE	\$.025

APPENDIX C

1. Program Descriptor Charts
2. Informant Interview Schedules

PROGRAMMING SEQUENCE ↓	DESCRIPTIONS	% LOCAL PROGRAMS	AVERAGE HOURS WEEKLY	ON AIR				# PROGRAM TITLES	# PROGRAM KINDS	% PUBLIC AFFAIRS	% CULTURAL	% CHILDREN	% GENERAL	EDUCATION			STAFF creative support	AUDIENCE %	Major INFLUENCE FACTORS				
				Monday - Friday	Saturday	Sunday	Elementary							Secondary	Adult	TECHNO- LOGY			POLICY	FINANCE	PRODUCT- ION	OTHER	
				ON AIR	ON AIR	ON AIR	ON AIR							ON AIR	ON AIR								
				ON AIR	ON AIR	ON AIR	ON AIR							ON AIR	ON AIR								
Year 1954 Channel UHF60	80%	45 hrs.	-	-	-	51	22	53%	31%	66%	16%	*0	39%	20 35 15 %	Very High	Very High	High	High					
1955	70%	37	-	-	-	34	22	54%	**	-	-	-	59%	18 45 27 15 %									
1956	63%	31	-	-	-	39	22	56%	45%	41%	17%	-	59%	18 45 28 15 %									
1957	65%	30	-	-	-	15	25	50%	-	-	-	-	29%	56 15 %									
1958/60 UHF	75%	36	/	/	/	50	23	63%	29%	11%	17%	1%	27%	40 72	Med.	Med.	High Med.	Med.					
1959/60 VHF	90%	34	/	/	/	30	20	8%	3%	22%	-	48%	13%	152 90									
1960 VHF10	43%	37	✓	✓	✓	30	17	14%	50%	19%	-	-	69%	56 90 %									
1961	45%	40	✓	✓	-	15	19	14%	64%	19%	-	17%	-	-									
			✓	✓	✓									90%									

* 0 = data negative
** - = no data available

Key:
* 0 = data negative
** - = no data available

PROGRAMMING ↓ SEQUENCE	DECEPTIONS	% LOCAL PROGRAMS	AVERAGE HOURS WEEKLY	PROGRAM TITLES			# PROGRAM KINDS	% PUBLIC AFFAIRS	% CULTURAL	% CHILDREN	% GENERAL	EDUCATION			AUDIENCE %	STAFF		Major INFLUENCE FACTORS					PRODUCT ION	OTHER	
				# PROGRAM								Elementary	Secondary	Adult		Creative	Support	TECHNO. LOGY	POLICY	FINANCE	TECHNO. LOGY	TECHNO. LOGY			TECHNO. LOGY
				Monday - Friday	Saturday	Sunday																			
Year 1962 Channel VHF 10		45%	37 hrs.	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	29	19	31%	36%	19%	41%	17%	—	23% 76% 53%	Med.	Low	Med.	Low						
1963		40%	38	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	28	17	20%	49%	14%	—	18%	—	63% 90%										
1964		39%	39	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	28	19	—	10.4%	—	—	19.5%	—	55% 90%										
1965		40%	39	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	30	17	—	34%	—	—	33%	4%	55% 90%										
1966		40%	39	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	28	19	43%	41%	53%	15%	28%	3%	55% 90%	Very Low	Very Low	Med.	Med.						
1967			38	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	28	21	—	—	—	—	—	—	69% 90%										
1968			36	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	25	16	—	—	—	—	—	—	71% 90%										

