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ABSTRACT

EDUCATIONAL RADIO MANAGEMENT PRACTICE AND OPINION: A SURVEY

by Richard Dale Estell

This study was conducted to fill a void left by previous investigators of educational radio. It was the intent of the investigator of the present study to concentrate on the chief administrator of educational radio, the manager, to learn how he practices his art, to discover those problems and pressures peculiar to his profession, and to discern his attitudes and opinions on matters relevant to educational radio.

For the purposes of the study, "educational radio broadcasting" was defined as that broadcast service which encompasses programs of adult education, information, fine arts, and entertainment. The population of the survey was limited to the managers of educational radio stations with membership in the National Educational Radio Network (NERN). The returned inventories were classified according to the professional composition of the stations' full-time staffs: a) Student Staff...those stations operated totally by students with or without a full-time professional engineer and/or manager; and b) Professional Staff...those stations operated by a professional, full-time staff with or without student assistants.

The recognized importance of the manager as the guiding force of educational radio and the lack of recent significant research data related to the manager, led to the hypotheses and assumptions on which this study was based.

These hypotheses and assumptions were tested in a mail questionnaire survey of 113 educational radio managers throughout the United States. Inventories were returned from 99 managers for a return percentile of 87.6%. Two hypotheses and five assumptions were proved valid by the study; one hypothesis and seven assumptions were rejected; and data was inconclusive for a judgment of one hypothesis and one assumption.

Some of the principal findings in the study were:

1. Educational radio managers agree that their stations' programming is meeting the public needs but they believe the general public attitude toward adult educational radio programming is negative.

2. The most important duties of the manager are administering personnel and programming the station. Less than one of every four managers considers "discerning audience needs" to be his most important duty.

3. National Education Radio (NER) leadership has been generally effective in fulfilling its functions in the service of educational radio.

4. One-half of the managers believe NER has been subjected to pressures from the National Association of

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Director of Thesis

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TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION AND HYPOTHESES.	1
National Educational Radio.	2
NER National Leadership	3
Educational Radio Definition for This Study	5
Hypotheses.	7
II. RELATED RESEARCH AND MAJOR ASSUMPTIONS	9
Managerial Data	12
Managerial Attitudes and Opinions	17
A. Educational radio	18
B. Relationships with commercial broad- casting	19
C. National leadership of educational broadcasting.	20
D. NER Tape Network.	22
E. Public Broadcasting Act	23
Subsidiary Services	24
Programming and Audience Relationship	25
Personnel Recruitment	36
Summary of Related Research	39
Assumptions Based on Related Research	40
III. OBJECTIVES AND METHODOLOGY OF THE STUDY. . . .	43
Objectives of the Study	44
Method Used in Gathering Data	45
The Questionnaire	46
The Questionnaire Analyzed.	48
The Sample.	50
IV. RESULTS AND DISCUSSION	52
Response to the Inventory	52
Method of Analysis.	54
The Data.	55
Part I: Station Manager Personal Data . .	55
Summary of Personal Data	67

TABLE OF CONTENTS - Continued

CHAPTER	Page
Part II: Managerial Attitudes and	
Opinions.	70
A. Educational radio.	70
Summary	75
B. Relationships with commercial	
broadcasting	76
Summary	79
C. National leadership of educational	
broadcasting	79
Summary	86
D. NER Tape Network	89
Summary	96
E. Public Broadcasting Act.	98
Summary	100
Part III: Subsidiary Services	102
Summary	106
Part IV: Programming and Audience Rela-	
tionship.	107
Summary	115
Part V: Personnel Recruitment	121
Summary	128
Additional Comment.	132
V. SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR	
FURTHER RESEARCH.	138
Summary	138
Major Conclusions	148
General Observations on the Study	157
Final Comments on Present Study	161
Areas for Further Research.	166
APPENDICES.	168
SOURCES CONSULTED	192

LIST OF TABLES

TABLE	Page
1. Age of Educational Radio Managers.	55
2. Education of Educational Radio Managers. . . .	56
3. Experience: Length of Time in Broadcasting. .	59
3a. Length of Time in Educational Broadcast- ing	60
3b. Length of Time as Educational Radio Manager	61
4. Position Held Prior to Appointment as Manager.	63
5. Hours Devoted to Station Responsibilities. . .	66
6. Future Employment Plans.	67
7. Attitudes Toward Educational Radio Programming	73
8. Educational Radio's Leaders.	81
9. Overall Effectiveness of NER Leadership. . . .	81
10. Areas of NER Leadership Effectiveness.	82
11. NERN Equipment Contribution.	96
12. Opinion of PBA Non-Editorializing Regulation .	101
13. Managerial Subsidiary Responsibilities	103
14. Time Devoted to Subsidiary Responsibilities. .	104
15. Areas Hindered by Subsidiary Responsibilities.	106
16. Editorializing	110
17. Problems in Hiring Full-Time Employees	123
18. Personnel Training	125

LIST OF TABLES - Continued

TABLE	Page
19. Attraction of Young Employees to the Station. .	125
20. Personnel Shortage.	126
21. Location of New Personnel	127
22. Suggestions for Attracting New Personnel. . . .	129

LIST OF APPENDICES

APPENDIX	Page
A. Initial Letter to Interviewees.	169
B. Follow-up Letter to Interviewees.	171
C. Questionnaire	173
D. Respondents	186

CHAPTER I

INTRODUCTION AND HYPOTHESES

Forty-six years have elapsed since the nation's first educational radio station commenced broadcasting and through the years the profession has witnessed changes in growth, policy, format, competition, purpose and acceptance. Today, 374 licensed educational radio stations in this country¹ reflect these changes in a highly sophisticated form of communication designed, specifically, for specialized audiences. During this period of service, countless studies have been made of these broadcast entities: their programs, their people, their achievements. Amazingly, only a few of the studies touch upon the chief administrator of these radio stations and then, only peripherally. As the guiding force, the individual who bears the greatest responsibility for the development, growth, and present health of educational radio, it is odd indeed that the manager has not generated more than casual interest. This study strives to fill that

¹National Association of Educational Broadcasters, Directory and Yearbook of Educational Broadcasting (Washington, D. C.: 1346 Connecticut Avenue, N. W., 1967), pp. 11-30.

void. As the first of its kind to examine attitudes of educational radio managers, it is hoped the study will serve as a benchmark upon which further investigation may be launched to give credence to the theory that to know the manager is to know the station.

National Educational Radio

National Educational Radio (NER) is the radio stations division of the National Association of Educational Broadcasters (NAEB). NER began official operation in September, 1964, just a short time after a general reorganization of NAEB.² As the semi-autonomous division representing the educational institutions and organizations which own and operate non-commercial radio stations, NER thus represents the backbone of NAEB.

Today, educational radio shares in the expansion of educational broadcasting as it faces new challenges and opportunities brought about by the Public Broadcasting Act of 1967 which amends and revises the Communications Act of 1934 and, for the first time, specifically includes educational radio in the Act. Twenty per cent of all educational radio stations presently broadcasting have gone on the air since 1962, averaging at least two new stations a month.³ The

²Herman W. Land, The Hidden Medium: A Status Report on Educational Radio (New York: Herman W. Land Associates, Inc., 1967), p. ii.

³William G. Harley, "Future Orbit of Educational Radio," National Educational Radio: A Blueprint for the Future (Washington, D. C.: 1346 Connecticut Avenue, N. W., 1964), p. 2.

overwhelming majority of these new authorizations are ten-watt, FM stations with a signal radius of two to five miles. For the most part, these stations supply students and teachers with instructional materials designed for classroom use, although Land suggests that it is impossible to categorize educational radio stations as a single medium:

Any attempt to deal with educational radio as one medium must fail since it is many media in one, like a mansion with many stories, each one of which has its own function and style yet is related by the overall design of the building to its total requirements. Educational radio is direct and supplementary instruction, cultural enrichment, informal adult education, general information; and on any one day, or throughout the year it may be any one of these, or a blending of them all.⁴

In this "many-storied mansion" of educational radio, there were 374 stations at the beginning of January, 1968. Construction permits were granted to an additional eight, 23 more applications were pending before the Federal Communications Commission (FCC), and two stations were temporarily off the air. FM stations operating with a power of 1,000 watts or less were 60% of the total; 135 were "ten-watters."⁵

NER National Leadership

Prior to the 1964 reorganization of NAEB, educational radio leadership and administration rested nationally with the president of the NAEB whose offices are located in Washington, D. C. A radio board, elected by the membership,

⁴Land, The Hidden Medium, p. I-3.

⁵NAEB, Directory, pp. 11-30.

advised the president in matters pertaining to the continued development and advancement of educational radio as an educational tool in the nation's service.

Following the NAEB reorganization into a new divisional structure, NER was born and the radio membership voted to support an executive director. An NER headquarters office was soon opened in Washington under the aegis of the NAEB and an executive director of NER was appointed by the Board of Directors of the Radio Division. A number of radio station managers disagreed with the method used in determining the director and were reluctant to allow the new appointee to represent NER before foundations, politicians, government agencies, and foreign representatives in the broadcast field. The promising nature of the new division tempered this reluctance, however, and the appointee was accepted with the membership looking forward to a re-birth of educational radio under its new, administrative structure. The new division's functions included

. . . the raising of funds for national projects from both public and private sources; representing educational radio as a unified voice in professional circles on a variety of matters, ranging from copyright regulations to relations with other media; dispensing grants-in-aid for special national productions by local affiliates; creation and acquisition of high-quality programing for the Network, and the development of new sources of such material; providing consultation to member stations; publishing and distributing professional materials and, . . . conducting research.⁶

⁶Land, The Hidden Medium, p. ii.

Whether or not NER leadership has fulfilled these obligations in the three years of its administration is open to question. However, in consultations with other radio station administrators during the past (3-4) years, this writer (and station manager) is aware of an existing doubt and prevalent dissatisfaction relative to the extent to which these NER functions have been fulfilled. A certain malaise seems to exist between NER headquarters and NER individual stations. One of the purposes of this study was to discern the extent of this doubt and to discover guidelines for improved services.

NER membership continues to grow in direct proportion to the number of stations licensed each month,⁷ and concurrent with this growth an increase in the Washington NER staff has occurred. Today, the administration consists of the executive director, an administrative assistant, and a public affairs director. Some 165 stations--nearly half of the educational radio stations in the country--belong to NER.⁸

Educational Radio Definition for This Study

As might be expected with many different kinds of licensees, educational radio stations have varied and diverse functions. The primary concern of the college and university stations usually is cultural enrichment and entertainment;

⁷Letter from Robert Underwood, NER Network Manager, Urbana, Illinois, January 29, 1968.

⁸NAEB, Directory, pp. 11-30.

the school system stations focus on programs which serve as supplements to classroom instruction; and other non-profit institution stations provide general adult education fare.⁹ Land found this to be true with little variation. In addition, he found that the college and university stations were involved in student training to a greater extent than those in the other categories and they tended to see their programs as having a public relations purpose. School system stations were involved in direct teaching in addition to the supplementary instructional role. Land placed public library stations in the "other" non-profit institution station category in terms of their interest in cultural enrichment programs. A fourth category was added by Land--theological groups--generally favoring adult education with a few of them accentuating religious education.¹⁰

For the purposes of this study, "educational radio broadcasting" is confined to that broadcast service which encompasses programs of adult education, information, fine arts, and entertainment. An "educational radio station" is that non-commercial broadcast station which devotes all or a portion of its broadcast time to the regular presentation

⁹Ebrahim Rashidpour, "A Survey of the Present Functions and Some Aspects of Organization of Educational Radio Stations in the United States," (unpublished Ed. D. dissertation, Indiana University, 1965).

¹⁰Land, The Hidden Medium, p. I-5.

of these program categories. The population of the survey was limited to the managers of presently operating educational radio stations in the United States who qualify under the definition of "educational radio station" and whose stations are members of the National Educational Radio Network (NERN), the taped program service of NER. This limitation was imposed by the need of the writer to ascertain attitudes toward NAEB, NER, and NERN which could prove useful to educational radio broadcasting in years to come. Mention should be made here that in order for an educational radio station to partake of the regular services of NERN, that station must be a member of NER and NAEB. Thus, by surveying NERN-member stations, all three educational radio broadcast organizations are covered. Because of the nature of the questionnaire and the specific data sought relative to the program categories set forth above, many school broadcasting systems were not included in the study.

These definitions and limitations, specifically formulated for use in this study of adult educational radio, are simple enough to be understandable yet comprehensive enough to include all station categories and all power classifications assigned by the FCC.

Hypotheses

Before research was undertaken, the writer advanced four major hypotheses. First, the manager's obligation to serve the public interest, convenience, and necessity often is

compromised by: a) the additional requirements of his position such as: consultant, instructor, counselor, advisor, and administrator of services and activities other than radio broadcasting; b) archaic and rigid program policies; c) a failure to seek out audience needs and preferences; d) program offerings which do not reflect the rapidly changing times, tastes, and needs of society; and e) a reluctance to adopt a means whereby the effectiveness of his programming could be ascertained. Second, the majority of managers are disenchanted with NAEB and NER national leadership. Third, most managers would not editorialize even if conditions were such so as to allow them this privilege. Fourth, educational radio promotion efforts are characterized by program announcements over educational radio and regularly published program guides—both endeavoring to reach an audience already favorably inclined toward the programming being promoted.

CHAPTER II

RELATED RESEARCH AND MAJOR ASSUMPTIONS

The insufficiency of data and of reliable recent research concerning the educational radio manager's attitudes and opinions in areas which are relevant to his profession, make it difficult to assess the effectiveness of the Washington NER staff or the efficiency of the Tape Network or even the attitudes of the managers themselves. In the broadcast profession it is sometimes argued that educational broadcasters are more deeply dedicated to the service of the educational needs of the public than are their commercial counterparts. This may be due to their non-commercial nature, their close relationship with educational institutions, and their own individual roles as educators. McCarty expresses this dedication with his assertion that

. . . the aims of educational broadcasting are the broad aims of education; that education in a democracy has the responsibility of lifting the level of understanding and appreciation of the people, of giving the individual a knowledge of himself and his society and of the sources of tensions and perplexities in each; that in a free society it is essential that the individual have a continuing sense of belonging and participation, of keeping up with a complex and fast-moving world; that it is the responsibility of education to foster and further that feeling of belonging and counting.¹¹

¹¹Harold B. McCarty, "Put Spark to the Spirit," (address given before Seminar for NAEB Radio Network Station Managers, University of Wisconsin, August, 1959), p. 2.

Yet, with all the time, energy, and funds which are expended to provide the manager with national representation, program services, and professional meetings or conventions to assist him in serving his publics, no research has been undertaken before this present study to ascertain the effectiveness of these efforts in aiding and abetting management's role; no searching appraisal of the manager has ever before been made to determine how he feels about educational radio--its achievements, its failures, its leadership, its competition, its people. Researchers, in fact, have generally ignored educational radio to such an extent that it was not until the Winter of 1966-67 that a major survey of all educational radio station managers was undertaken for the first time in the history of broadcasting.¹² This survey was designed to find out what educational radio was, what it did, what its contributions to American life were, and what its plans were for the future. It sought further to identify those needs which should be met if educational radio were to make better use of its facilities in the future. Although each manager was asked to complete a twenty-five page questionnaire, unfortunately he was not asked for his opinions or judgments which might have shed some light on why educational radio is what it is. Interestingly, Land found "A sense of restlessness among the station

¹²Land, The Hidden Medium.

managements . . . as though long submerged dreams were being allowed once more to rise to the surface."¹³ The "dreams" were not defined.

In 1946, Siepmann stated, "Radio research is still in its infancy . . . only the surface of the ground has yet been scratched. . . ."¹⁴ In the 46-year period between 1920 and 1966, graduate students across the country wrote 2,284 theses and dissertations on the non-technical aspects of broadcasting. Of this figure, 312 appear by their titles to be related directly to educational radio and approximately 207 of these concern station histories and local audience surveys.¹⁵ In 1964, Harley advised educational radio men that

. . . there must be an aggressive program of research. Today there is virtually none. A check with the USOE discloses that of the millions expended during the life of the NDEA for research in educational media, less than \$250,000 has gone for research in radio. During the same time, several million went into support of educational television research.¹⁶

Adkins substantiates the Harley findings: "During thirty years of educational radio, the majority of research effort

¹³Ibid., p. I-1.

¹⁴Charles A. Siepmann, Radio's Second Chance (Boston: Little Brown & Co., 1946), p. 260.

¹⁵"Graduate Theses and Dissertations on Broadcasting," Journal of Broadcasting, II (Winter, 1957-58), 55-90; IV (Winter, 1959-60), 77-87; V (Fall, 1961), 355-70; VII (Summer, 1963), 269-82; XI (Spring, 1967), 153-81.

¹⁶Harley, "Future Orbit," p. 3.

went into studies of listening habits, program preferences, and opinion surveys. Television has already received more intensive and more perceptive research attention than radio enjoyed in three decades."¹⁷

Nor are there any indications that the great thrust of broadcast research in the immediate future will be focused on radio. With generous allowances for the glamour of television as a new development attracting the attention of communications research specialists, educational psychologists, and media experts, those who continued to operate educational radio stations might have initiated some research themselves. Be that as it may, the field is not completely barren.

Managerial Data

Who is this man entrusted with the heavy responsibility of administration of a major electronic contribution to education, culture, and entertainment in this country? Although we have no clear picture of the educational radio manager's individual characteristics, there seemingly is no end of information delineating his duties, obligations, qualifications, and requirements. Swing warns that

. . . the responsibility for selecting what is to be broadcast is as great as any responsibility in our national life. It calls for wisdom and vast knowledge, for an understanding of foreign affairs, for a grasp of what the sciences are learning, and for the great talent in translating complex facts into terms the public can

¹⁷Gale R. Adkins, "Problems in Research in Educational Broadcasting," NAEB Journal (November-December, 1960), p. 33.

assimilate. . . . There still is little adequate training for those who write the scripts, and even less for communications leadership.¹⁸

Siepmann maintains that the public interest, convenience, and necessity demand that educational radio be restored to its distinctive role among the mass media if true democracy is to be achieved and if twentieth century man is to meet the challenge flung at his feet. And who is to do the job? Siepmann says, "Like it or not, it is those at the controls of educational radio who must shoulder the burden. The task is formidable."¹⁹

As President of the NAEB, William G. Harley is aware that managerial attitudes exist--albeit negative ones:

First of all, there's going to have to be a change of attitude among the people who are guiding educational radio. They must stop being apologetic or defensive about radio in the face of the tremendous attention being paid by educators and others to television, teaching machines, and other new devices. Educational radio's record of 40 years of substantial accomplishment needs no apology; in fact, it's a proud record. . . . So educational radio people have got to feel that they have a job to do, that it is important, and, what's more, that they are fully capable of doing it!²⁰

McCarty extends the boundaries of the manager's responsibilities: "But there is one more--another area calling for bold, imaginative programming by educational stations. It's

¹⁸Raymond Swing, "The Electronics Revolution," NER Reporter (Autumn, 1966), p. 11.