SEQUENCE ↓ PROGRAMMING	DESCRIPTIONS	% LOCAL PROGRAMS	AVERAGE HOURS WEEKLY	ON AIR			# PROGRAM TITLES	# PROGRAM KINDS	% PUBLIC AFFAIRS	% CULTURAL	% CHILDREN	% GENERAL	EDUCATION Elementary Secondary	ADULT	AUDIENCE %		Major INFLUENCE FACTORS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
				MONDAY - FRIDAY	SATURDAY	SUNDAY									Coaching Supplies	STAFF	TECHNO. LOGY	POLICY	FINANCE	PRODUCT- ION	OTHER																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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Sequence ↓ Year	PROGRAMMING ↓ DESCRIPTIONS	% LOCAL PROGRAMS	AVERAGE HOURS WEEKLY	ON AIR				# PROGRAM TITLES	# PROGRAM KINDS	% PUBLIC AFFAIRS	% CULTURAL	% CHILDREN	% GENERAL	EDUCATION	AUDIENCE %	Major INFLUENCE FACTORS					
				Monday 1-5 Friday	Saturday	Sunday	STAFF Creative Support									POLICY	TECHNOL- OGY	FINANCE	PRODUCT- ION	OTHER	
1954 Channel UNF 60	80%	45	-	-	-	51	22	53%	31%	66%	16%	0	3%	20 35 15 15%	Very High	Very High	High	High			
1958 WMSB-TV UNF 60 1959 VHF 10	75%	36 hrs.				50	23	23%	29%	11%	17%	48%	27%	(18) (40) (22) 15% 96%	Med.	Med.	High Med.	Med.			
1962	45%	37 hrs.	✓	✓	-	29	19	31%	36%	19%	41%	17%	-	23 75 53 90%		Med.	Med.				
1966	40%	39 hrs.	✓	✓	-	28	19	43%	41%	53%	15%	28%	3%	18 55 37 90%			Med.	Med.			
1970 VHF 10 WKATV UNF 23 1972	30%	37 hrs.	✓	✓	✓	31	13	26%	27%	24%	49%	23%	15%	16 58 42 75%	High Med.	High Med.	Med.	High Med.			
1974	13%	81 hrs.	✓	✓	✓	52	18	44%	31%	5%	27%	13%	10%	13 53 40 80%	High	High Med.	Med.	High Med.			
														1956 data							

Appendix C

MSU/ETV: Informant Interview Schedule #1

Background of
Informant

1. Please give dates of your active association with or knowledge of Michigan State's educational television station. _____
2. Please give title of position(s) held with appropriate dates. (Positions might be as member of ETV station administration or staff, University administration or staff, or, as member of community of viewers.)

Title: _____ Dates: _____

Interview Schedule:

3. Please describe the policy of the ETV station as you understood it during the time of your association.
(Please use your own words if you choose.)
4. Were specific goals stated as the means of operationalizing the policy described? Yes _____ No _____
5. If specific goals were stated, what were they?
 - a. _____
 - b. _____
 - c. _____

MSU/ETV (cont'd.)

6. By whom were the above stated goals determined?
7. How were they to be implemented by the ETV station?
(Describe, please.)

Note #1: The programming of a television station--whether commercial or noncommercial education--is usually seen as the means to the accomplishment of that station's goals.

8. What kinds of programs were scheduled by the MSU/ETV station as the means of accomplishing that station's goals as you have described them? (Use either your own list or select from the attached list of program descriptions by educational broadcaster, Dr. Lee S. Dreyfus.¹)
(Your own descriptions)

- | | |
|----|----|
| a. | e. |
| b. | f. |
| c. | g. |
| d. | h. |

¹Lee Sherman Dreyfus, "The University Station," Chapter 4, The Farther Vision: Educational Television Today, eds. Allen E. Koenig and Ruane B. Hill (The University of Wisconsin Press, Madison, Milwaukee, London, 1967), p. 51-67.

MSU/ETV (cont'd.)

Dreyfus list:

- a. formal education - on campus or extension, a formal organized course for credit
 - b. informal education - general adult or continuing education, nonstructured, educational programming not intended to provide credit from the University
 - c. educational and media research - . . . research for elementary/secondary and higher education . . . little done even thus far
 - d. community relations - University should reach out to tell its story to the community through its own ETV . . . fear of 'propagandizing' public or legislature to promote greater funding probable reason for failure to use this avenue.
 - e. community service - under this function, stations provide general cultural programming as opposed to general informational programming.
 - f. public forum
 - g. training laboratory for students of all forms of broadcasting
 - h. recreational services for community - sub-group of community service: where University provides broadcasts of films, football, etc.
 - i. alternative or minority programming.
9. What categories (kinds) of programs were actually broadcast by the station? (Use the above descriptions or your own.)
- a.
 - b.
 - c.
 - d.
 - etc.

MSU/ETV (cont'd.)

Note #2: Preliminary discussions with other people who are knowledgeable about the MSU/ETV stations regarding the process of determining what programs will be broadcast (of those that are available or that can be produced by the station), there appear to be at least four categories of influence at work in the operational conditions where this process of programming takes place. These influences appear to come from areas that are variously technical, political, fiscal and creative (production). Informants have described them in the following ways.

See if you agree, or add any.

- a. technical - license descriptors: frequency allocation, tower height, signal strength, radial coverage;
 - facility descriptors: studio, crew, staff, equipment;
 - audience analysis: demographics, population reachable in A, B, C coverage areas.
- b. fiscal - budgetary resources: tax-supported University, state, federal, private agencies, gifts, etc.
- c. political - policy and procedural issues determined by decision-makers from the University central staff and reflected in station staff;
 - policy and procedural issues determined by requirements of FCC university-type license-holder, attitudes and responsibilities;
 - policy and procedural issues determined by community needs and/or pressures.
- d. creative - programming content (creative): resources for program creation and production (conceptual people, researchers, writers, talent on-campus faculty or free-lance);

MSU/ETV creative (cont'd.)

- programming resources (outside): PBS, professional, regional, other educational or national commercial or local;
- implementation: advertising, public/community relations, informational (brochures, flyers, etc.), program support materials;
- utilization and evaluation: community contact, feedback links with community.

e. other (Have you any additional suggestions?)

10. Of the factors of influence that have been identified what rank of importance did these categories have in the operational conditions (the programming environment) of the station during your association? (Most influential to least influential--on a scale of 1 - 4 (or 5 or 6, if you add categories.)

___ a. technical

___ b. political

___ c. fiscal

___ d. creative

___ e. other

11. Which aspects within each category (as found in the definitions) were most influential?

a. technical -

(1)

(2)

(3)

(4)

MSU/ETV question 11 (cont'd.)

b. fiscal -

- (1)
- (2)
- (3)
- (4)

c. political -

- (1)
- (2)
- (3)
- (4)

d. creative -

- (1)
- (2)
- (3)
- (4)

3. other

12. To whom and/or to what office in the University's central administration did the educational television station report during your term of association?

13. Did you receive direction for the station's operations from that part of the University structure? Yes _____ No _____

14. If such direction was received, in which of the following areas was it received? (Please add your own areas if needed.)

a. philosophy

b. public relations:

_____ (1) off-campus -
(Please describe)

MSU/ETV question 14 (cont'd.)

- (2) on-campus -
(Please describe)

- c. promotion
- d. advertising
- e. programming
 - (1) style (ITV/PTV/Continuing Adult Education/
General Education)
 - (2) content
 - (3) target audience to be reached
 - (4) purpose of programming
 - (5) talent to be used
 - (6) funding - how to be received
 how to be used
 how much allowed
- f. funding (University budget)
 - (1) other funding allocated (grants, etc.)
 - (2) fund-raising activities of station to support
 itself and/or programming
- g. (other area or direction)

15. Was the direction received from the administration in
the above areas direct? Yes _____ No _____

indirect? Yes _____ No _____

16. Please review the areas listed in question #13 and
write in the space to the left of each which kind of
direction--direct or indirect--you perceived as coming
from the administration?

17. Did you feel that the programming broadcast was appro-
priate for accomplishing the station's purpose as you
stated it earlier? Yes _____ No _____

18. If you did not feel it to be suitable, how would you
have changed it to make it suitable?

MSU/ETV (cont'd.)

19. Why do you feel this discrepancy existed between the station's stated purpose and the programming that should have been the means of its accomplishment? (Several of the following may apply.)

a. Lack of technical facilities (Use study definitions of these)

_____	_____
_____	_____
_____	_____

(other) _____

b. Political considerations

_____	_____
_____	_____
_____	_____

(other) _____

c. Fiscal problems

- (1) lack of funds to produce programs in-house
- (2) lack of funds to purchase or rent programs from outside sources
- (3) lack of outside programs to purchase or rent
- (4) (other)

d. Creative (production considerations)

- (1) lack of studio facilities
- (2) lack of studio personnel
- (3) lack of studio creative personnel (writers, artists, performers, etc.)
- (4) lack of program research
- (5) lack of audience research
- (6) lack of promotion
- (7) (other)

20. What degree of commitment did you feel the central university administration felt toward the television station? High _____ Medium _____ Low _____

MSU/ETV (cont'd.)