¹⁹Charles A. Siepmann, "Radio's Second Chance," NER Reporter (Autumn, 1966), p. 3.

²⁰Harley, "Future Orbit," p. 3.

the area of international affairs. . . . Most certainly, international relations must be a major concern of every educational station manager."²¹

Two notable attempts have been made to ascertain a "managerial profile" of commercial radio and television managers. A 1959 APBE-NAB study drew data from commercial radio and television managers; a study by Charles E. Winick in 1965 focused on commercial television managers. These studies have provided the only existing bases for comparing ages, education, experience, and goals of contemporary broadcast managers. An evaluation of the studies will provide the observer with a general broadcast management profile which may be compared to the analysis of educational radio managers attempted in this study. Significant deviations might then serve as bases for determining strengths and weaknesses of educational radio management which directly and indirectly affect broadcast administrative functions.

Furthermore, if Swing²² is correct in his assumption that there is little adequate training for communications leadership, some indication of this should be revealed in the managerial demographic data. Any significant differences between the educational and commercial "profiles" relative to the managers' theoretical and practical training, could have an important bearing on the training of future

²¹McCarty, address, p. 6.

²²Swing, "Revolution," p. 11.

administrators of educational stations.

The study made by the Association for Professional Broadcasting Education (APBE) and the National Association of Broadcasters (NAB) was a nationwide survey of commercial radio and television managers, employees, and former employees to determine the backgrounds of those who were employed in broadcasting at that time. Some conclusions of relevance to the present study follow (all data refer to radio managers):

- a) Average age: 41 years.
- b) Average time spent in the industry: 14 years.
- c) Average age upon entering broadcast industry:
25 1/2 years.
- d) Length of time in present position: 7 1/2 years.
- e) Forty-five per cent of the managers had backgrounds in sales, having moved up to the manager's position from positions as sales managers or salesmen. Only 16% had been program directors. Engineers accounted for some 10% of the managers.
- f) Nineteen per cent listed "general liking for the industry" as their reason for choosing broadcasting as a career; 17% listed "career advancement"; 15% indicated "opportunity for self-expression."
- g) Nearly 70% planned to continue as radio station managers.

- h) About half of the total graduated from college and another third attended college but did not graduate. Twelve per cent attended graduate school and 4.5% had graduate degrees.
- i) Of those attending college, over 42% majored in liberal arts, 22% majored in business administration, and 10.6% in radio-television.²³ Interestingly, the survey of broadcast employees included in this study revealed that nearly 17% majored in radio-television at the undergraduate level while over 26% of the employees concentrated in the radio-television area in graduate school. Of the numerous reasons one could point to for this variation between manager and employee training, the most plausible would seem to be that radio-television curricula in higher education is a fairly recent development and the broadcast managers, whose average age is 41, as compared to the average broadcast employee age of 35, were not afforded the wide range of radio and television course offerings which were available to the younger employees.

The study which was made by Charles E. Winick concentrated on the general managers of commercial television

²³Association for Professional Broadcasting Education-National Association of Broadcasters, "Broadcasting Management: A Report from the APBE-NAB Employment Study," Journal of Broadcasting, VI (Summer, 1962), 255-64.

stations. Some of the findings were:

- a) Average age: in the early forties.
- b) Length of time in industry: 15 years.
- c) Length of time in present position: 5 years.
- d) Over half of the total had been managers of either sales or programming in their previous positions. One-tenth were engineers.
- e) Three-fourths of the respondents had been to college and one-sixth of these had taken post-graduate work.
- f) Most of the managers made a decision to enter the communications field sometime in high school or college.²⁴

From the data drawn from his survey, Winick predicted that change would continue to characterize the television industry and the work of the station manager.

Managerial Attitudes and Opinions

An area which composes approximately half of the present study, and an area in which no other research data is available, is that of managerial attitudes and opinions toward educational radio programming, commercial broadcasters, the national leadership of educational broadcasting, the NER Network, and the Public Broadcasting Act. This part of the study attempted to probe the minds of the educational radio

²⁴Charles E. Winick, "The Television Station Manager," Advanced Management Journal, XXXI (January, 1966), 53-60.

managers in order to determine why educational radio is what it is today--in nature, purpose, and sound.

A. Educational radio.--It is the belief of this writer that it is important to know not only what managers think of their own station programming but also what they think of adult educational radio programming in general and what they believe the attitudes of the general public to be toward all adult educational radio programming. Commercial radio broadcasting has undergone such drastic changes in format since the advent of television that the listening habits of the total radio audience cannot help but be affected. Meyersohn's investigation has found that

People may be news listeners or soap-opera fans or have a favorite disc jockey; they may listen to ball games or to pop music shows; but they won't listen to all the program types that make up radio content. When they can't find their favorite type of program they don't linger to hear something different, they turn the set off.²⁵

This information, however, reveals nothing new to the educational broadcaster who, for the most part, designs his programs specifically for specialized audiences. What is relevant to the educational broadcaster is Meyersohn's statement of the audience attitude toward general radio programming:

What it amounts to is that it has changed from being an exciting entertainment medium to a medium that has

²⁵Rolf B. Meyersohn, "What We Know About Audiences," Journal of Broadcasting, I (Summer, 1957), 225.

no glamour. When people think of it they tend to regard it as "merely useful"--like a wristwatch--it provides the correct time, accurate weather reports, the news, and background noises--so long as these don't interfere with anything important--like television, for instance. As a matter of fact, in one survey it was found that about twice as many people consider radio a necessity and television a luxury.²⁶

McCarty takes issue with such a description of an educational radio audience:

We have retained our faith largely, I think, because of the continuing support of large numbers of listeners. . . . We have had through the years a continuing flow of mail which has maintained a high level even during the years of television's greatest growth. . . . and if anyone wonders why our enthusiasm continues, just let him examine something like this: . . . From Milwaukee comes a letter commenting on a variety of programs, then concluding with these remarks: "Any negative comments escape me. Oh, a mispronunciation here and there perhaps, but English is a treacherous language, of course. The many hours of pleasure, information and inspiration make a minor error seem microscopic, and the broadcasts certainly keep the lady of the house from plodding around like a vacant-minded donkey on a treadmill". . . . This is the kind of evidence which flows in constantly and sustains us if we are ever tempted to falter or to lose faith in radio.²⁷

To discover whether McCarty's station and the audience attitude toward it are representative of the majority of NER stations and audiences was one of the goals of this study.

B. Relationships with commercial broadcasting.--No evidence could be located which would give any indication of the relationships between educational radio broadcasters and their commercial counterparts. By and large, history has shown a cooperative spirit existing between these two

²⁶Ibid.

²⁷McCarty, address, p. 3.

communication services so long as the commercial broadcasters concentrated on serving the "mass" audience and the educators the "class" audience. As more commercial stations were licensed, program specialization became an economic necessity and the lines of differentiation between commercial and educational broadcasters became somewhat blurred. As more and more specialization occurs in the future, it would seem that more and more adult education radio stations might be called to task for depriving the commercial station of its fair share of the audience and for direct competition with free enterprise. If such pressure should mount, then the educational broadcaster's attitudes toward commercial radio and television could prejudice his program decisions. Lyon asserts, "We broadcast because we believe that adult education in today's complicated society is just as important as the education of our children."²⁸

C. National leadership of educational broadcasting.--

It is highly important to NAEB, to NER, and to the individual radio managers to know whether the consensus of managerial opinion supports or opposes the actions, decisions, and directions of NER, its director, and the total educational broadcasting national leadership. Jennings found in a recent survey of all educational radio stations that the NAEB and the NER Network were almost singular in

²⁸Donald W. Lyon, "Is Educational Radio Here to Stay?" The Quarterly Journal of Speech, XXXVI (October, 1950), 358.

their efforts among and in behalf of the educational radio stations:

It [NAEB-NERN] seems to offer the only nucleus of leadership currently operative in educational radio. Its influence has been less than universal, however, being felt most strongly by the larger and more active stations. As a guiding force among smaller and less prosperous broadcasters, the role of NAEB and NERN has been less significant.²⁹

Individual leadership, however, is a different matter:

The survey, which was addressed to station managers, requested "the names of up to five practicing educational radio broadcasters whose philosophy of broadcasting and practice thereof you especially value." It is interesting to note that only a little over half (108) of the respondents attempted to answer the question. In all, 184 names were suggested, but only 13 persons received five or more mentions. The highest number of mentions was 23, received by two broadcasters.³⁰

In 1964, Jack Summerfield, then the newly elected Chairman of the Radio Board of NAEB, said: "At the moment, I see educational radio standing in need of vastly increased membership and financial support, of cooperation, consolidation, and greatly increased autonomy. . . . Not semi-autonomy for that simply means one is given autonomy until someone decides to take it away."³¹ In the four years since that statement was made, has NER been successful in fulfilling the needs which Summerfield cited? During this period

²⁹Ralph M. Jennings, "The Potentials of Network Educational Radio," NAEB Journal (September-October, 1966), p. 55.

³⁰Ibid., p. 54.

³¹Jack D. Summerfield, "The Future of Educational Radio: Plan Now, Retire Later," National Educational Radio: A Blueprint for the Future (Washington, D. C.: 1346 Connecticut Avenue, N. W., 1964), p. 13.

of semi-autonomy, has NER been able to mount a coordinated effort to "restore educational radio to its distinctive role among the mass media," which Siepmann³² said it must do? Has NER/NAEB taken steps to moderate the "apologetic and defensive attitudes" of those guiding educational radio, which Harley³³ alleged were prevalent in 1964? Are educational radio managers more confident in their leaders than they were at the time of the Jennings study³⁴ in 1965? The future of educational radio as a national force lies in a unified membership which has confidence in its national representation. A careful analysis of the respondents' answers to these and other leadership queries in the present study should provide information in this important area of educational radio broadcasting.

D. NER Tape Network.--The NER Tape Network provides program materials weekly to nearly 165 educational radio stations,³⁵ each with its individual station policy in such areas as music, science, public affairs, history, documentary, and children's programming. Too often, in meetings, conferences, and in communications between managers, disparaging remarks are made concerning both the network service

³²Siepmann, "Second Chance," NER Reporter, p. 3.

³³Harley, "Future Orbit," p. 2.

³⁴Jennings, "Potentials," pp. 45-56.

³⁵Underwood, supra.

and the manner in which the service is administered.

A major concern of both the producer and the consumer of this service appears to be the technical quality of the taped programs which is degraded due to the physical condition of the duplicating equipment, now in its sixteenth year of continuous service.³⁶ A body of information based on the managers' attitudes toward this service and its administration is needed in the profession. The results of this present study should provide valuable data.

E. Public Broadcasting Act.--By amending and revising the Communications Act of 1934 with Titles I and II of the Public Broadcasting Act of 1967, Congress has, for the first time in its history, provided an instrument whereby non-commercial radio stations may have federal funds made available to them for the construction and expansion of facilities and the purchase of equipment and programming.³⁷ This action by Congress is so recent that a consensus of managerial opinion has not yet been available. It is assumed, of course, that numerous educational radio stations will benefit from this legislation and that many stations will now have the financial base for extending their operating power, their hours of broadcast, and their services to their

³⁶Ibid.

³⁷Federal Communications Commission, "Public Broadcasting Act of 1967," cited in Educational Broadcasting Review (December, 1967), p. 19.

communities. This present study sought important managerial opinions on the key issues surrounding the Public Broadcasting Act and the establishment of a Public Broadcast Corporation.

Subsidiary Services

Vital to any understanding of the educational radio manager and of his problems in administering his broadcast facility is a recognition of the allied services which his station makes available to his institution, community, and state. These services, all requiring his supervisory and administrative attention, include: closed-circuit radio broadcasting, sub-channel multiplexing, tape network programming, maintenance of institutional electronic equipment, teaching, advising, and consulting. Albeit secondary to the open-circuit broadcast obligations of the station, nevertheless, they necessitate a considerable amount of direction by the manager. An understanding of the number and scope of these additional responsibilities should aid in the assessment of the manager's role as broadcaster and, hopefully, should provide a basis for further studies of the nature and amount of managerial time which is expended in making program and administrative decisions. This investigator has long believed that it would be of great value to the researcher (and to educational radio broadcasting generally) to have available comparative information which would reveal the amount of time which managers devote to these subsidiary

services as opposed to the time which is directed wholly to the pre-analysis, selection, scheduling, and post-analysis of the programs which are broadcast. In a 1958 survey of all educational FM stations in the United States and Hawaii, Stevens discovered that 83% of the managers who responded held one or more additional major responsibilities in addition to their immediate radio station duties.³⁸ Such responsibilities as teaching, directing academic departments of radio-television or speech or audio-visual, and the handling of public relations were indicated as major areas in which managers often devote much of their time and effort.

Programming and Audience Relationship

A prime objective of this study (as indicated earlier) was to confirm or disprove the belief that the educational radio station manager's obligation to serve the public interest, convenience, and necessity is compromised by archaic and rigid program policy, by his not actively seeking out audience needs and preferences, by not reflecting the rapidly changing times, tastes, and needs of society in his adult educational programming, by not adopting a regular means of ascertaining his programming effectiveness, and by his additional major responsibilities such as teaching, directing academic departments, and advising. This

³⁸Dick Stevens, "Education's Last Chance in Radio: FM," NAEB Journal (May, 1959), p. 49.

belief was not based on managerial nonfeasance but rather on their inheritance. Educational radio, it seems, has a knack for drawing such comments as, "Sounds the same today as it did ten years ago," "Too pedantic," "Too conservative--everybody's afraid to rock the boat," "Archaic--sounded the same in the 1920's." In 1965, this investigator, determined to prove or disprove comments such as these, examined his station's historical files and discovered eleven programs on the air at that time which were also on the air 22 years before (the programs did not include news or sportscasts). We should not infer that simply because a program is old, it is bad; however, these eleven programs had the same titles, six had the same theme songs, and all were scheduled in the same time periods as they were in 1943. No surveys were ever taken to determine their value or effectiveness.

Nine years ago, McCarty keynoted a meeting of educational radio managers with the statement:

In the years before 1949 we had gathered periodically to comfort and console each other--that was what our annual meetings amounted to, really--but we never had what we now feel we have, which is stature and identity and confidence. It was a pretty lonely business, believe me, being an educational broadcaster up until 1949.³⁹

Eighteen years later, Land was to discover that it is still "a pretty lonely business."

The oldest of the electronic media, going back in service to experimental beginnings as station 9xm in the year 1919, educational radio, almost a half century

³⁹McCarty, address, p. 1.

later, remains virtually unknown as a communications force in its own right. Over-shadowed first by commercial radio, then by television, it has suffered long neglect arising from disinterest and apathy among the educational administrators who control much of its fortunes. As a result, it lacks cohesion as a medium, its purposes are varied and often confused, and it struggles for the beginnings of recognition as a potentially valuable national resource.⁴⁰

Not did Jennings's findings appear to alter the picture to any discernible degree:

From a review of the findings of this study, one might conclude that educational radio, now forty-five years in existence, has made considerable progress, but has failed to attain a stature equal to the fulfillment of its capabilities or the requirements of our time.⁴¹

The FCC was prepared to take an active part in the establishment of a "modern" educational broadcast system designed to meet the expanding informational needs of an inquisitive society. Former FCC Chairman William Henry warned educational broadcasters that perhaps the honeymoon was over between the Commission and the nation's educational stations and he hinted that a much closer examination would be made of station policy relating to controversial programming and editorializing.⁴² Congress, however, prefers not to see the educational broadcast system go quite that modern. A recent revision of the Communications Act, Part IV, Section 299 reads: "No noncommercial educational broadcasting station

⁴⁰Land, The Hidden Medium, p. I-1.

⁴¹Jennings, "Potentials," p. 54.

⁴²William Henry (address given before 41st Annual Convention of NAEB, Washington, D. C., 1965).

may engage in editorializing or may support or oppose any candidate for political office."⁴³ Emery suggests that this provision in the Act appears to violate the principle of free speech contained in the First Amendment to the Constitution and in so doing, constitutes a serious flaw in the Act.⁴⁴ The Internal Revenue Service is also a force to be reckoned with in the matter of editorializing. In response to an inquiry from NAEB in 1962 as to whether the carrying of political programs by educational television stations would affect their tax-exempt status with the Internal Revenue Service, the FCC obtained the views of the latter agency and transmitted them in full to the NAEB for its information. The letter stated, in part:

It would appear that the noncommercial, educational station could not, without jeopardizing its tax-exempt status, take sides in a political campaign or 'editorialize'. But it would also appear that if the noncommercial, educational station presents political broadcasts in a truly nonpartisan manner, acting 'entirely in the public interest' and without itself 'participating or intervening in a political campaign on behalf of a candidate for public office' . . . it would not run afoul of the cited tax provisions.⁴⁵

But must educational radio broadcasters editorialize as part of their obligation to serve the public interest?

⁴³FCC, "Act of 1967," p. 19.

⁴⁴Walter B. Emery, "Is There a Constitutional Flaw in the Public Broadcasting Act of 1967?" Educational Broadcast Review (February, 1968), p. 21.

⁴⁵Federal Communications Commission Public Notice, No. 4468, Washington, D. C., December 19, 1962.

Is advocacy the badge of the modern? Grover Cobb, Chairman of the National Association of Broadcasters, criticized noncommercial broadcasters for accepting the language of the Communications Act which forbids educational stations from editorializing. He called it a poor precedent.⁴⁶

Burrows, on the other hand, contends ". . . that the furor among educational broadcasters over the question of editorializing stems from a desire for 'political catharsis' rather than from a wish to influence and lead public opinion."⁴⁷ And Emery questions whether it is consistent with democratic ideals to prohibit noncommercial stations from editorializing if they desire to do so. He poses the following:

Assuming that an educational licensee does careful research, shows a high regard for facts in its programs, and attempts to present well-reasoned points of view without fanfare or name-calling; and assuming further that it positively and aggressively 'seeks out' and permits the expression of other points of view, why shouldn't it be permitted to editorialize with the same right that commercial broadcasters have under policies established by the Federal Communications Commission? So long as the licensee is under a legislative mandate to be 'objective' and 'fair' and to maintain 'balance' in its programming, is there any real danger that can result from station advocacy?⁴⁸

⁴⁶Grover Cobb (address given before NER Representatives, 43d Annual Convention of NAEB, Denver, Colorado, November 6, 1967, quoted in Broadcast Management/Engineering, January, 1968), p. 8.

⁴⁷E. G. Burrows, "Editorials and Education," NER Reporter (Autumn, 1966), p. 9.

⁴⁸Emery, "Is There a Flaw?" p. 20.

The debate will undoubtedly continue on this point so long as the principle of freedom of speech seems to be impinged upon. The present study sought the broadcaster's viewpoint on this issue.

No evidence could be located pertinent to a broadcast policy or a set of objectives for educational radio stations. Yet, such policy could be a direct tie to the past and a key to the present program structure of many stations. It is this writer's contention that adherence to ancient policy has prevented many station managers from moving forward, innovating, and experimenting.

The FCC requires commercial broadcast stations seeking license renewals to indicate the manner in which program decisions are made in relation to their audience needs. It is mandatory, therefore, for commercial broadcast stations to make active efforts to consult with representatives of the audience on a regular basis to determine their needs and preferences and to report to the Commission the action taken as a result of these consultations. Although the same public interest responsibility is required of the non-commercial stations, the Commission, cognizant of the expense involved in personal contact with the audience and aware of the "educational-informational-cultural" format of most educational stations serving their adult populations, has not seen fit to press the issue at this time. The questions which beg to be answered are, "Is the noncommercial

radio manager aware of his community needs?" and "Is he meeting these needs?" Hight's investigation found that

The decision of what to broadcast is too often based upon either what is readily available at minimum cost or what 'should' be broadcast to fit the image of higher learning usually assumed by the educational station. I might add that this 'image' may be somewhat weighted toward the supposed tastes of the often misunderstood and high-brow, ill-defined listener.⁴⁹

Personal visitations to radio stations by Pot seemed to confirm Hight's attitude and to support this investigator's belief:

At some educational stations . . . I have spotted the potential danger of the staff showing a tendency to lock itself up in the ivory tower of culture and to lose touch with its audience. It is true that quality prevails over quantity. But if programs become too heavy, there is a good chance that the quantity of the audience will shrink to such an extent that its quality will no longer play a role of any importance in justifying the existence of the radio station. Moreover, in such a case the question arises, Does too much emphasis on the quality of the audience come into conflict with the principle that educational stations should serve the community?⁵⁰

Land is more optimistic, however, as he observes a period of change which appears to be in its beginning phase

. . . marked by a growing awareness within educational radio ranks that just as education itself has long ceased to be a matter of cultural enrichment for the privileged minority, so the medium can only rise to the future by broadening the base of its service to enable it to respond to the developing needs of the total society. Thus, while it can be expected to continue to

⁴⁹William C. Hight, "WMUK(FM) Studies Its Audience," NAEB Journal (May-June, 1964), p. 64.

⁵⁰Andries J. Pot, "Remarks on a Visit to U. S. Educational Radio," NAEB Journal (May-June, 1964), pp. 69-70.

serve the needs of those already well endowed with the gifts of time, aptitude and interest for things cultural, educational radio is beginning to bestir itself on behalf of the special groups within the society.' . . .⁵¹

In September, 1966, a conference was convened at Wingspread, the conference center of the Johnson Foundation, in Racine, Wisconsin. Under the auspices of NER and the Johnson Foundation, 70 leaders from industry, the communications media, government, the academic community, philanthropy and the arts gathered to grapple with the critical problems facing the development of educational radio.⁵² Conferees were apparently convinced that educational radio stations were falling short of their obligations to the community. Among the specific recommendations for immediate study and action were the following:

That citizens' advisory councils be established on the national and local levels to help formulate educational radio station policies, in the true spirit of 'public radio.'

That there be larger commitments of time and money to conduct independent research into the area of determining community needs and the ways in which educational radio might contribute to their resolution.⁵³

The present study was seriously concerned with the community relations of educational radio stations and with the present status of this relationship.

⁵¹Land, The Hidden Medium, p. I-1.

⁵²Ibid., p. iii.

⁵³Ibid., p. iv.

Closely allied to the manager's obligations to know and serve his community interests (insofar as he is financially capable) is the need for every manager to know the size and composition of his audience and the effectiveness of his programs. It is this writer's belief that many of today's educational radio managers are programming their stations on the basis of outdated information gleaned from the personal observations of their predecessors or from audience surveys taken years ago. Further, it seems logical to assume that if the above belief is true, then little research has been conducted by individual stations to determine the effectiveness of their programs. Supporting this belief is the 1965 survey of Rashidpour. About one-half of the 151 educational radio stations responding were not involved in any type of evaluation of their programs.⁵⁴ The most startling information, however, was Rashidpour's discovery that, "While reasons such as shortage of budget and lack of qualified personnel were given as responsible for the lack of measurement and evaluation of some stations, about one-half of the managers did not think it was necessary or important to evaluate their programming."⁵⁵ Likewise, about one-third of the managers responding reported an absence of audience measurement in their operations. "Reasons given were lack of budget and the fact that some stations

⁵⁴Rashidpour, "A Survey."

⁵⁵Ibid.

did not find the activity essential and necessary."⁵⁶

In this day of extremely advanced technology which makes possible an almost never-ending supply of communications media, all vying for the attention of the audience, such an attitude on the part of these administrators is deplorable. Reinsch and Ellis say, ". . . good radio executives must be living question marks."⁵⁷ Yet, there does not appear to be any measurable change in the two years which have elapsed since the Rashidpour study. In 1967, Land found that

Both the questionnaire and field interviews reveal a profound weakness in the medium's knowledge of its audiences . . . over 50% of the stations conduct no audience research of any kind, and only about one-third try to determine the size of the audience. Half the stations conduct no studies of audience composition, or program effectiveness. If it is kept in mind that the School District stations dominate the group of educational stations that do research, and their listeners are captive, the conclusion is inescapable that the majority of stations have little awareness of the nature of their audience, the effectiveness of their programs or the number of their listeners.⁵⁸

No substantial evidence exists which would lead one to believe that steps are being taken to improve this situation. But a start must be made by adult education stations to discover, prior to programming, the nature, substance, preferences, and needs of the audience so that the stations'

⁵⁶Ibid.

⁵⁷Leonard J. Reinsch and Elmo Israel Ellis, Radio Station Management (New York: Harper & Brothers, 1960), p. 279.

⁵⁸Land, The Hidden Medium, p. I-16.

services might reflect this knowledge. Then research must be conducted after the program is heard in order to provide the manager with the only reliable answer to the question, Was it effective? After all, isn't that what matters? The results of such research are meaningful only in so far as they are analyzed and applied with full knowledge of their limitations. Hight cautions,

. . . a survey is no 'Golden Rule,' but it can point the way to some constructive thought on the part of the broadcaster. It can be the catalyst which allows new program concepts and ideas to develop. And, it can point out the minority groups, their interests, and the degree to which they are served. The value of the effort is that all these statistics serve as another building block in the process of judging 'Who's out there?' and 'What do they want?'⁵⁹

Land discovered that educational stations rely on the traditional sources of mail, telephone and personal contact with the listener for evidences that they are reaching their audiences and that their programming is effective.⁶⁰ It was the belief of this writer that this present study would only confirm Land's findings, not suggest that new thrusts are being taken.

Siepmann has challenged the educational radio fraternity to promote its programs if it wishes to assure its existence:

. . . when you get your millions, correct a continuing defect in the history of educational broadcasting--its failure (the result, I recognize, of lack of funds) to promote and publicize its wares. Promotion and publicity in this day and age are paramount. In the babel

⁵⁹Hight, "WMUK (FM)," p. 68.

⁶⁰Land, The Hidden Medium, p. I-18.

of voices that so continually assault our ears, you have to shout if you want to be heard.⁶¹

A standard vehicle of publicity of educational stations presumably is the program guide, but however effective it may be in announcing the station's program schedule, the fact remains that these guides are made available upon request. The station, then, promotes its wares to those who already have an interest in the station . . . enough interest to motivate them to call, write, or otherwise request the guide. Do any stations "shout," as Siepmann suggests, to reach those ears not already predisposed to the educational station's wares? The Land study revealed that some newspapers carried partial program listings of educational radio stations but the cost of mass media advertising made such attempts to "shout" prohibitive.⁶²

Personnel Recruitment

As manager of an educational radio station, this writer has been engaged in numerous debates over the extent to which stations should permit their facilities and staff personnel to be employed in the training of students for the broadcast profession. If students are trained within the station confines, does this dilute the "professionalism" of the total operation and consequently reflect poorly on the attitude of the listener toward the educational radio station? If students

⁶¹Siepmann, "Second Chance," NER Reporter, pp. 4-5.

⁶²Land, The Hidden Medium, p. I-16.

are not trained in the practical intricacies of broadcasting in a professional broadcast environment, do we shirk a responsibility as educators, and do we shun a vital opportunity to groom potential educational radio broadcasters for the future?

It is assumed that the recruitment of full-time personnel rates high on the list of problems confronting educational radio managers--personnel with the talents and education necessary for the fulfillment of the job requirements and with objective attitudes toward the goals and purposes of educational broadcasting--personnel who must be obtained at salaries which are not competitive with commercial broadcasting. If this is a major problem, it is this writer's contention that information concerning the following aspects of the problem should provide a valuable guide toward a solution:

- 1) the main disadvantages of working in educational radio stations;
- 2) methods used in seeking replacement personnel;
- 3) job availabilities for recent college graduates;
- 4) job availabilities for women;
- 5) reasons for attraction to educational radio of present full-time staff;
- 6) suggestions as to where future employees are to be found and how they are to be attracted.

Research which examines the reasons why broadcasters choose to labor in the fields of educational radio is sparse, if existant at all. The 1959 APBE-NAB study of commercial broadcasters revealed that "professional suitability, opportunity for self-expression, and the general liking for the industry" were the leading reasons for entering the commercial broadcast industry.⁶³ Whether these or other reasons hold true for employees in the educational broadcast field is a question which should at least be explored if we are serious about attracting new employees. Managers also must know more about how to attract capable people and how to retain them once they are employed. Those managers who are in a position to train students in broadcasting through the use of their broadcast staffs and facilities but who refuse to do so, may be denying educational radio of that youthful, creative talent which is so desperately needed if the medium is ever to become a truly dynamic force in society. Martin has said:

The primary emphasis of the radio and television training in college should focus on the development of the creative individual. The skills experiences could be accomplished through regular assignment to physical facilities maintained by the college or university. . . . Here the highest standards of achievement would be expected, and the student would have opportunities for significant growth and development under a core professional staff.⁶⁴

⁶³Association for Professional Broadcasting Education-National Association of Broadcasters, "The Broadcasting Employee: A Report from the APBE-NAB Employment Study," Journal of Broadcasting, VII (Summer, 1963), 233-45.

⁶⁴Leo Martin, "Professionally Trained Personnel," NAEB Journal (November, 1958), p. 36.

It is in such assignments that the student develops attitudes toward educational broadcasting and the educational broadcaster. Whether these attitudes are positive or negative depends on many elements and conditions of the individual station and its staff. The point to be made, however, is this: educational broadcasting can have the first opportunity to shape and mold these individuals to the ways of educational broadcasting and to introduce them to the philosophies of the profession. It is the writer's opinion that many managers are ignoring this opportunity.

This is not to intimate that other means and methods of attracting personnel cannot be just as important or successful. The intent of this portion of the present study was to sample management opinion on the problem in order to compile various procedures of personnel recruitment and development which might guide the radio station administrator in the most successful, efficient, and economical methods of acquiring and maintaining talented personnel.

Summary of Related Research

The preceding pages have surveyed the historical materials and current thinking of those in the communications field toward educational radio managers, their practices, attitudes, and opinions. In those areas where information was sparse or non-existent, the writer drew on research and literature closely allied to the present study so that comparisons could be made. In so doing, it was intended that

the total body of information collected would help to fill an area of educational radio where a vacuum now exists. Materials about this subject have been gathered from books, journals, periodicals, and dissertations pertaining to the field. Analysis of the data discloses four themes which are recurrent in the several reports and surveys: 1) there is little definitive research about educational radio management or research which can be made applicable to educational radio management; 2) for various reasons, educational radio has never attained its full capabilities as a dynamic force in society; 3) educational radio is neither aware of nor responding to the changing and diverse needs of its many publics; and 4) audience surveys and program evaluation studies are not often, if ever, undertaken by educational radio.

Assumptions Based on Related Research

Based on the examination of research and literature covering programming, audience relationships and personnel recruitment and development, thirteen assumptions were made by the writer and tested in this present study.

1. A major assumption in the programming area was the belief that, for the most part, today's educational radio station policies and program objectives are a product of a bygone generation and have not been altered to reflect changing times, tastes, and needs of the audience.

2. In the area of controversial programming, it was assumed that most managers feel it is their responsibility to program controversial topics so long as a "balance" is achieved among the various viewpoints.

3. "Editorializing"--advocating--will not be undertaken by educational radio station management even if they have the opportunity.

4. Few educational radio stations actively seek out their audience needs.

5. Few educational radio stations evaluate their program offerings.

6. Few educational radio stations generally survey their audiences.

7. Listener telephone calls and letters are pointed to by educational radio managers as effective means of accomplishing the responsibilities of seeking out audience needs, evaluating program offerings, and surveying the audience.

8. Educational radio station managers rely on program guides as their major promotion effort.

9. Funds are not available for publicizing educational radio programs in local newspapers.

10. Few local newspapers carry educational radio program schedules or highlights.

11 and 12. Relatively few high-power stations (one kilowatt and above) are actively engaged in the formal training of personnel. Conversely, the low-power, student-operated

stations with minimal facilities, budget, and professional staff were assumed to be responsible for the major share of the formal training which students receive today.

13. Personnel recruitment for full-time positions in educational radio is inhibited by the medium's inability to pay competitive salaries and the paucity of qualified applicants who are disciplined in the specialized programming characteristics of educational radio.

CHAPTER III

OBJECTIVES AND METHODOLOGY OF THE STUDY

The writer finds himself in a somewhat unique position in the conduct of this study. As manager of an educational radio station, he is aware of the myriad problems which daily confront these administrators as well as the pressures which are exerted upon them from all sides. As Chairman of the NER Program Advisory Committee, he is well acquainted with the tape network administration, programming, needs, and problems. As the administrator of one of educational broadcasting's oldest and largest radio stations, he is professionally conversant with NER's leaders and is taken into the confidence of his fellow managers. Finally, in relation to the academic Department of Television and Radio of his university, he is acquainted with the many problems related to the practical and theoretical training of students of broadcasting and their eventual application of that training in the industry.

This study was designed to take advantage of the investigator's position, experience, and his professional relationship with communicators in order to provide a body of information relative to the prevailing practices and opinions

of managers of educational radio stations. Such information would, hopefully, give clearer insights and understandings of: 1) the managers of today's educational radio stations through an investigation of their education, experience, duties, responsibilities, and other demographic data; 2) the prevalent attitudes of educational radio managers concerning such issues as programming, relationships with commercial broadcasters, and national leadership in educational broadcasting, and such developments as the NER Network and the Public Broadcasting Act; 3) the responsibilities of managers for "other than broadcast" services such as, broadcast consultant, instructor, counselor, advisor, and administrator of closed circuit broadcasting, educational television, and audio-visual materials; 4) management's relationship to the audiences, basically through the station's programming; and 5) personnel recruitment and development problems.

Objectives of the Study

The writer's close, personal relationship with numerous educational radio managers led him to believe that these administrators would welcome an opportunity to voice their opinions on matters of importance to their profession and that such information would be of benefit to NER and its membership. The following were the objectives of the study:

- 1) to report the current practices and opinions of representative educational radio station managers,

2) to draw from the evidence possible support for the contention that the form and substance of educational radio in years to come will be determined in great part by the attitudes and opinions of its general managers,

3) to determine a "personal profile" of the contemporary educational radio manager,

4) to provide a companion-piece study to the recent NER survey of the status of educational radio, and

5) to suggest new areas for research in educational radio management as indicated by conclusions drawn from this study.

Method Used in Gathering Data

In the planning stages of the writer's thesis, consideration was given to a combination of the personal interview and survey methods of gathering data. The advantages of this combination were thought to be twofold: the employment of the personal interview could take advantage of the existing personal and professional relationship between the writer and key respondents; the questionnaire would permit a wider sampling of educational radio stations than time would allow if the personal interview technique were used alone. On the other hand, while the questionnaire could be completed in the privacy of each manager's office, it was felt the personal interview might elicit biased responses stemming from a desire on the part of some respondents to impress the interviewer and/or give answers which might be considered

favorable. It was concluded that any attempt to combine the data received from these two methods of investigation would result in unreliable information which would misrepresent the present status of managerial practices and opinions. The questionnaire alone was finally selected so that the total population could be reached and in order to arrive at conclusions which would not be biased.

The Questionnaire

The need was evident for an instrument which would be manageable for the respondents and also provide in-depth information for the researcher. Thus, the design of the questionnaire was considered a most important element in the study. Several months were devoted to its preparation. Numerous revisions and amendments were made. Many changes were occasioned by the Land study⁶⁵ which was mailed to educational radio managers one year earlier than the present instrument and which covered many significant areas of this writer's study. The resulting questionnaire for this present survey (see Appendix) consisted of a total of 101 questions, 81 of which were multiple choice, 17 were open-ended, and three were of the semantic differential type. The instrument consisted of twelve printed pages with ample space provided for additional comments and recommendations by the respondents.