21. At the level of commitment you selected, how did that commitment manifest itself? (Please describe)
22. Did you feel the station was successful in fulfilling its purposes (intentions) during your tenure as you understood them?
- Yes, to a great degree____
Yes and no____
Disappointing showing____
23. Please explain your answer to #22--giving examples, if possible.
24. If the results obtained from programming were less successful than you might have hoped, please describe what changes might have helped in either operational conditions or other circumstances that you can identify.
25. If the station's programming during the time of your association fulfilled your expectations, what means were used to ascertain this?
26. What access to research did the station have during your association with it? Were audience analyses made from time to time? How often? In what way were they made? What results were obtained?

MSU/ETV (cont'd.)

27. If audience analyses were made, what purpose did they serve? Were their results reflected in program changes?
28. What barometer for audience satisfaction with the programming was used?
29. What kinds of audience reaction of satisfaction (feedback) did the station receive?
30. Did the station have regular contact with advisory members of the community regarding community needs that the station might fulfill or help to alleviate?
Yes _____ No _____
31. If answer to last question was Yes, please explain and describe circumstances.
32. Did the station have regular contact with members of the university faculty regarding faculty participation in or assistance with programs and program content?
(Please describe circumstances.)
33. What was the average number of hours the station was on the air during your association with it on weekdays?
Over weekends?
- Weekdays _____
Weekends _____

MSU/ETV (cont'd.)

34. Using the Dreyfus list of program types, what kinds of programs were most regularly scheduled during the week?
- _____
35. Which programs were scheduled least often during the week?
- _____
36. What were the production sources of these programs?
37. What percent of the programs you scheduled were produced "in-house"? ("Locally"?)
38. What kinds of programs were produced "in-house"--
1. instructional - in-school, adult continuing education (please check)
 2. general audience (public television) adult, children, sports, documentary, etc.)
 3. special interest audience (professional, etc.)
 4. (other)
39. Approximately what percentage of your total operating budget at the station went into programming?
- (Approximately)
40. Do you consider that the station's operating budget was sufficient to do the job expected of it for its community of viewers?
41. If you did not feel the station's contribution to the community was sufficient, how would you have changed it if you could?

Part I

Letter of Introduction covering

- Purpose of Study: To aid MSU/ETV in future plans for accomplishment through an examination of its experiences to date.
- Parameters of Study: "I will be especially interested in information about the broad policies which served as a base for your efforts (or, the station's efforts), the kinds of programs broadcast, and your assessment of the operational conditions, or, environment, which affected the programming."
- Alternative dates and times offered for actual interview.

Part II

Informational materials to be at hand for use during individual interviews

- Examples of Policy Statements of Station
- Roster of Programs broadcast during tenure of Informant
- Definitions of Study Terms: (a) Policy (b) Programming (c) Influences within Operational Conditions defined by first Informants: technical, political, fiscal, creative.

Part III

Schedule of Questions for Interview (sheets following)

Part IV

Warmup Session at Interview will cover

- Identification of Informant by Interviewer as (a) Station Administrator, or (b) MSU/ETV decision-maker
- Years of tenure in association with the Station.

FES Information Interview Schedule #2a (cont'd.)

(Adapted to circumstances of Informant)

1. How would you describe the station's effectiveness as an educational broadcasting station at the time you were part of its staff? How would you have compared it with others of its kind around the country?
2. What did you hope MSU might achieve through its TV broadcasting station?
3. What did you understand to be the station's responsibilities?
4. What were the effects--good or bad, or, both good and bad--of the various factors of influence in the station's operational conditions on the station's ability to achieve its intended purpose?
For example: Influential factors such as the state of the station's technology, policy, budget, production capabilities and resources?
5. Did any of these factors (or others, if you like) change in their affective capacity during your association with the station? Were any more influential at one time and less so at another? Which ones?
6. Do you remember any particular high points of impact from any of these factors of influence that changed the station's operations in any way that affected its programming?

FES Information Interview Schedule #2a (cont'd.)

7. Were you aware of any influence that came from -

- the University central administration?
 - the national ETV movement?
 - a foundation that had given a gift or a grant?
 - a budget change within the University?
 - any change in one of the identified factors of influence in the station's operational conditions?
- Please describe.

8. What were the station's biggest problems in operation during your association with it? (Perhaps there were none?)

9. When you were associated with the station, what did you think ETV broadcasting could accomplish for society? For the University?