⁶⁵Land, The Hidden Medium.

The length of the questionnaire was an important factor in early considerations of the instrument and the writer was advised of the possibility of a poor return from a long questionnaire. However, it was believed that the respondents' natural reluctance to complete a lengthy, graduate survey would be lessened because of the following approaches:

1) the respondent was given no indication that the study was part of any academic program or that the investigator was conducting the study for other than personal and professional reasons;

2) all cover letters were originals, addressed to the managers, greeting them by their given names, and signed by the investigator's given name over his title as manager . . . to further give the impression that the survey was conducted on a personal, manager-to-manager basis (a copy of this letter is included in the Appendix);

3) the questionnaire was printed by the offset method on attractive canary yellow stock and was mailed in a large envelope containing a self-addressed and stamped return envelope.

It was hoped that these approaches would give the respondent the impression of personal and professional rather than graduate student research, thus resulting in a larger return than one would normally expect. The writer is not criticizing graduate questionnaires but he is familiar with graduate student surveys and the fact that the average

educational broadcaster's response to such surveys leaves much to be desired. Miss Marion Corwell, Chairman of the Public Relations Committee of the NAEB, has commented on this point:

Concerning your proposed study, I am sure you are aware that everyone in the business is wary (I am being kind, I could use a much stronger word) of graduate surveys. The feeling is that in many cases, the professionals are asked to do the writing for the student. And the result is--the survey is deposited in the "round file."⁶⁶

The writer took every precaution within his means to prevent the questionnaire from being deposited in the "round file."

The Questionnaire Analyzed

The questionnaire was designed to seek information in the five general categories and five sub-factors which were discussed in Chapter II. These were:

- I. Station Manager, Personal Data
- II. Attitudes and Opinions
 - A. Educational Radio
 - B. Relationships with Commercial Broadcasting
 - C. National Leadership of Educational Broadcasting
 - D. NER Tape Network
 - E. Public Broadcasting Act
- III. Subsidiary Services
- IV. Programming and Audience Relationship
- V. Personnel Recruitment

Specific questions were constructed to gather information concerning these five general and five specific areas.

⁶⁶Marion Corwell, cited by Raymond G. Giles, "A Study of the Public Relations Programs and Practices of Educational Television Stations in the United States," (unpublished M. A. thesis, Michigan State University, 1963), p. 41.

The instrument included a definition of "adult educational radio programming" as used in this study in order to provide a common base for the answers to the programming questions.

Questions 1-15 in the questionnaire were designed to obtain general background information about the station manager . . . age, education, experience, and future plans. Questions 16-20 requested the manager's attitudes toward educational radio programming, his managerial duties, and student training in the station. This section contained the three semantic differential questions in the survey. Questions 21-27 sought the manager's attitudes toward commercial broadcasting in his locale and requested specific responses to questions relative to the effect these commercial stations have on the educational radio manager's own programming. Questions 28-39 were designed to compile information about the manager's attitude toward educational radio's national leadership. Questions 40-55 centered specifically on the manager's attitude toward the NER Tape Network, its leadership and functions. Questions 56-61 were planned to sound out the feelings of the managers toward the new Public Broadcasting Act and the effect it would have on their future plans for their stations. Questions 62-70 were designed to explore the non-broadcast functions and obligations of the manager and the extent which his radio administration time is fractionated by other services and responsibilities. Questions 71-92 sought information about the manager's

programming and its relationship to the audiences he serves. The final nine questions (93-101) were devoted to the area of personnel recruitment and development. An open-end space at the close of the questionnaire was designed for comment and opinion which respondents were unable to report elsewhere. The final page requested the respondent's name and station so that additional pertinent data could be extracted from the survey showing relationships between stations of varying power classification and ownership as well as between managers' ages, education, and experience.

The Sample

A questionnaire, with cover letter and return envelope enclosed, was mailed to each manager of 112 educational radio stations (defined earlier). The 113th member of the sample was the investigator of this present study, whose managerial practices and opinions were felt to be valuable to the study. The source used to confirm NAEB member stations was the 1968 Directory and Yearbook of Educational Broadcasting, cited earlier.⁶⁷ The manager of NERN, Robert E. Underwood, supplied the writer with the names of NERN stations presently broadcasting adult educational programs.⁶⁸ The questionnaires were mailed in mid-January, 1968. After approximately one month, 50 individually typed, personal follow-up letters with

⁶⁷NAEB, Directory, pp. 11-30.

⁶⁸Underwood, supra.

additional questionnaires attached were mailed to those station managers who had not responded to the original questionnaire. The response to the survey and the resulting data are reported in Chapter IV.

CHAPTER IV

RESULTS AND DISCUSSION

Response to the Inventory

Of 113 questionnaires mailed to managers, 99 responses were received for a return of 87.6%. A 100th manager returned his questionnaire unanswered because of his position on the NER Board of Directors which, he felt, would prejudice his response. A 101st broadcaster returned the questionnaire unanswered because of the uncertainty of the managerial position at that particular radio station. Seventeen questionnaires were judged "unusable" because of illegibility or total omission of crucial segments due to respondents' stated "unfamiliarity with the profession." Usable questionnaires were received from 82 managers from 35 states and the District of Columbia. Seventy-six returns represented stations which were university or college owned, two were owned by libraries, two by public school systems, one by a church, and one by a community organization.

Of the 12 stations not replying to the present study, ten had not responded to the Land⁶⁹ survey either. No peculiar trait or category of these stations could be found

⁶⁹Land, The Hidden Medium.

which might indicate that the study results would be biased without their responses. Be that as it may, 33 managers not responding to the Land survey did return questionnaires for the present study.

For reasons of clarity and accuracy, it was necessary to classify the returned inventories according to the professional composition of their full-time staffs. To clarify: because of the hypotheses projected, the assumptions forwarded, and the significance of key questions in the survey relating to educational broadcasting leadership and personnel, it was deemed necessary to categorize stations into two groups:

a) Student Staff operation . . . those stations operated totally by students with or without a full-time, professional engineer and/or manager; and b) Professional Staff Operation . . . those stations operated by a professional, full-time staff with or without student assistants. Categorization was determined by each respondent's answers to salient personnel questions. With such a division of stations, the summary of data may be studied in relation to the professional versus amateur status of the broadcast operations inventoried. Thus categorized, 45 stations fell into the grouping of "student operation" while the remaining 37 respondents were determined to be "professional operation." The percentile relationship resulting from this separation was 55% "student," 45% "professional."

All 45 student-operated stations were FM outlets and, as might be expected, the majority of low-power stations in the study were to be found in this group with 34 licensed to broadcast with one kilowatt or less power (24 of these were ten-watters). The 37 professionally-operated stations included fourteen AM stations, nine of which were joined as AM/FM combines under the same licensee. Only ten FM stations in this category were licensed to operate with one kilowatt or less power (two of these were ten-watters joined with more powerful AM outlets).

Although the writer was pleased with the response to the inventory, it was not totally unexpected for the reasons previously outlined. The replies received reflect the practices and opinions of educational radio station managers who are NER members and whose stations are engaged in programming for the general audience.

Method of Analysis

The data, the hypotheses projected, and the instrument used in the investigation suggested a summary of data in terms of percentages of responses to specific items, general averages, numerical listings and tables, and direct quotations where requested and volunteered. The data were therefore analyzed in this manner and hand tabulated by the investigator with respect to the five general categories of information sought from the station managers, and, where

practical, the two specific categories relating to staff composition.

The Data

Part I: Station Manager Personal Data. As stated earlier, the first fifteen questions of the inventory, comprising Part I, were designed to gain general background information about the station manager. The managers' ages ranged from 19 to 67 with the average being 40 years of age. The average age of managers of student operations was almost 34 while the average age of managers of professional operations was slightly more than 44 years (see Table 1). Three of the managers returning questionnaires were women . . . two were managing student operations, the third was in charge of a professionally-staffed station.

Table 1. Age of Educational Radio Managers

Range (Years)	Professional Staff Operation ^a		Student Staff Operation ^b	
	No.	%	No.	%
25 - Below	..	..	13	30
26 - 35	7	19	14	31
36 - 45	16	43	12	26
46 - 55	8	22	4	9
56 - Above	6	16	2	4
Total	37	100	45	100

^a Stations operated by a professional, full-time staff with or without student assistants.

^b Stations operated entirely by students with or without a full-time professional engineer and/or manager.

As one would assume, the educational level of educational radio station managers is very high. Seventy-six per cent of the managers have advanced degrees . . . 18% have been awarded doctor's degrees, 21% indicated they were doctoral candidates, and another 37% have earned master's degrees. The figures for master's degrees are misleading as it is almost a certainty that some doctoral candidates have earned master's degrees but were asked only to indicate the highest academic level attained. Eighty-three per cent of the managers of professional operations have earned advanced degrees while 69% of the managers of student operations have achieved this status. Twenty per cent of the managers of student-operated radio stations are presently working toward their bachelor degrees; two managers of professional operations did not graduate from college and are not now attending classes (see Table 2).

Table 2. Education (Highest academic level attained)

	Professional Staff Operation		Student Staff Operation		Total	
	No.	%	No.	%	No.	%
Attended College	2	5	9	20	11	13
Bachelor's Degree	1	4	2	4	3	4
Post Bachelor Courses	3	8	3	7	6	7
Master's Degree	19	51	11	24	30	37
Doctoral Candidate	6	16	11	24	17	21
Doctor's Degree	4	11	6	14	10	12
Post Doctoral Courses	2	5	3	7	5	6
Total	37	100	45	100	82	100

In a geographical distribution of the source of degrees, the Big Ten schools (headed by Michigan State, Michigan, Wisconsin, Ohio State, Iowa, Illinois, Minnesota, and Indiana in that order), lead in educational institutions mentioned in the survey in both graduate and undergraduate classifications. Mentioned three times or more as the institution which conferred the master's degree were Iowa, Wisconsin, Michigan, Wayne State, Michigan State, Ohio State, Illinois, and Florida. Twelve universities were indicated as having conferred the doctor's degree and/or were named as the institutions at which managers were presently engaged in post-doctoral course work... Michigan State, Michigan, and Iowa each received three mentions to lead this grouping.

Of the 71 managers who stated they had received degrees in higher education, 80% received the bachelor's diploma since 1947; of the 62 managers who have attained master's degrees, 87% have received them since 1948; and 80% of those managers with doctor's degrees earned them since 1958.

In both undergraduate and graduate schools, speech, radio/television, and communication arts were chosen by the managers as their major areas of study more often than any other. Forty per cent of the managers reported choosing one of these fields of study in undergraduate school and 67% selected them in their graduate work. Next in order, undergraduates chose journalism, business administration, the social sciences, and education. Next in order among graduate

students were the dramatic arts, education, business administration, and philosophy.

Nearly one-quarter (24%) of all managers responding to the survey are presently enrolled in course work. This figure is somewhat deceiving, however, as almost half of these (45%) are student managers whose purpose of the moment is to achieve an education and whose management position is considered ancillary. Of the remaining eleven managers presently enrolled in courses, nine are managers of student-operated stations (six are pursuing doctor's degrees and three are masters candidates) and two are managing professional staffs while studying for the doctor's degree.

Lending support to one of the major hypotheses of the study was the discovery that nearly two-thirds (63%) of the managers are involved in teaching courses for credit. Almost half of the managers (46%) surveyed reported that their teaching assignments were a required part of their duties (the investigator assumes this prevents them from devoting full time to the exercise of their functions as station managers).

The average station manager has been employed in the industry for fourteen years . . . the same length of time as the commercial radio managers who reported in the APBE-NAB study.⁷⁰ However, the managers of professional operations boasted an average of 19.5 years in broadcasting as compared

⁷⁰APBE-NAB, "Broadcasting Management," p. 255.

to the managers of student operations who averaged 9.3 years in the field. Eighty-nine per cent of the managers of professionally-operated stations have been in broadcasting over ten years, ranging from 2 to 46 years. Sixty-three per cent of the managers of student-operated stations have been in broadcasting less than ten years, with a range of from "just started" to 30 years (see Table 3).

Table 3. Experience (Length of time employed in broadcasting)

	Professional Staff Operation		Student Staff Operation		Total	
	No.	%	No.	%	No.	%
Less than one year	..	..	1	2	1	1
1 - 2 years	1	3	7	16	8	10
3 - 4 years	..	..	7	16	7	8
5 - 10 years	3	8	13	29	16	20
11 - 15 years	9	24	9	20	18	22
16 - 20 years	9	24	3	6	12	14
21 - 25 years	7	19	2	5	9	11
25 - 30 years	5	14	3	6	8	10
Above 30 years	3	8	..	..	3	4
Total	37	100	45	100	82	100

The average station manager has been employed in educational broadcasting of one form or another for 9.6 years.

The professional-operation managers claim an average of fourteen years in the non-commercial field while the student-operation managers average 6.5 years. Sixty-five per cent of the professional-staff managers have been employed in the educational broadcasting field longer than ten years, while

over three-quarters (76%) of the student-staff managers have worked in educational broadcasting less than ten years (see Table 3a).

Table 3a. Experience (Length of time employed in educational broadcasting)

	Professional Staff Operation		Student Staff Operation		Total	
	No.	%	No.	%	No.	%
Less than one year	..	..	2	4	2	2
1 - 2 years	1	3	11	24	12	15
3 - 4 years	3	8	13	30	16	20
5 - 10 years	9	24	8	18	17	21
11 - 15 years	8	22	6	13	14	17
16 - 20 years	12	33	4	9	16	20
21 - 25 years	2	5	..	..	2	2
25 - 30 years	..	..	1	2	1	1
Above 30 years	2	5	..	..	2	2
Total	37	100	45	100	82	100

The average station manager has managed an educational radio station for 5.8 years, with the following breakdown: professional-staff manager . . . 8.3 years; student-staff manager . . . 3.8 years. Over one-half (52%) of the professional-staff managers have managed an educational radio station longer than the overall national average of 5.8 years, while over one-half (51%) of the student-staff managers have managed an educational radio station two years or less (see Table 3b).

Only nine managers (11%) noted that they had no previous broadcast experience before they worked in educational radio.

Table 3b. Experience (Length of time as manager of educational radio station)

	Professional Staff Operation		Student Staff Operation		Total	
	No.	%	No.	%	No.	%
Less than one year	..	..	6	13	6	7
1 - 2 years	7	19	17	38	24	30
3 - 4 years	7	19	11	24	18	22
5 - 10 years	14	37	8	19	22	27
11 - 15 years	4	11	1	2	5	6
16 - 20 years	3	8	2	4	5	6
21 - 25 years	..	..	..	..	..	..
25 - 30 years	1	3	..	..	1	1
Above 30 years	1	3	..	..	1	1
Total	37	100	45	100	82	100

One might generalize that these are managers of student-operated stations whose introduction to broadcasting took place during their college careers, but two of the nine are administering stations with professional staffs . . . one was a teacher of electronics before he was appointed manager and the other was head of an audio-visual department. Sixty-eight per cent of all managers were at some time employed in commercial broadcasting; surprisingly, about an equal number in each category. Thirty per cent revealed they had been employed in one or more of the following areas related to broadcasting: educational television, instructional television, closed circuit television, and closed circuit (wired-wireless) radio. The majority of the managers answering this question stated they had received their prior broadcast experience while attending college (60%); 21% had been involved in

broadcasting while high school students. (Many respondents checked more than one choice to this question.)

Wide differences exist between the professional and student-staff managers relative to the jobs held prior to their appointments as managers of their present radio stations. Exactly one-half of all managers of student-staffed stations were employed in teaching assignments (assistant professors, instructors, graduate student assistants, and high school teachers) while only 5.4% of the managers of professionally-staffed stations were so employed. On the other hand, 40% of the present managers of professionally-operated stations came directly from positions as program directors, as compared to 13% of the student-staff managers. Taken together, these two types of pre-management positions accounted for over half (55%) of the responses given to this question by the 82 managers queried. Seven per cent of all managers were undergraduate student assistants prior to their administrative roles; three managers had been directors of radio-television departments at other colleges; three were chief engineers; and, interestingly, two had been commercial radio managers. Sixteen additional job categories were mentioned, ranging from commercial television network producer to owner of a group of radio stations (see Table 4).

Although 26 different reasons were given by the managers for choosing to work in educational radio, eight main categories clearly emerged:

Table 4. Position Held Prior to Appointment as Manager of Present Station

	Professional Staff Operation	Student Staff Operation
BROADCASTING		
Program Director.....	40.6%	13.0%
Production.....	8.1	0.0
Chief Engineer.....	8.1	0.0
Undergraduate Student Ass't..	5.4	8.8
Operations Director.....	5.4	2.2
News Director.....	2.7	2.2
Educational Radio Manager....	2.7	0.0
Commercial Radio Manager....	2.7	2.2
Radio Owner.....	2.7	0.0
Director of Educational R/TV.	0.0	6.6
ETV Programming.....	0.0	4.0
Traffic.....	0.0	2.2
Commercial TV Net Producer...	0.0	2.2
Sales.....	0.0	2.2
Sub-Total.....	78.4%	45.6%
NON-BROADCASTING		
Teaching (Ass't Professors, Instructors, Grad Ass'ts, High School Teachers).....	5.4%	50.0%
Audio-Visual.....	5.4	2.2
Other (includes Counselor, newspaper editor, extension specialist, ad agency).....	10.8	2.2
Sub-Total.....	21.6%	54.4%

Opportunity for Self-Expression. Educational radio broadcasting was regarded as a creative, challenging field offering an opportunity for program development and experimentation, freedom for expression, and a feeling of accomplishment. (Professional staff managers . . . 27%; Student staff managers . . . 29%.)

General Interest in the Field. Respondents see educational radio broadcasting as interesting, satisfying, exciting, and stimulating. The responses indicated that the work is not dull. (Professional . . . 22%; Student . . . 27%.)

Close Association with Academic Environment. This included respondents who answered generally, "I wanted to teach youngsters good broadcasting," "It was an opportunity to work with students," and, "It offered both administrative and teaching experience." (Professional . . . 14%; Student . . . 27%.)

Chance or Expediency. No special desire to work in broadcasting was involved here. The most common answer indicated that the respondent's broadcast job was part of his teaching contract. Other respondents gave as reasons for entering the educational radio field: "The opportunity was available," "Was appointed from teaching ranks to Director of Broadcasting," "Was television manager and institution received a radio license," and, "Requirement for graduation." (Professional . . . 16%; Student . . . 16%.)

Disenchantment with Commercial Broadcasting. The respondent sought out educational radio because of its freedom from commercial dictates, less physical and mental pressure and strain, and because one might concentrate on programming instead of advertising. (Professional . . . 14%; Student . . . 9%.)

Opportunity to Serve the Public. The respondent took the position that educational radio broadcasting's primary

intent is to serve the public with programs that educate and inform rather than entertain. The managers of student-operated stations apparently did not interpret this definition of "public service" as being salient for them.

(Professional . . . 14%; Student . . . 0%.)

Advancement of the Educational Radio Service. The respondent was convinced of educational radio's power and potential for good. General answers given were: "True potential has been overlooked," "Believe in its future," "Important," "There was a need for a good radio service in this area."

(Professional . . . 8%; Student . . . 9%.)

Career Advancement. The manager entered educational radio broadcasting to advance his career in the realization of personal and professional goals and growth. (Professional . . . 5%; Student . . . 9%).

No Response. (Professional . . . 5%; Student . . . 6%.)

Due, to some extent, to the divided responsibilities of managers of student-operated stations (this factor will be analyzed later), 62% of the managers in this classification devote less than 30 hours per week to their radio station administrative responsibilities; 62% of the managers of professionally-operated radio stations devote more than 40 hours each week to these functions. Nearly one out of every five managers of professionally-staffed stations (19%) revealed that their radio station responsibilities required over 50 hours of their time each week (see Table 5).

Table 5. Station Responsibilities (Hours per week devoted to the responsibilities of the radio station)

Hours	Professional Staff Operation		Student Staff Operation		Total	
	No.	%	No.	%	No.	%
Under 20	5	14	14	31	19	23
20 - 29	3	8	14	31	17	21
30 - 39	6	16	10	23	16	20
40 - 50	16	43	5	11	21	25
Over 50	7	19	2	4	9	11
Total	37	100	45	100	82	100

Fifty-seven per cent of the managers are completely satisfied with their present positions and plan to stay where they are as radio station managers. Here again, however, there is a clear difference in the two categories of station management: 70% of the managers of professional-staff operations and 47% of the managers of student-staff operations disclosed that they would choose to remain in their present positions. Sixteen per cent of all educational radio managers would leave educational broadcasting if a better offer were made (what is probably more important is the fact that 73% chose not to check this choice). Eleven per cent of those returning the inventory will be leaving the field of broadcasting soon for a variety of reasons, such as: retirement, graduation, returning to school, and joining the Peace Corps (see Table 6).

Table 6. Future Employment Plans

	Professional Staff Operation		Student Staff Operation		Total	
	No.	%	No.	%	No.	%
Remain in present position..	26	70	21	47	47	57
Change position within educational bdctg (ETV-CCTV-ITV)	3	8	6	13	9	11
Accept full-time teaching assignment.....	1	3	3	7	4	5
Leave educational bdctg if better offer is made.....	4	11	9	20	13	16
Other (retire, graduate, return to school, join Peace Corps).....	3	8	6	13	9	11
Total	37	100	45	100	82	100

Summary of Personal Data

In summarizing the personal data of the 82 station managers it is immediately apparent that a dichotomy exists between the two groups of managers responding to the study--a division that must be taken into account when analyzing the responses to a majority of the 101 questions asked. A consideration of the data accruing from these two dissimilar management sources advances vital knowledge for all

educational radio broadcast interests. The information collected in this study clearly exposes the danger of interpreting all educational radio problems as mutually consistent. As one perceptive and poetic respondent suggested, consideration of the problems of educational radio broadcasters is ". . . rather like grading apples. There are big and little, red and green, sweet and sour, wormy and clean, fancy and culls, all on the same tree. What a fruit crop we have!"

Today's educational radio manager is a highly dedicated and experienced individual having been employed in the broadcast industry an average of fourteen years, ten of which have been in educational broadcasting. Two managers of every three teach at their respective institutions while administering their stations; one out of every three devotes over 40 hours per week to his radio station responsibilities; and nearly half of these administrators intend to remain in their present positions.

The manager of the student-staff station is ten years younger than the manager of the professional-staffed station and yet, the educational level of both groups is very high with a somewhat larger percentage of professional-operation managers having achieved advanced degrees. One explanation for this difference is the nature of the manager of the student-operated stations . . . one out of each five is attending undergraduate classes. Contrary to the warning

by Swing,⁷¹ the managers of the present study appear to be adequately trained for communications leadership. The writer's assumption that radio-television curricula in higher education is a fairly recent development and therefore more likely to be selected by aspiring communicators, seems to be borne out in the comparison of the major fields of study chosen by the respondents of the present survey with those of the 1959 APBE-NAB survey. Today's educational radio manager has prepared himself for leadership with a broad base in the liberal arts, specific attention to a wide variety of communication arts, and practical experience.

Not surprisingly, managers of student-operated stations generally come from the ranks of teachers while managers of professional-operated stations, with larger and more professional staffs and increased operating budgets,⁷² tend to come from the broadcast field.

The non-commercial, creative nature of the educational broadcasting field appealed to most as the reason they chose to work in educational radio. This broadcast service apparently offered an outlet for creative powers in performing, directing, and writing.

Except for 1) the higher levels of education attained by the respondents of the present study, and 2) their academic backgrounds prior to accepting their management

⁷¹Swing, "Revolution," p. 11.

⁷²Land, The Hidden Medium, p. I-8.

positions, the demographic data of educational radio managers generally resembles the same data of the commercial radio and television managers surveyed in the APBE-NAB and Winick studies. However, the significant difference in educational background and experience of educational radio managers does not necessarily suggest an administrative strength of educational broadcasters or an administrative weakness of commercial broadcasters. This deviation seems only to confirm that the heterogeneity of the two services is not entirely resident in the programming. The sales-educated administrator of a commercial broadcast service which must sell a sponsor's product is no less effective in administering his broadcast operation than the formally educated administrator of a non-commercial broadcast service. Both are trained formally and/or informally to function in specific ways in order to achieve the desired ends.

Part II: Managerial Attitudes and Opinions. As the major area of the study, this section gave the manager the opportunity to voice his opinions on key matters relating to his office of administrator, his profession as a broadcaster, and his membership in educational broadcast organizations.

A. Educational Radio. Respondents were unanimous in categorizing their radio station programming in the upper third of the positive scale: Stimulating--83%; Progressive--70%; Imaginative--77%; Reliable--84%; Accepted by listeners--

86%; Professional--81%; Penetrating--79%; Serious--90%; Tasteful--97%; and Fulfilling community Needs--86%.

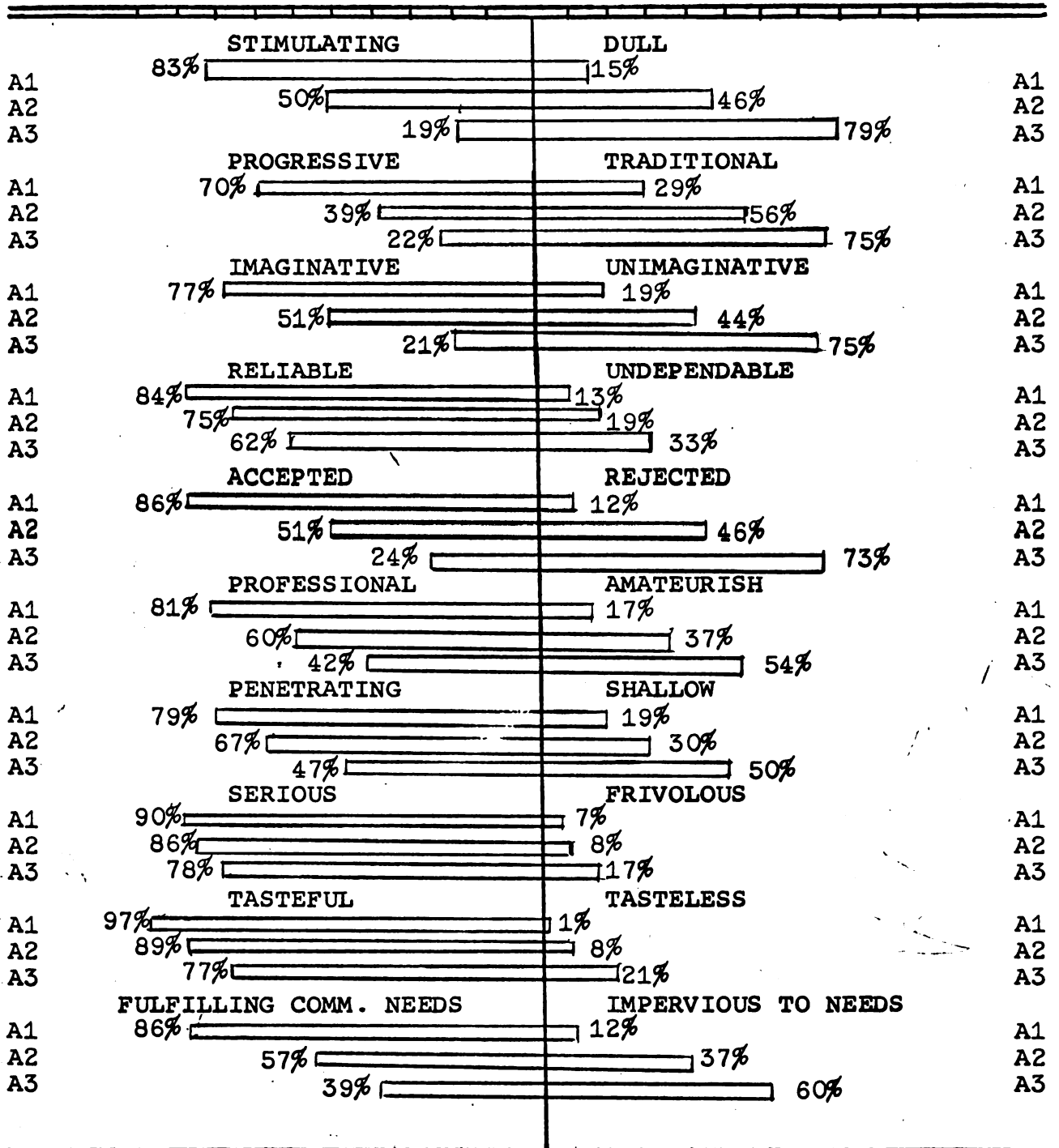
Respondents were not so confident, however, in the general status of adult educational radio programming across the country. Only half believed it to be stimulating; 56% believed educational radio programming to be traditional rather than progressive; one-half of the respondents (51%) thought the programming was imaginative; they were quite confident of its reliability (75%); while the vast majority (86%) thought their programming was accepted by listeners, they were undecided as to whether the listeners accepted other educational radio programming (Accepted--51%; Rejected--46%); 60% of the managers looked upon educational radio programming as professional; 67% found it penetrating; 86% believed adult educational radio programs are serious, and 89% seemed assured that the programs are tasteful. Respondents were not so certain that adult educational radio programming today is fulfilling community needs (Fulfilling community needs--57%; Impervious to community needs--37%).

Educational radio managers tend to agree: the general public's attitude toward adult educational radio programming is inclined to be negative. A majority of the respondents believed the public finds this specialized type of programming dull (79%), traditional (75%), and unimaginative (75%). The managers felt justified, though, in rating educational radio's reliability high, for they believe the public, too,

considers this programming very reliable (62%). The administrators concurred in their opinion of the public's attitude toward the acceptance of educational radio programming by others (Accepted by listeners--24%; Rejected by listeners--73%). As a group, managers were undecided in trying to determine the public's thoughts on professional quality in programming. A small majority (54%) believed the public looked upon educational radio programming as amateurish (managers of student-operated stations were split equally in their opinions while 60% of the managers of professionally-operated stations chose amateur over professional). No consensus could be reached concerning the public's attitude toward the depth of educational radio programming; 50% of the managers believed the public would say that this programming is shallow, 47% indicated the public thought it was penetrating. Over three-quarters of the respondents were agreed that the general public thinks educational radio programming is serious and tasteful (Serious--78%; Tasteful--77%), but while 86% of the managers saw their own programming fulfilling community needs, 60% of these same administrators believed the public would say educational radio programming is impervious to their needs (see Table 7).

Managers in both categories reported that administering personnel was the most important single requirement of their positions with 35% selecting this duty as their first choice. A close second was station programming with 34% stipulating

Table 7. Question A1: How would you categorize your radio station programming? Question A2: How would you categorize adult educational radio programming? Question A3: How would you categorize the general public's attitude toward adult educational radio programming?



this duty as most important. Third position produced a major finding of the study: less than one out of every four managers (24%) considers "discerning his audience needs" to be his most important duty as manager of an educational radio station. (Almost as many managers (23%) relegated this duty to fourth position in importance, behind station programming, administering personnel, and administering budget.) Following in order as the managers' most important duties were: fourth--administering budget; fifth--public relations; sixth--research and development; seventh--fund raising; eighth--air work; and ninth--other (training new personnel, internal education of Board members and advisory committee, relations with university administration and faculty, production, maintaining technical operations, establishing policy, and educating faculty in the use of the medium). Managers of student-operated stations varied from this ranking only in selecting "air work" as slightly more important than "fund raising."

Educational radio managers are quite willing to use their facilities in preparing students for careers in broadcasting. Nearly three of every four (72%) expressed the opinion that facilities of an adult educational radio station should be made available for the training of students in broadcasting as much as possible (three managers noted that professional supervision would be required and three others (4%) would limit such training to graduate students).

Twenty-one per cent of the respondents would allow station facilities to be used very little for training purposes, and 5% were totally opposed to the suggestion. Two respondents expressed no opinion, and, significantly, there was little variation in the opinions of managers in the "student" and "professional" categories.

Summary

Not surprisingly, educational radio managers have a high regard for all aspects of their own station programming while, at the same moment, they lift an eyebrow toward the programming of all other adult educational radio stations. If the respondents are correct in their assertion that the general public has a poor image of educational radio and rejects its programming, then McCarty's⁷³ audience is singular, indeed, and it would appear that educational broadcasters have not capitalized on the changes commercial radio has undergone since early 1950, as he suggests.

The respondents' opinion of the public's attitude is, by all means, worthy of further research, for it might stem from a variety of causes which prevent him from effectively serving a society which may very well wish to be served by his specialized program capabilities.

As one observes Table 7, it becomes apparent that in proceeding from top to bottom, there is a tendency for each succeeding response to become more positive (excepting the

⁷³McCarty, address, p. 3.

final choice). Whether this is a manifestation of the respondent's sub-conscious generosity, or whether the same responses would be given if the choices were positioned in reverse order, it is impossible to say. It might be generalized, however, that if the general public considers educational radio programming to be dull and unimaginative (choices which were located at the top of the list) a reasonable proportion should consider the programming to be tasteless (a choice located near the bottom of the list). Yet, the respondents, in effect, said the general public believes adult educational radio programming to be dull, unimaginative, and tasteful.

B. Relationships with Commercial Broadcasting. Even though all domestic broadcasting has the same basic purpose, i.e., to provide a program service for the public, educational broadcasters are quick to suggest that a comparison between the commercial and non-commercial services is like "comparing apples with oranges." The comparison may be apt, but in so comparing, a truth might be overlooked: non-commercial broadcasting competes with commercial broadcasting for the audience--a statement that is so logical it would seem to defy skepticism. But, surprisingly, the majority of educational radio broadcasters believe they are not competing so long as they broadcast programs which are not offered on commercial radio. Eighty-two per cent of the managers reported that commercial radio had some influence on their program decisions; 17% reported no influence; and 1% did not

respond. Of those respondents influenced by commercial radio, 71% indicated they try to broadcast programs not offered on commercial radio; 6% said they sometimes compete with programs on commercial radio; 6% stated they watch commercial radio for trends; 5% suggested they attempt to do better than commercial programming (presumably with the same kind of programs); 3% would not compete with the same kind of program broadcast by commercial radio at the same time period; and 3% were involved in cooperative broadcast ventures which influenced their program decisions. Six per cent of the respondents who admitted being influenced did not indicate the forms of such influence. Managers of both student-operated and professional-operated stations were equally influenced by commercial radio.

The overwhelming majority of respondents (92%) reported their broadcast relationship with commercial radio and television stations in their vicinity was "fair" to "excellent"; (excellent--62%; good--25%; fair--5%). Six per cent defined their relationships as "poor" and 2% had no contact with commercial stations.

One of every four managers (24%) declared his station operation had been accused of unfair competition with commercial stations at one time or another, while 72% of the respondents noted they had never been so accused and 4% did not know whether their stations had been charged with this complaint (in each instance, managers in this last category

were administrators of student-operated stations who had not been in their positions long enough to become familiar with the history of their stations' relationship with commercial stations in their areas). Those accused of unfair competition listed the reasons as: competition for audience (45%); broadcasting play-by-play reports of university sports (15%); program underwriting (10%); ostensible mirroring of local commercial fine arts station formats (5%); soliciting listeners (5%); improper methods of obtaining funds (5%); attempting to injure local classical FM station by outbidding for syndicated concert programs; promoting in print; exclusive rights to some programs; better programming; too much program money; and having a commercial frequency. Sixty-five per cent asserted that such accusations had affected their programming, and 10% said only "slightly."

Over one-half of the managers reporting held the opinion that local commercial broadcast stations serve their community needs "fairly well" (television stations--54%; radio stations--52%). The next largest grouping believed commercial stations serve the needs of the community "poorly" (television stations--27%; radio stations--30%). Twelve per cent of the respondents noted that their local commercial radio stations served the community needs "exceptionally well," while 6% placed their area television stations in this category. Only six of the 82 managers included in the study held the opinion that their local commercial stations were

not serving community needs at all (television stations--1) radio stations--5). Twelve per cent of the respondents were located in geographical areas of the country which did not permit observation of television's service to its community.

Summary

Most educational radio broadcast managers have a positive attitude about commercial broadcasting and regard their relationship as quite satisfactory. A great majority recognize that commercial radio influences their program decisions mainly by omission--educational radio attempts to fill the audience program needs which are not being met by commercial radio.