10. To what extent do you think it has met your expectations?

11. What changes would you have liked to make in the operations of the station during your association with it?

12. What was your feeling about the future of ETV when you ceased being closely associated with the MSU/ETV station?

13. What was your feeling about the future of the MSU/ETV station?

14. Do you have any suggestions for the operation of either the MSU/ETV station, or, the national ETV movement that would increase the effectiveness of either in carrying out its purpose of serving the public good in ways commercial stations seem unable to do?

FES Information Interview Schedule #2a (cont'd.)

15. How should the MSU/ETV station go about serving the specific needs of its local and immediate community and still avail itself (and that community) of the programming benefits available from the national educational network level?

Informant Interview Schedule #2b

2/14/75

To be established at outset:

1. The Purpose of Study: To aid MSU/ETV in future plans for accomplishment through examining its experiences to date.
2. I will be especially interested in information about the broad policies which served as a base for your efforts (the station's efforts), the kinds of programs that were broadcast, and your assessment of the "operational conditions" or environment which affected programming.
3. Administrative position at Station of Informant, or, place in decision-making hierarchy of MSU/ETV.
4. Years of Informant's association with ETV station.

Informant Interview Schedule #2b (cont'd.)

Q's:

1. How would you have described the station's effectiveness in regard to its responsibilities as an ETV station when you joined its administration? How would you have compared it with other ETV stations in the nation?
2. What did you hope to achieve for the station as its (position) _____?
3. What did you understand to be the Station's responsibilities?
4. Did you feel those responsibilities could be met with the station's operational conditions as they were when you took over the helm?

(Definitions:

- a. Policy is the "governing principle of the station" and is expected to determine its "plan of action" to operationalize its Policy.
- b. Programming is the schedule of "programs broadcast over the station" and, its "means of accomplishing the station's purpose."
- c. Operational conditions - that mix of technical, political, fiscal and creative factors that make up the processing environment for the station's programming.

Informant Interview Schedule #2b
Operational conditions (cont'd.)

(Interviewer breaks these down into individual parts
- etc.) Would you add any others? Anything I've
left out?)

5. What were the effects, either good or bad (or both
good and bad) of each of these on the possibility of
the station's achieving its purposes of meeting its
responsibilities?
6. Did any of these change in their affective capacity
during your time of tenure? or association with the
station? (More capacity at the beginning - less
later? etc.)
7. Do you remember any particular high points of impact?
Events that changed the station's operation in any
way that effected the programming or the operational
conditions of the station?
8. Could you identify any influence on these that came
from - the MSU central administration?
 - the national movement of ETV development?
 - a foundation grant?
 - a budget change from the University?
 - a change in one of the operational conditions--
technical, political, fiscal, creative?
9. What were the biggest problems of operating the
station during your tenure?

Informant Interview Schedule #2b (cont'd.)

10. When you were active in connection with the station, what did you hope that ETV broadcasting would accomplish?
11. Do you think it has met those goals?
12. If you could have made any changes you wished-- what would you have changed in the operations of the MSU/ETV station?
13. What was your feeling about the future of MSU's ETV station when you left its administration?
14. What do you think is the future of the ETV Movement in this country--and what do you think is the future of MSU/ETV?
15. Any specific suggestions for making it effective in the carrying out its charge under the Public Broadcasting Law to "serve the public good"?

APPENDIX D
Correspondence

¹ Michigan State University Archives: Hannah File:
TV Development. A letter of reply to Professor Lloyd H. Geil from NBC Sales Manager, Reynold R. Kraft, Television Division, November 5, 1947 attaching report on television along with "new WNBT charges which will go into effect starting January 1, 1948."

"As stated in our booklet NBC Television Guide to Commercial Production Procedure: NBC does not believe that rigid formulas can be applied to an art as new and fluid as television is in its present stage of development! We indicated also that procedures established at that time were subject to change as we gained experience."

"We have now had many months of practical experience and while many of our production practices are still in an experimental basis and must of necessity remain so in order to retain flexibility, we have accepted many of the suggestions of our agency and sponsor television participants . . ."

"The development of television as a national service depends on such cooperation [above] and it is our hope that the early policies and procedures established by the company will be effective to this end." [NBC Television charges sheet attached.]

NATIONAL BROADCASTING COMPANY, INC.
A Service of Radio Corporation of America
RCA BUILDING - RADIO CITY
NEW YORK 20, N.Y.
Circle 7-H300

November 5, 1947

Prof. Lloyd H. Geil
Michigan State College of
Agriculture & Applied Science
E. Lansing, Mich.