Few educational managers have been accused of unfair competition, and the majority who have been accused reveal that it is the perpetual competition for the audience's attention, more than any other factor, which has aroused the ire of the commercial broadcaster.

Nearly two-thirds of the respondents recognized that commercial stations were serving the community needs, by and large. These figures do not compare with the evaluation the managers made of their own service to the community (86% reported they were fulfilling their community needs) but they do indicate a positive attitude toward commercial broadcasting for its efforts in public service.

C. National Leadership of Educational Broadcasting.

Only slightly over half (53.5%) of the respondents named the

people they considered to be educational radio's leaders. No factor was discovered in the survey which separated those who did and did not name these individuals. Managers of student-operated stations were just as willing and prepared to nominate their choices as were managers of professional-operated stations. The amount of broadcast experience of the respondents and the number of years the respondents had managed educational radio stations played no significant roles in their willingness or ability to nominate. Fifty-two names were mentioned by 44 station managers; seven individuals received five or more mentions. The highest number of mentions was 28 received by one individual; two broadcasters received 27 mentions (see Table 8).

Slightly over one-half (51%) of the managers of professional-operated radio stations regard NER leadership as "effective" or "very effective" in those areas mentioned in the survey, while nearly two-thirds (65%) of the managers of student-operated stations are of this opinion. The "student" managers were somewhat more lavish in their praise with 28% rating NER leadership as "very effective" while only 10% of the professional managers were willing to give the leadership such a high recommendation (see Table 9).

Eight questions relating to the major functions and responsibilities of the NER Executive Director and Board of Directors were advanced for the station manager's consideration and opinion. The survey discovered the following (see Table 10):

Table 8. Educational Radio's Leaders

Name	Mentions	Name	Mentions
Jerry Sandler	28	Ken Harwood	1
Jack Summerfield	27	Orin Hood	1
Ed Burrows	27	Seymour Siegel	1
Bill Harley	8	Nathan Shaw	1
John Witherspoon	6	Keith Tyler	1
Al Fredette	6	Harold Niven	1
Dick Estell	5	Jim Robertson	1
Ken Kager	4	John Schwartzwalder	1
Jack Burke	4	Robert Lewis Shayon	1
Roger Penn	4	Will Lewis	1
Karl Schmidt	3	Don Emery	1
Bob Underwood	3	John Gardner	1
Burton Paulu	3	E. William Henry	1
Charles Siepmann	3	Jim Miles	1
Fred Friendly	3	Al Hulsen	1
NER Board of Directors ^a	3	Jack McBride	1
Dick Hull	2	MacGeorge Bundy	1
Frank Schooley	2	Jim Lynch	1
Harold McCarty	2	Mike Rice	1
Harry Skornia	2	Harold Hill	1
Burt Harrison	2	Russel Porter	1
Marjorie Newman	2	Hartford Gunn	1
Steve All	2	Duncan Whiteside	1
Allen Miller	2	Dave Yellin	1
Don Quayle	1	Robert Mott	1
Fred Hindley	1	Edward Morgan	1

^aThis group was mentioned as "The Board," not as individuals.

Table 9. NER Leadership

	Professional Staff Operation	Student Staff Operation	Total
	Per cent	Per cent	Per cent
Very Effective	10	28	20
Effective	41	37	39
Not So Effective	29	19	24
Ineffective	15	4	9
No Answer	5	12	8
Total	100	100	100

Table 10. C2. How effective has NER leadership been in . . .

	Very effective		Effective		Not so effective		Ineffective	
	Prof.	Stud.	Prof.	Stud.	Prof.	Stud.	Prof.	Stud.
promoting educational radio broadcasting?.....	17%	24%	47%	52%	33%	21%	3%	3%
promoting program monies for its member stations?	0	3	14	21	44	50	39	19
promoting new programs for its member stations?	0	19	44	45	33	31	19	0
establishing itself as a strong, national representative for educational radio interests?.....	12	45	47	41	33	9	8	3
spending your dues for this representation?....	8	42	44	45	36	14	14	5
keeping you apprised of its activities on a consistent basis?.....	19	52	53	35	11	9	14	3
keeping you apprised of congressional and FCC activities pertinent to educational radio?.....	25	57	47	33	22	3	5	5
reflecting station membership opinion in decision-making?.....	0	16	41	40	33	28	25	5

Nearly two of every three respondents (65%) believed that NER has served and represented their radio stations as they expected it to do. Sixteen per cent thought NER did this "consistently" and 49% believed NER had served them as they would expect "most of the time." Twenty-seven per cent conceded that what they expected from NER they "partially" received, and 5% of the managers reported that NER had "seldom" served and represented their stations as they expected it to. One generous manager expressed the opinion that NER had served his station "consistently" but added, "However, not one bit of help from NER when my station was involved in TV interference struggle with Channel _____. Not even an answer to my phone calls and letters."

Nearly one-half (47%) of all educational radio managers affiliated with NER/NAEB believe that NER has been subjected to pressures from and obligations to NAEB which have prevented NER from fulfilling its responsibilities to educational radio. Twenty-five per cent expressed the opinion that such pressures have been exerted "many times," 15% said "most of the time," and 7% said "continuously." Thirteen per cent of the respondents believed NAEB has "seldom" pressured and obliged NER, while 4% replied "never." One-third (33%) of the managers indicated "don't know." Three per cent did not answer the question. Of those respondents answering the question in the affirmative, 71% are managers of professional-operated stations. This group was more

inclined to comment on the question than the managers of student-operated stations, voicing such opinions as, "Emphasis too often on TV," and, "NER accomplishments have been made in spite of NAEB."

Although the majority of managers agreed that pressures from and obligations to NAEB have occurred in the past, they were inconclusive about taking extreme action to relieve NER of the problem! Only 19% declared that NER could more effectively serve its members if it were removed from NAEB jurisdiction. Thirty-one per cent recognized that severing relations with NAEB would not necessarily allow NER to serve its members more effectively. The great majority (46%) did not know whether such action would be beneficial or detrimental to educational radio. An additional 4% did not answer.

The overwhelming majority (78%) of managers believe the NER Board of Directors should continue to be chosen by NER membership ballot; 6% answered "no" to the question; 11% observed it "makes no difference"; and 5% did not respond.

A two-thirds (66%) majority were of the opinion that the position of NER Executive Director should continue to be determined by appointment of the NER Board of Directors. An additional 4% suggested that this method of determining the Executive Director is acceptable so long as the membership has the opportunity to approve the appointment. Eighteen per cent of the respondents reported that this official

should be elected by the NER membership; 8% noted that it "makes no difference"; and 4% did not answer.

A majority of educational radio managers (45%) felt that NAEB had not devoted a fair share of its time and effort to the advancement of educational radio during the past ten years. One of every three respondents (34%) conceded that NAEB has done "as much as it could," and 12% were willing to stipulate that NAEB had devoted a fair share of its time to educational radio interests and problems. Nine per cent did not respond. There was a sharp division of opinion between the two management categories over this question. Of those who believed that NAEB has devoted a fair share of its time to educational radio, 80% are managers of student-operated stations. Of those respondents who asserted that NAEB has not devoted a fair share of its time to educational radio, 65% are managers of professional-operated stations.

Over one-half (52%) of all managers asserted that NAEB should produce programs for both educational radio and television. Twenty-four per cent answered "no" to the question; 22% said "don't know"; and 2% gave no answer.

An overwhelming number of educational radio managers (91%) look to the parent organization of NAEB to seek out program grants for educational radio. Only one manager of the 82 surveyed did not believe this to be a responsibility of NAEB. Seven per cent "did not know."

Two of every three respondents (66%) expect more research projects for educational radio to come out of NAEB/NER

headquarters. Twelve per cent were satisfied that "they are doing all they can," 5% do not expect more research projects; and 17% "don't know."

Nearly all managers (90%) believed NAEB/NER should award annual grants to educational radio stations for the production of exceptional programs. Three per cent were opposed to this suggestion; and 7% "don't know."

Summary

The general attitude of today's educational radio station managers toward the national leadership of educational broadcasting seems to be one of cautious approval of the manner in which the organizations are fulfilling their responsibilities to the membership, with a recognition that changes might be in order. Although educational radio management is far from accord in naming educational radio's leaders, they are nearly unanimous in their opinions that their national organizations should award grants for the production of exceptional radio programs and that NAEB should seek out program grants for radio.

One of the writer's major hypotheses was seemingly disproved as the survey discovered few instances of management disenchantment with NAEB/NER national leadership. Even though 72% of the managers regard NER's attempts at promoting program monies for its member stations as "not so effective" or completely "ineffective," and 43% of the managers feel NER has not been effective in reflecting station membership opinion

in its (NER's) decision-making, and 47% of the managers recognize that NAEB has, in some ways, prevented NER from fulfilling its duties to educational radio, and 45% of the managers hold the opinion that NAEB has, in many ways, forsaken educational radio over the past ten years, still, the evidence is clearly suggestive that educational broadcasting leadership in Washington, D. C., is generally fulfilling its roles of representation and service to its members across the country. The refutation of this hypothesis is as important to the present study as its substantiation would have been.

Once again, the survey has exposed major differences in the opinions of the two groups of managers. The managers who administer stations staffed with professional broadcasters overwhelmingly agree that NAEB has not devoted a fair share of its time to the advancement of educational radio in the past decade (the approximate period of time the educational television division of NAEB has been organized), while managers of student-operated stations are just as certain that NAEB has devoted a fair share of its time to this function. Some assumptions could be made to explain this divergence of opinion: 1) managers of professional-operated stations are generally older and more experienced in educational broadcasting affairs and thus are likely to have had closer and lengthier contacts with NAEB. For the most part, they also are able to compare pre-1957 NAEB with post-1957

NAEB and detect differences in purpose and operational procedures; and 2) managers of student-operated stations are quite likely to be part-time managers and full-time teachers or students. As such, they are unable to devote a corresponding amount of time to contacts with NAEB officials. Without these contacts, they well may have answered this question in the survey with little or no knowledge of the past or present relationship between NAEB and educational radio broadcasters. It seems plausible that, without sufficient time in management, the younger, part-time managers might be inclined to vote in favor of the parent organization.

Another area which, on the surface, seems to preserve the aura of confidence in the national leadership which managers exhibited in the study, relates to the question, "Do you feel NER could more effectively serve its members if it were removed from NAEB jurisdiction?" Only fifteen respondents answered "yes"; however, fourteen of these were managers of professional-operated stations who, for the same reasons outlined above, quite probably are more conversant with the historical relationship with NAEB and are thus better qualified to render important decisions relative to this relationship. The fourteen managers who felt NER would benefit from a severance with NAEB represent 38% of all the managers of professional-operated stations. The questions NAEB may need to ask itself in these two, vital areas of leadership are, "Does it matter?" and "Is it important?"

Generally, the respondents accepted the manner in which the NER Executive Director and Board of Directors are selected, although a small but important minority, between 18%-22%, regarded election by or approval of the membership as the only acceptable method for designation of the Executive Director.

D. NER Tape Network. Because the National Educational Radio Network (NERN) provides a valuable program service to its members (an estimated 35,000 hours of educational radio programming during 1967),⁷⁴ and because membership in NERN was one criterion in the determination of the survey universe, managers' attitudes toward this service and its administration were deemed highly important. Sixteen questions were formulated and included in the general section of the survey concerned with attitudes and opinions. The findings follow.

Two of every three (66%) managers believed that NERN provides them with a valuable service. The remaining third (32%) expressed the opinion that NERN provides a valuable service "at times." Taken together, these two responses represent near total acceptance of the tape network service to those educational radio stations which program for general audiences. Only one manager said "no" to the question, and as diligent as the investigator was in selecting for his survey only those managers who are members of NERN, still, one manager answered the question with "do not subscribe."

⁷⁴Underwood, supra.

The results are inconclusive in the attempt to learn whether it was believed that a live, nationwide radio network would supplant the tape network; 42% said "yes," 46% said "no," and 12% indicated they "did not know,"

Respondents appeared to be in general agreement about the program fees charged by NERN. In answer to the question, "Are the program fees too expensive for your budget?" 43% answered "no," 41% reported the fees were "getting that way" (presumably, their budgets were still able to cover the expense), and only 16% said "yes." One respondent commented that he had dropped the service because the fees were too high. Another indicated that by itself, the program fee to his station was acceptable, but when combined with NAEB and NER membership fees the total was too much for his limited budget.

Nearly three-quarters (72%) of all respondents found the program offerings generally satisfactory. One-quarter (24%) found them unsatisfactory, one respondent did not subscribe, and 3% did not answer.

The negative comments about the tape network service were made against the technical quality of duplicated programs. Fifty-seven per cent of the radio managers stated that the quality of duplicated talk programs did not meet their broadcast requirements, and 70% found the quality of duplicated music programs unacceptable for broadcast.

Thirty-eight per cent of the managers found the technical quality of talk programs acceptable and 28% reported the

technical quality of music programs met their requirements. In both music and talk categories there were respondents who recognized that program technical quality from the tape network center was "not always" up to their requirements--talk, 5% and music, 2%. Three managers informed the writer they were considering dropping the service because of the sub-standard technical quality. Managers of student-staff stations were more inclined to accept the technical quality of tapes as meeting their requirements. Fifty-eight per cent of those respondents who reported that the technical quality of talk programs met their requirements and 74% of those who reported the technical quality of music programs met their requirements were managers of student-operated stations. Whether this information suggests that professional-operated station requirements are too high or student-operated station requirements are too low is a debatable point.

General agreement among the managers was not reached concerning the production quality of NERN programs. Forty-nine per cent of the responding managers were convinced that too many poorly-produced programs are accepted for offering by the network. Forty-three per cent were just as certain the network has not accepted many poorly-produced programs. Eight per cent "didn't know."

The balance between domestic and foreign programs offered by the network is "about right." Seventy-seven per

cent of the managers were of this opinion. Eight per cent of the respondents conceded there was "too much" foreign programming offered; 7% asserted there was "too little" foreign programming offered; 5% "didn't know"; and 3% did not respond. The comment was made that BFA (Broadcast Foundation of America--a tape program service which distributes programming services from abroad to American stations) could supply all the foreign programming needed by the educational radio stations in the country.

A strong vote of confidence was given the tape network manager for the manner in which he performs his functions in providing stations with programs and program information. A convincing 95% of all managers who subscribe to the tape network for "general audience" programming affirmed that the tape network manager is doing his job well; 56% said "all the time" and 39% said "most of the time." Four per cent did not agree with the majority and one manager "does not subscribe" to this service. Individual comments from the respondents ranged from, "A tremendously fine job considering his problems," to "He doesn't even answer my letters."

The requirements of the tape network manager's job dictate that he make program acceptance and rejection decisions from time to time but managers of NERN-member stations did not arrive at a consensus of opinion regarding the extent to which the network manager could go in making unilateral decisions. Thirty-two per cent of the managers

thought the network administrator should be allowed to make program acceptance and rejection decisions unilaterally "on occasion." Thirty-four per cent believed that unilateral decisions should be permitted the tape network manager so long as he then informs the Program Acceptance Committee (NERNPAC) Chairman of his actions. Twenty-two per cent of the respondents felt the network manager should consult with the NERNPAC Chairman first, prior to any decision-making of this importance. Six per cent held the opinion that the network manager should never be allowed to make unilateral decisions relative to program acceptance or rejection, and 6% did not answer the question.

The most alarming discovery in this section of the survey revealed that over one-half (54%) of all managers who are recipients of NERN's general audience programs were unfamiliar with the form and function of the Acceptance Committee which ultimately determines the disposition of all programs submitted to the network. Nearly three-quarters (74%) of those who were unfamiliar with the framework of NERNPAC, however, are managers of student-operated stations, which could explain this seemingly apparent breakdown of communication between NER and individual station managers (an analysis of this assumption is made in the summary of this section). Nearly one of every three (32%) managers agreed that the form of NERNPAC is effective in judging programs; 11% saw it as ineffective, and 3% did not respond.

A consensus of opinion could not be reached in the area of increased program submissions. Asked if they thought network offerings would improve if more educational radio stations submitted programs, 41% of the respondents said "perhaps," 34% indicated "yes," 23% reported "not necessarily," 1% said "just the opposite," and 1% did not answer.

The geographical separation of the tape network center in Urbana, Illinois from the headquarters of NER and NAEB in Washington, D. C. has been a matter of concern in educational radio ranks since the NAEB established headquarters in the nation's capitol in 1959. Still, 64% of the respondents believed it is possible for the Urbana duplicating center to operate efficiently while NAEB/NER administrative offices are located in Washington. Forty-nine per cent of the managers qualified their affirmation by indicating "yes, so long as network manager has some autonomy." As many respondents (15%) said "yes" without qualification as said "no, it's not only inefficient but expensive." Eight per cent checked "no" and a rather large proportion (13%) did not respond to the question.

Asked if the Urbana duplicating center should be located elsewhere, 51% of the managers said "no," 27% said "yes," and, again, a rather surprising minority (22%) did not answer.

The 22 managers who responded "yes" to the above question were asked where the duplicating center should be located if not in Urbana. Sixteen (73%) suggested Washington, D. C., two indicated New York, two said "anywhere it can be performed

best," one replied, "A more adequately endowed institution," and one respondent simply said, "a metropolitan area."

Sixty-two per cent of the respondents revealed that the way the duplicating center could serve them better is to improve the technical quality of the programs by acquiring new duplicating equipment--an answer which was not in the least surprising. Thirty-one per cent of the managers did not answer; five per cent stated they had received good service from the duplicating center. Other means suggested for providing a better service were: faster method of duplicating and mailing tapes (8%); larger staff (7%); programs in stereo (4%); more audition tapes (3%); more advance information on content (3%); more news and public affairs programs (3%); and an "other" category (6%) which included fewer but better programs, expand the unusual musical presentations, simplify cue sheets and program information, put cue sheets in each tape program, and double-check quality and content. (Some respondents listed more than one suggestion to this question.)

A potpourri of answers was given in response to the question, "How much could your station contribute toward the purchase of new equipment for the tape network center?" A minority of the respondents (37%) would give nothing; 17% would donate under \$100; 21% would contribute between \$100 and \$299; and 15% would give \$300 to \$500. Ten per cent were reluctant to answer (see Table 11). Roughly computed, these

pledges would amount to \$6,000 to \$12,000--enough for a down payment but about one-fourth the total needed to completely replace the present duplicating equipment. Comments by the respondents included: "We shouldn't be asked. Such a grant is a pittance for the right foundation"; "We would try to do our part but would depend on budget"; "Should be a part of our annual assessment"; "Do not favor this approach"; "This is a business office decision"; "Would give this amount happily"; "Key word is 'could'--our willingness is another matter"; "Take it out of our present dues"; "If there was an assessment fee we might go as high as \$1,000."

Table 11. Equipment Contribution

	Professional Staff Operation		Student Staff Operation		Total	
	No.	%	No.	%	No.	%
Nothing	7	19	24	55	31	37
Under \$100	3	8	11	24	14	17
\$100 to \$299	11	30	6	13	17	21
\$300 to \$500	11	30	2	4	13	15
No Answer	5	13	2	4	7	10
Total	37	100	45	100	82	100

Summary

Educational radio station managers in this survey hold strong opinions (negative and positive) about the tape network

service and its administration. On the one hand, two-thirds and more of the respondents concur that the network provides a valuable service, the program offerings are satisfactory, the balance between domestic and foreign programs on the network is about right, the tape network manager is doing his job well and should be permitted to make unilateral decisions, and the tape center can operate just as efficiently in Urbana with its administrative offices in Washington, D. C. so long as the network manager has some autonomy. On the other hand, a great majority of the managers find the technical quality of the network programs unacceptable, the dubbing machines archaic, and many managers are unfamiliar with the business of the Program Advisory Committee. One-half of the respondents want the tape duplicating center to remain in Urbana but only one out of four believes it would be more efficient elsewhere. Washington, D. C. is the city most often mentioned. Over half of the managers are willing to donate funds (the total averaging \$9,000) for the purchase of new duplicating equipment for the tape network. Managers are uncertain about the tape network in attempting to determine: 1) whether the program fees are too expensive; 2) whether a live radio network should supplant the tape service; 3) whether too many poorly-produced programs are accepted for offering to the network; and 4) whether the offerings would improve were more stations to submit programs. No significant majorities were apparent on any of these issues.

E. Public Broadcasting Act. There is great potential for the future of educational radio in the Public Broadcasting Act (PBA) of 1967. Six questions were included in the inventory giving the respondents an opportunity to voice their opinions as to how and to what extent the PBA will affect their station operations.

Forty per cent of the respondents were quite certain that the PBA will benefit their stations through funds or programs. An almost equal number (37%), however, were unsure of the promise PBA holds for their broadcast operations and they answered "don't know" to the question. Twenty-one per cent saw no benefits from PBA and 2% did not respond. More managers of professional-operated stations (46%) envisioned PBA as a future source of funds and programs than did managers of student-operated stations (36%). Likewise, only 16% of the managers of professional stations saw no benefit from PBA while 24% of the managers of student stations held little hope for aid.

Expansion and equipment are the two main purposes for which respondents said they will apply for funds under the PBA, while programming is a strong third choice. Expansion received 35 first-choice votes, equipment received 33, and programming received 27. Other purposes given by respondents for applying for PBA funds were: research, intern grants for specialized personnel, sub-carrier equipment, vertical

polarization, Fm installation, and statewide network. Five managers reported they "do not plan to apply" and one respondent did not answer.

Nearly one-half (49%) of all managers envisioned a live, national educational radio network under the auspices of the Public Broadcasting Corporation (PBC), the administrative body which was established by the PBA; 33% were not sure such a network system would come into being; 16% definitely did not envision such a live network operation; and 2% did not respond.

Exactly two-thirds (66%) of the managers believed the PBC should be totally or partially financed by federal appropriation. Forty-eight per cent looked to philanthropic organizations for all or part of the funds needed to support this office. Forty per cent were of the opinion that PBC should obtain all or a portion of its operating budget from a tax on the purchase price of radio and television receivers; 30.5% declared that a percentage of commercial broadcast revenues should be tapped to provide some or all of the PBC budget; only 8% looked to an annual consumer tax to provide the total or part of the funds needed. Other suggestions made were: packaged program rental; educational radio and television station assessment; and satellite revenues. Two per cent either were reluctant to suggest a method of financing or had no opinion on the issue. Respondents were requested to check one or a combination of choices on this item.

Most managers (57%) believed that the PBC could remain politically free to make decisions on its own; 33% were "not entirely" convinced that such would be the case; 9% "did not know"; and 1% did not answer.

Four-fifths (80%) of the managers were apprehensive about the new section of the PBA which prohibits all non-commercial broadcast stations from editorializing: 37% called it "a form of censorship"; 35% regarded it as "much too restrictive"; and 8% stated it "would make me reticent to broadcast any controversial program." Twenty-four per cent of the respondents believed the regulation "has merit but needs clearer definition," while 7% rated it as a "good regulation." Two managers asked, "Is it legal? The licensee should make the decision," echoing Walter Emery's thesis.⁷⁵ Two managers did not respond and one manager commented simply, "irrelevant," leaving the researcher to determine whether his indictment was directed at the regulation or the question. Table 12 sets forth this information in detail and shows that numerous respondents checked more than one choice to this question.

Summary

Educational radio managers seem generally confident in the PBA and its proposed administrative body, the PBC, but they are somewhat circumspect in their opinions of what benefits will accrue from this new act of Congress. These managers, by and large, intend to use PBC grant funds to

⁷⁵Emery, "Is There a Flaw?" p. 20.

Table 12. Editorializing (E6. What is your opinion of the PBA non-editorializing regulation?)

	Professional Staff Operation		Student Staff Operation		Total	
	No.	%	No.	%	No.	%
Good Regulation	5	14	1	2	6	7
Would make me reticent to broadcast <u>any</u> controversial program	1	3	6	13	7	8
A form of censorship	15	40	16	35	31	38
Much too restrictive	11	30	18	36	29	35
Has merit but needs clearer definition	8	22	12	26	20	24
No answer	2	5	..	..	2	3
Total	42	114 ^a	53	112 ^a	95	115 ^a

^a Does not equal 100% as respondents checked more than one choice.

expand their operations; they feel the federal government should support all or a large part of the financing of the PBC; they are confident the PBC could remain free from political pressure; and they see the possibility of a live, educational radio network under the PBC in the future. But whether or not they editorialize now (and only 19% do, regularly or sporadically) or plan to in the future (and 34% would like the opportunity), they are overwhelmingly opposed

to any law which would prohibit them from exercising this broadcasting right.

Part III: Subsidiary Services. Nearly all (93%) managers of educational radio stations examined in this study are responsible for the administration or supervision of "other than broadcast services" concurrent with their radio management responsibilities. Only 7% have no other responsibilities.

As earlier data revealed, over half (58%) of these radio station administrators are involved in academic instruction; the same percentile (58%) are members of faculty committees. Fifty-two per cent serve as student advisors, and 51% administer the recordings their stations are requested to make for departments, agencies, and individuals outside the radio station. Thirty-five per cent of the respondents are administrators of closed-circuit radio and television departments at their institutions and 18% supervise open-circuit instructional television and educational television (see Table 13).

Seventy-eight per cent of the managers disclosed that some or all of these additional responsibilities are requirements of their positions. Fifteen per cent said, "no, but expected of me," and 6% did not respond. Only one manager divulged that his "other than broadcast" administrative services were neither required nor expected of him.

Table 13. Managerial Subsidiary Responsibilities

Secondary Responsibilities	Profes- sional ^a	Stu- dent ^b	Per cent ^c
Academic instruction	18	30	58
Member of faculty committee(s)	22	26	58
Advisor to students	20	23	52
Extra-departmental recording	22	20	51
Member of professional committee(s)	20	13	40
Broadcast consultant	18	14	39
Announcer-moderator-narrator	13	18	37
CC Radio or TV administrator	12	17	35
Academic counselor	11	18	35
Research and publication	10	18	34
Tape network distribution	19	7	32
Audio-visual preparation	6	11	21
ETV-ITV administrator	7	8	18
Institutional electronic maintenance	6	7	16
Institutional public address service	8	3	13
Sub-channel multiplexing service	6	1	8
Musak service	1	1	2
Other:			
Full-time student		2	15
Director of Broadcasting	2	2	
Director of extra-curricular drama		2	
General assistant to any department	1		
Secretary to state Broadcasters		1	
Ass'n.			
Head, audio-visual department	2		
Instructional materials center di- rector		1	
Motion pictures, tv news service	1		
Civic activity	1		

^aOut of 37 respondents comprising professional-staffed stations.

^bOut of 45 respondents comprising student-staffed stations.

^cRepresents all 82 respondents.

More than half (52%) of all respondents devote less than fifteen hours each week to their "other than broadcast" functions. Twenty-three per cent devote between 15-25 hours each week to these additional services, and one of every five (20%) works more than 25 hours a week in fulfilling his "other than

broadcast" functions. As might be predicted, managers of student-operated stations devote more time to their subsidiary responsibilities than do managers of professional-operated stations (see Table 14).

Table 14. Time Devoted to Subsidiary Responsibilities

	Professional Staff Operation		Student Staff Operation		Total	
	No.	%	No.	%	No.	%
0 - 10 hours	12	32	11	24	23	28
10 - 15 hours	12	32	8	18	20	24
15 - 20 hours	5	14	6	13	11	13
20 - 25 hours	4	11	8	18	12	15
Above 25 hours	4	11	12	27	16	20
Total	37	100	45	100	82	100

Managers of student-operated stations devote an average of 46.5 hours each week to their combined responsibilities; managers of professional-operated stations work an average of 52.4 hours per week fulfilling all their responsibilities.

Most managers (70%) believe these functions either occasionally or always keep them from managing their stations as they would like. Asked if they felt these additional responsibilities prevent them from exercising the manager's role as they would like, 37% answered "occasionally," 33% said "yes," 21% stated "rarely, if ever," and 9% did not respond.

Respondents were about equally divided in their opinions of the future status of these additional responsibilities. Forty-three per cent indicated these duties "will remain about the same" and 42% reported they "will increase." Only 8% expected these subsidiary functions to decrease. Seven per cent of the managers did not respond.

Nearly two-thirds (64%) of the respondents receive no additional income from these added duties; 18% do, however, and 10% stated that they do "sometimes." Eight per cent did not respond to the question and one manager revealed that his teaching load was reduced in lieu of financial reimbursement.

"Promoting the station and the programs" was considered by a majority (54%) of managers to be the managerial function which is hindered most by their added responsibilities.

"Program production," "program evaluation," and "evaluation of audience needs" were chosen by 48% of the respondents as functions hindered by their "other than broadcast" duties. Fourteen per cent of those surveyed asserted that no managerial functions were hindered. Respondents were asked to check as many choices as applied (see Table 15).

About half (46%) of the managers in the survey undertake part-time or free-lance work to supplement their salaries; 48% do not, and 6% did not respond. Free-lance work is about equally divided between managers of professional-operated and managers of student-operated stations.

Table 15. III-8. What managerial functions are hindered most by your added responsibilities?

Functions	No.	%
Station and program promotion	45	54
Program evaluation	39	48
Program production	39	48
Evaluation of audience needs	39	48
Planning future broadcast services	38	46
Program planning and selection	35	43
Applying for program grants and/or awards	34	41
Seeking new funds	25	31
Meeting the public	24	30
Station survey	22	27
Answering mail	21	25
Employee/employer relationships	17	21
Program scheduling	16	20
Evaluation of employee efficiency	14	17
Personnel recruitment	9	11
Budgeting	9	11
None	7	8
No answer	7	8
Other: Departmental planning	2	4
Training students	2	

Summary

An hypothesis of this study was supported by the data compiled from this section of the inventory. It is apparent that the additional services educational radio managers provide their institutions, communities, and states, all requiring their supervisory and administrative attention, prevent them from devoting a major share of their time to the pre-analysis, selection, scheduling, and post-analysis of the programs broadcast by their stations. These additional requirements often compromise the manager's obligation to serve the public interest, convenience, and necessity. A further

disclosure indicates that nearly half the managers see their added responsibilities increasing in the future.

Part IV: Programming and Audience Relationship. The attitudes and opinions of educational radio managers concerning the relationship between their programs and their audiences was thought to be one of the most crucial and vital sections of the inventory. Emphasizing the importance of this broadcast issue, the writer tested two major and four minor hypotheses and ten assumptions in the 22 questions comprising this part.

Seventy-six per cent of the station managers are responsible for formulating program policy both by themselves (28% of the time) and in conjunction with others (48% of the time). This data alone would disprove the writer's hypothesis that archaic and rigid program policy often prevents the manager from serving the public interest, convenience, and necessity, and it also disproves a major assumption, to wit: Today's educational radio station policies and program objectives are a product of a bygone generation and have not been altered to reflect changing times, tastes, and needs of the audience. It is immediately apparent that the average station policy cannot be totally archaic if the present station managers (whose tenure averages 5.8 years) play a major role in its formulation. (Whether the policy is rigid or not will be determined later in this section.) Directors of broadcasting are totally responsible for establishing program

policy 11% of the time, and in conjunction with others 17% of the time. Broadcast committees or councils formulate policy by themselves 6% of the time and with the advice and assistance of others 11% of the time. Administrators decide policy alone on 2.4% of the occasions and in concert with others 12% of the time. The licensee is the policy determiner 2.4% of the time, and frames program policy with others 2.4% of the time. One manager reported his staff as program policy formulators; one manager indicated his Radio Board served this function.

Two-thirds (66%) of all respondents reported their broadcast policy or set of objectives is set down formally. The remaining 34% all indicated that it was not.

Program policy is far from rigid in the majority of stations reporting, thus completing the refutation of the writer's hypothesis that archaic and rigid policy often prevents the manager from fulfilling his obligation to serve the public interest. Over two-thirds (68%) of the respondents disclosed that broadcast policy can be changed at their request or discretion. An additional 27% added that they could "occasionally" change it. Only two managers reported they could not change their broadcast policy and when asked if this prevented them from programming their stations in the best interests of the public, one answered "occasionally," the other responded "no." These responses again fly in the face of the writer's theory and assumption. Two managers did not answer the question.

One major assumption of the study was proved by data revealing that 98% of the respondents air programs of a controversial nature--78% produce their own and 20% reported they did not produce their own but broadcast other's controversial productions. Only two managers reported they do not broadcast controversial programs.

One of the writer's major hypotheses and assumptions related to editorializing apparently was substantiated by the findings, albeit by such a slim margin as to be inconclusive. It was theorized that most managers would not editorialize (advocate) even if conditions allowed them this privilege. The data revealed that 40% of the respondents (most, but not a majority) do not editorialize and "would not if they had the opportunity." Thirty-four per cent do not editorialize now but "would like the opportunity." An additional 7% do not editorialize but were reluctant to indicate one of the two "no" choices available to them, presumably because of the qualifying phrases attached. These managers simply wrote on the inventory the answer "no." Thus, 81% of the respondents do not editorialize at this time. Of the remaining 19%, 2% reported "yes," they do editorialize and 17% said "yes, but sporadically." The great majority of those stations which editorialize are student-operated, and an additional 40% of the student-operated station managers "would like the opportunity" to editorialize (see Table 16).

Table 16. Editorializing

Does your station editorialize?	Professional Staff Operation		Student Staff Operation		Total	
	No.	%	No.	%	No.	%
Yes, regularly	..	..	2	4	2	3
Yes, sporadically	3	8	11	24	14	17
No, but would like the opportunity	10	27	18	40	28	34
No, and wouldn't if had the opportunity	21	57	12	28	33	40
No	2	5	2	4	4	5
No answer	1	3	..	..	1	1
Total	37	100	45	100	82	100

A great majority (80%) of the managers responding to the inventory reported that they think it necessary for educational radio stations to seek out audience needs and preferences, much as commercial stations are required to do by the FCC. An even larger percentage (86%) reported that they were actively engaged in seeking out the needs and preferences of their audiences. This data completely disproves an hypothesis and an assumption of this study. Further, such data seemingly refutes the findings of the Land survey which revealed that over 50% of the stations studied conducted no audience research of any kind.⁷⁶ Only 14% of the respondents to the present study stated that they did not actively seek out audience needs; 11% said they were unable to.

⁷⁶Land, The Hidden Medium, p. I-16.

Findings of the present study which again seem to controvert data found by Land⁷⁷ reveal the information that 59.7% of the managers who seek out audience needs use a survey to accomplish their goals. Thirty-one per cent indulge in personal contact characterized, primarily, by consultation with community groups. One out of four managers (25%) actively seeking his audience needs airs requests for responses over his own station facilities. Three per cent of the respondents use an advisory committee for this purpose and one manager makes use of his local newspaper. Thirty-six per cent of the respondents pointed to "fan mail" and "phone calls" as means of discerning audience needs. These public reactions were not considered to be "actively sought out," contrary to the question asked, and were disqualified. (Respondents indicated more than one means.)

Two of the writer's assumptions were verified in the area of program evaluation; it was assumed that few stations evaluate their programming to determine its utility to and consumption by the intended audience, and it was further assumed that managers who do evaluate their programming would point to listener telephone calls and letters as effective means of evaluation. Asked how they determined whether their programs were reaching their intended audiences, over half (52%) reported "we don't, in many instances." Of those managers who do know they are reaching the specific audiences

⁷⁷Ibid., p. I-18.

they desire, 87% said they knew through audience feedback (phone calls, letters, station visits, personal confrontation); 43% indicated they used a form of survey for this purpose; 25% could tell they were reaching their audiences by "experience"; and 7% determined this program/audience relationship through consultation with community advisory committees. (More than one choice was selected by numerous respondents.)

Most all managers surveyed (91%) were confident their station programming is meeting their community needs: 46% qualified their answers with the indication that they were serving "only certain segments of the community"; 41% admitted they "could do more"; and 4% answered "yes, to a great extent." Seven per cent of the respondents affirmed that they had little evidence to show that their programming is meeting the needs of the community, and 2% honestly admitted they "don't believe so." These findings relate favorably to the answers given by the respondents earlier in the inventory.

Over two-thirds (69%) of the station managers reported that they and their staffs, through experience, education, and personal contact, know better than the audiences what their stations should program. Forty-two per cent stipulated that "the audience should have its say, too," but still, 27% said "yes" and "yes, for the most part." Twenty per cent of the managers indicated that such decisions are

relative and would depend on both the station staff and the specific audience the station is attempting to serve at a given time.' Ten per cent of the respondents said "no, not at all" and 1% did not respond.