Dear Professor Geil:

Attached is a report on television along with new WNET charges which will go into effect starting January 1st 1948.

As stated in our booklet NBC Television Guide to Commercial Production Procedure: "NBC does not believe that rigid formulas can be applied to an art as new and as fluid as television is in its present stage of development." We indicated also that procedures established at that time were subject to change as we gained experience.

We have now had many months of practical experience and while many of our production practices are still on an experimental basis and must of necessity remain so in order to retain flexibility, we have accepted many of the suggestions of our agency and sponsor television participants. As a result we will shortly issue a revised edition of our publication NBC Television Guide to Commercial Production Procedure.

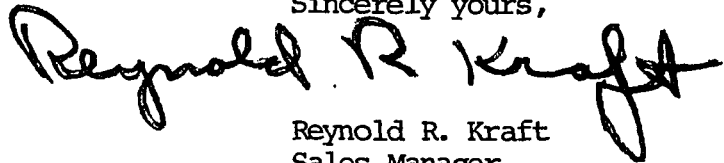
Effective immediately, however, NBC will permit directors selected by the agency or client--subject to approval by company--to direct studio and field pick-up production. NBC will provide a studio or field pick-up program director and the necessary technical staff to assist the agency director.

As in the past on television, programs must conform to such policies and standards of practice as are established by the company.

The company welcomes the whole-hearted cooperation we are receiving from the sponsors and the advertising agencies. The development of television as a national service depends on such cooperation and it is our hope that the early policies and procedures established by the company will be effective to this end. We welcome additional suggestions and constructive criticism at any time.

We hope to have revised charges ready for you before the first of the year which will be sent as soon as they are ready to cover the second quarter and the second half of 1948.

Sincerely yours,

A handwritten signature in cursive script, reading "Reynold R. Kraft". The signature is written in dark ink and is positioned to the left of the typed name.

Reynold R. Kraft
Sales Manager
NBC Television

NBC TELEVISION CHARGES - WNBT - NEW YORKFor First Thirteen Weeks of 1948 Only

The following schedule, effective January 1, 1948, has been established for time bought on WNBT, New York. In effect for first thirteen weeks of 1948 only. Charges for second thirteen weeks in 1948 will be announced on or about Jan. 1, 1948.

1 - TRANSMITTER CHARGE

One Hour	\$ 500.
40 minutes	400.
30 minutes	300.
20 minutes	250.
15 minutes	200.
10 minutes	175.
5 minutes	125.
1 minute (film only and includes film facilities) . . .	125.
20 seconds (includes slide or film facilities)	80.

2 - PROGRAM FACILITIES CHARGE

	<u>1 hr</u>	<u>40 mins</u>	<u>30 mins</u>	<u>20 mins</u>	<u>15 mins</u>	<u>10 mins</u>	<u>5 mins</u>
Studio 8G	\$1,000	\$800	\$600	\$500	\$400	\$300	\$200
Film Studio	250	225	200	175	150	125	100
Field Pickups (Quotations given on request)							

Rehearsal time will be allotted without extra charge as follows:

<u>Broadcast Time</u>	<u>Studio 8G</u>	<u>Film</u>
1 hour	5 hours	3 hours
40 minutes	4 hours	2 1/2 hours
30 minutes	3 hours	2 hours
20 minutes	2 1/2 hours	1 1/2 hours
15 minutes	2 hours	1 hour
10 minutes	1 1/2 hours	45 minutes
5 minutes	1 hour	30 minutes

- (a) When rehearsal time beyond that noted is required by the advertiser, an additional charge will be made for the use of (1) Studio 8G at the rate of \$200.00 per hour or nearest half-hour fraction thereof or the (2) Film Studio at the rate of \$50.00 per hour or nearest half-hour fraction thereof. All additional rehearsal time is subject to availability of facilities.
- (b) Programs not requiring the total allotted rehearsal time (such as audience participation shows) shall be charged at the rate of \$200.00 per hour or any fraction thereof for the use of whatever

rehearsal or pre-program preparation are required making use of broadcast facilities and/or production personnel plus time of actual broadcast. The minimum rehearsal charge is \$200.00.

- (c) Use of the film studio in conjunction with Studio 8G will be charged for at a flat rate of \$75.00. Such use of the film studio will be restricted according to the requirement for rehearsal and broadcast of other programs.
- (d) Quotation on all aspects of program production will be furnished on request.

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