Seventy-seven per cent of all respondents reported that their stations had conducted an audience preference survey at least once in its history. Over half (58%) of all stations which had surveyed the audience had done so during the past year. One-third (33%) had undertaken surveys sometime within the past five years, and 9% conducted surveys longer than five years ago. No survey has ever been conducted by 21% of the respondents. The writer had assumed that few stations survey their audiences; this data proves otherwise.

Forty per cent of the managers have access to their local commercial ratings, while 59% do not. One manager did not answer this question. Of those with access to local program preference polls, 6% rate at or near the top, 9% rate at or near the median, 49% are lodged at or near the bottom, and 36% indicated their stations are not included in local, commercial surveys.

Fifty-nine managers (72%) conceded that their broadcast schedules need altering to reflect changing times, tastes, and needs; 66% said "some" and 6% admitted "a great deal." One out of four (25%) said "no, not much"; one manager replied, "no," and one manager did not respond. These findings give credence to the writer's hypothesis that most managers

are not meeting their obligations to serve the public interest because their programs do not reflect the rapidly changing times, tastes, and needs of society.

Almost half (44%) of all respondents stated that their broadcast operations are governed by or related with a community or academic advisory committee.

Sixty-seven per cent of the station managers never buy advertising in their area newspapers; lack of a budget prevents 50% from doing so; station policy forbids 27% from using this form of advertising; 14% do not believe it necessary to advertise in newspapers; 7% revealed they get free stories; and one manager reported his area newspapers do not reach his intended audience. Twenty-nine per cent of the respondents advertise in their area papers "sporadically" and 4% "regularly." This data confirms the writer's assumption that funds are not available for publicizing educational radio programs in local newspapers.

Nearly every respondent (95%) reported that the forms of free promotion his station engages in most are both "on-the-air promotion over our station" and "stories to newspapers and trade journals." Twenty-three per cent used "direct mail" and 20% promoted their programs on television (most, through the television facilities at the same institution). Other reported forms of free promotion were; telephone campaigns, daily newsgrams in college eating facilities, donated billboards, posters, and parades. A major hypothesis of the

study was partially proven with these findings which reveal that on-the-air promotion is one form of promotion used most by educational radio broadcasters. Eighty-five per cent of the respondents revealed that their area newspapers carry their program schedules or program highlights: 63% reported this occurred "regularly," and 22% "occasionally." This data disproves the writer's assumption that few local newspapers carry educational radio program schedules or highlights. The survey revealed that only 13% of the managers reported no program schedules or highlights were carried by their local papers. One manager did not respond.

Nearly three-fourths (73%) of the managers publish a program guide regularly, and 10% publish one occasionally, for a combined total of 83% of all respondents who use the program guide at one time or another to promote their programs. This information completes the support for the writer's hypothesis: educational radio promotion efforts are characterized by program announcements over educational radio stations and by regularly published program guides. The data also disagrees with the assumption that most station managers rely on a program guide as their major promotion effort.

Summary

Although inconsistencies were discovered in the data of this section, the great majority of information dispelled the writer's general pessimism over educational radio's program relationship with its audiences.

If educational radio station managers are not moving forward, innovating, or experimenting with programs, archaic policy is not to be blamed. So long as station managers have a voice in the formulation of their own program policy and have the privilege of changing this policy at their request or discretion, there should be no fears that educational radio managers are bridled by rigid program rules which prevent them from programming in the best interests of the public.

The discovery that only two of the 82 managers surveyed do not broadcast controversial programs is a commentary on the concern shown by educational radio management toward the problems of society and the obligations educational radio must assume in seeking solutions to them. The fact that all respondents but one are members of the tape network which regularly offers programs of dispute and controversy in no way suggests they are obliged to broadcast them. Rather, the decision to broadcast controversial programs seems to be a manifestation of intent to serve the general public interest and the needs of the community.

One-third of the respondents suggested they would like the opportunity to editorialize. One might assume that by so indicating, they would editorialize if the privilege were given them. Regardless, the editorializing issue is now academic since the Public Broadcasting Act will cause those who are now editorializing to "cease and desist" and will cause those inclined to advocate to change their plans.

Educational radio station administrators are convinced it is necessary to seek out audience needs and preferences and are willing to submit themselves to the "positive and aggressive" approach required of commercial stations in availing themselves of this information. A huge majority gave indication that they, indeed, are seeking out needs. An even larger majority revealed their stations are meeting the needs of the community. And yet, over half reported that they do not know whether their programming efforts are reaching and assisting the target audiences, and nearly three-quarters admitted that their broadcast schedules need altering to reflect changing times, tastes, and needs. ✓

One reason which might be given for this inconsistency is that the managers may have been led to believe they are aware of and are serving the needs of their audiences by a false indicator--mail, phone calls, public visits, and personal confrontations--listener feedback. The writer finds it difficult to understand how a radio station administrator can know he is reaching and aiding a poverty-stricken audience, for example, if the members of that audience have no telephones, or cannot write, or perhaps cannot read or understand the English language. The example may be an isolated one, but the writer is of the opinion that the manager of a radio station cannot allow himself to rely solely on this evidence--which is not to say that audience feedback is useless. But its utility must be considered in its proper

perspective. The data seems to indicate, however, that the respondents are aware of the false security one can indulge in from the acceptance of mail and phone comments as indicative of the public pulse. Otherwise, three out of four would not have recognized, as they did, that their program schedules needed altering to reflect changing times, tastes, and needs.

It is further apparent from the data that more managers are concerned with evaluation of the audience needs than they are with evaluation of the effectiveness of the programs in satisfying those needs. These data coincide with Rashidpour's⁷⁸ findings in 1965.

A wide disparity exists between the data on research drawn from the Land study and the present study. Land found that over 50% of the stations comprising his study conducted no audience research, and that school district stations (with captive listeners) dominated the group of educational radio stations who undertook research.⁷⁹ The present study revealed that half the stations (none of which serve captive listeners) conduct surveys of their audience needs and preferences; of these, 58% administered surveys during the past year. It is not likely that station budgets have been increased measurably since the Land study was completed in 1967, and respondents admitting research are about evenly divided between

⁷⁸Rashidpour, "A Survey."

⁷⁹Land, The Hidden Medium, p. I-16.

professional-operated and student-operated stations (with no captive listeners), so these cannot be accepted as reasons for the disparity in data. Hopefully, the evidence indicates that a greater awareness of the necessity of knowing the audience is being demonstrated by educational radio stations. The writer was encouraged to find only 27% of the managers who felt that they and their staffs, through experience, education, and personal contact knew better than any audience what their stations should program. Considering the cultural orientation of most professional-operated stations, this finding becomes all the more revealing.

The inventory did not attempt to ascertain the roles other agencies or groups assume in determining the broadcast schedules of radio stations, but the data reveals that nearly half of the stations in the study are governed by or related with a community or academic advisory committee. Stations were almost evenly divided between those which are professional-operated and those which are student-operated which would seem to indicate a rather close association with those public opinion leaders who are instrumental in determining the station's service to the community. It is all the more surprising, then, that so many managers felt their program schedules needed altering to keep up with the times. One hint may aid in understanding this seeming inconsistency: the manager of a large, state-owned, professionally-staffed FM operation revealed that his programming does need some

alteration to meet needs and to fit the changing times.

"But," he cautioned, "in ways that might bring down the wrath of administration, state, or other 'influential' people."

If this "hidden persuasion" exists at other educational radio stations, it might provide a partial explanation why the programming does not entirely keep up with the times.

Lack of adequate promotion budgets prevents the major share of educational radio stations from advertising in their area newspapers; administrative policy prohibits one-fourth of them; another one-fourth find such paid advertising unnecessary because the newspapers give them free space (oddly, only one professional-staff station manager reported his local newspaper gives him free space--the remainder were student-operated stations).

It was not surprising to learn that the program guide is the chief means of educational radio promotion but it was surprising to the writer to find that so many newspapers carry the educational radio schedule.

Educational radio is not shy about using its own stations to promote its programs, and with the relationship with local newspapers radiating warmth, it follows that the educational radio message is getting to the public. In further support of this contention is the preponderance of "other" promotional activity referred to by the respondents. The following comment by the manager of a mid-western, professionally-operated station is representative: "We have a local

(commercial) radio 'cross-promo' deal--we 'promo' their news and public affairs programs and they give us a spot per day in drive (prime) time. Billboards are donated to us; table tents in restaurants, etc.; direct mail to selected lists; window displays, guides; much internal (campus) promotion; art contests for program guide cover; etc." Such efforts are a hopeful sign for educational radio and give cause for the belief that Harley's entreaty for "a change of attitude among the people who are guiding educational radio"⁸⁰ seems to be having some effect, in the realm of promotion, at any rate.

One major and two minor hypotheses were proven and two minor hypotheses disproved by the information revealed in this section of the inventory; another major hypothesis could not be judged because of inconclusive evidence. Four assumptions were found valid, five were refuted, and one lacked a degree of conclusiveness.

Part V: Personnel Recruitment. As indicated earlier in this study, recruitment of full-time personnel is presumed to be a major problem confronting educational radio managers. Because of the emphasis given "full-time" staff members, analysis of student-operated stations (with two or less full-time employees) was excluded from eight of the nine questions in this section. All data then, with this one

⁸⁰Harley, "Future Orbit," p. 3.

exception, refers to professionally-operated stations which employ full-time broadcasters as their core staffs.

The data revealed a major assumption to be correct, i.e., personnel recruitment for full-time positions in educational radio is inhibited by the medium's inability to pay competitive salaries and the paucity of qualified applicants who are disciplined in the specialized programming characteristics of educational radio. Over one-half (56%) of the managers regard the unavailability of qualified applicants as one of the most serious problems in hiring full-time employees for educational radio. Not far behind in this problem area of hiring full-time employees is the comparatively low salaries managers are forced to pay; 49% of the respondents checked this choice. One out of three managers (33%) found the glamour of television too attractive to cope with. Only 8% of the managers experienced "no problems" in hiring qualified, full-time employees. Table 17 sets forth this data in detail. Respondents were requested to check as many responses as applied to their specific situations.

More educational radio managers use the "direct contact" approach in hiring new employees than any other method. Nearly three-quarters (73%) of the respondents managing professionally-operated stations selected this choice as their initial method. Fifty-one per cent chose "letters to personal friends in educational broadcasting" as their second choice. The third method most used by educational radio managers in

Table 17. V1. What are some of the problems which make it difficult for you to hire full-time employees for your radio station?

Problem	No. ^a	%
Few qualified applicants available	21	56
Low salary	18	49
Glamour of television	12	33
High academic requirements	7	19
Stiff job requirements	5	14
Small annual raises	5	14
Poor educational radio image	5	14
Little or no opportunity for advancement	3	8
Poor working conditions	2	5
Community problems	2	5
Other: Budget	3	11
Announcers prefer commercial radio	1	
No problems	3	8
No answer	1	3

^aOut of 37 respondents comprising professionally-staffed stations.

seeking personnel for new or replacement positions is "notices in trade journals and magazines"; 27% selected this form of contacting potential staff members. Next in order were: "notices to employment and personnel agencies," "notices to broadcast departments of colleges and universities," and "letters to educational broadcast stations." Other methods suggested by respondents: "word of mouth through present staff members," "on-the-air announcements over manager's own station," "notices to vocational schools," "newspaper ads," and the comment, "no problem--they come to us."

Almost one-half (49%) of the managers of professionally-staffed radio stations give consideration to recent college

graduates with little or no experience when hiring full-time staff members. Thirty-two per cent admitted doing so "sometimes," 11% "rarely," and 8% "never."

Well over one-half (59%) of the respondents hire women for broadcast and/or program production positions at their stations; 11% reported they "sometimes" do; 11% "rarely" hire women; and 16% "never" do. One manager reported he "never found one qualified."

The writer's assumption that few high-power, professionally-staffed educational radio stations are actively engaged in the formal training of personnel was refuted with the evidence that 57% of these stations undertake this activity. An additional 32% train students "informally." Five per cent of the managers of the professional-operated stations train personnel "only for his or her specific duties"; one manager does not train individuals, and one manager did not respond. The above data was almost identical with that reported by managers of student-operated stations (see Table 18).

The "interest and excitement of broadcasting" attracted more young, full-time employees to respondents' radio stations than any other single influence. Twenty-seven per cent of the respondents gave this reason--twice as many as any other. Fourteen per cent observed it was the "creative opportunities" inherent in non-commercial broadcasting that most attracted their younger, full-time staff members. Table 19 lists the remaining observations of managers of professional staffs.

Table 18. Personnel Training

Do you train personnel for the broadcast profession at your station?	Professional Staff Operation		Student Staff Operation		Total	
	No.	%	No.	%	No.	%
Yes	21	57	27	60	48	59
Yes, but informally	12	32	15	34	27	33
Only for specific duties	2	5	1	2	3	4
No	1	3	1	2	2	2
No answer	1	3	1	2	2	2
Total	37	100	45	100	82	100

Table 19. V6. What has attracted your younger full-time employees to work at your station?

Attraction	Number ^a
Excitement and interest of broadcasting	10
Creative opportunities in educational broadcasting	5
Employment while working toward something else	4
Better salary and working conditions	3
Station reputation	3
Association with a major university	2
Geographical location	2
Salesmanship by the manager	2
Freedom of operation	2
Prior experience with the station	1
No answer	3

^aOut of 37 respondents comprising professionally-staffed stations.

Over half (51%) of the respondents reported a shortage of qualified personnel at their broadcast stations; another 27% found no shortage at the moment but conceded that "generally there is." Sixteen per cent admitted to no

shortage and did not foresee any in the future, and 6% of the managers indicated no shortage at this time but "there will be a need in the near future." Table 20 gives a data breakdown for both station categories.

Table 20. Personnel Shortage

Is there a shortage of qualified personnel at your station?	Professional Staff Operation		Student Staff Operation		Total	
	No.	%	No.	%	No.	%
Yes	19	51	21	47	40	49
Not at the moment, but generally there is	10	27	6	13	16	20
No, but our plans indicate there, will be soon	2	6	9	20	11	13
No	6	16	7	16	13	16
No answer	..	..	2	4	2	2
Total	37	100	45	100	82	100

The 37 managers of professionally-staffed stations gave eleven different suggestions in answer to where personnel are to be found to fill new educational radio positions created by new stations going on the air. Twenty-seven per cent of the broadcasters rated evenly "college graduates trained in radio" and "commercial broadcasting." An additional 8% suggested "college graduates trained in the liberal

arts," and 11% answered, "among the student employees."

Thus, nearly half (46%) of today's educational radio managers look to the colleges and universities for the manpower needed to fill vital educational radio positions (see Table 21).

Table 21. V8. With new educational radio stations going on the air at the rate of nearly two per month, where are we to find personnel to fill these new positions?

Suggestion	No. ^a	% ^b
College graduates trained in radio	10	27
Commercial broadcasting	10	27
Among student employees	4	11
Train them	4	11
Make educational radio exciting, stimulating, controversial--they'll come running	4	11
College graduates trained in the liberal arts	3	8
Teaching profession, with broadcast experience	3	8
Educational stations	2	5
Electronic field	1	3
Find adequate money for salaries and needed people will find you	1	3
No answer	7	19

^a Numerous managers checked more than one suggestion.

^b 100% represents 37 managers of professionally-staffed stations.

The basic problem in attracting new people to work in educational radio is low salary. Over half (51%) of the respondents indicated that salaries must be competitive with commercial salaries if the situation is ever to improve. Twenty-seven per cent reported "we must capitalize on our strong points--make educational radio even more creative,

interesting, exciting, challenging, innovative, experimental, and controversial." Twenty-seven per cent also recognized that "educational radio must be promoted--its opportunities must be made known." One manager suggested that many educational radio broadcasters overlook the promotion of their stations to their own administrations. Eighteen suggestions were made by 30 respondents (see Table 22).

Summary

Personnel problems in educational radio are many; workable solutions are few. But both problems and solutions can be summed up in one word--money. This finding is no revelation, of course; probably every survey ever made of educational broadcasting has discovered the one problem that characterizes educational radio more than any other--lack of funds.

In this section of the inventory it was found that lack of sufficient budget to bring starting salaries to a competitive level makes it extremely difficult for educational radio managers to hire full-time employees, and it will be an equally responsible factor for preventing educational radio broadcasters from staffing new stations. As essential as it is, however, increased budgets will not buy qualified employees if they are not available, and the managers indicated this to be their most difficult problem in locating full-time personnel. The respondents did not seem to be so much concerned with the competition of television or commercial

Table 22. V9. How can we, as educational broadcasters, attract new people to work in educational radio broadcasting?

Suggestion	Number ^a
Pay competitive wages	19
Make educational radio creative, innovative, interesting, experimental, exciting, controversial, challenging	10
Promote	10
Do a better job consistently, and crow about it	3
High school workshops	3
Sell young people on intense personal satisfaction obtained	2
Opportunity for advancement	2
Good working conditions	2
Provide scholarships for people to learn about the field	1
Scale down advanced degree requirements	1
Expand positions for broadcasters--not academicians	1
Make educational broadcasting an art form	1
Through active competition with commercial stations	1
Career brochures to colleges and universities (and adjust course offerings to reflect this career opportunity as opposed to communications)	1
Stop apologizing for it	1
Tell them we want educators to broadcast--not broadcasters to educate	1
Through curricula balance between commercial and educational broadcasting	1
Keep high, professional standards	1
No answer	7

^a Numerous managers made more than one suggestion.

broadcasting for the "qualified" employee. They were more concerned that not enough colleges and universities were producing graduates trained in radio and qualified to undertake responsibilities in educational radio.

Undoubtedly because of the paucity of qualified applicants, the educational radio station manager fills his open positions by contacting personnel directly or notifying personal friends in educational broadcasting of an open position at his radio station. Both methods necessitate a continuous dialogue with prospective employees in the field, and because his contacts are likely to be in the non-commercial broadcast area, the manager, in many instances, hires personnel from other educational broadcasting stations and a never-ending cycle is established. Notices to educational broadcasting stations and departments of broadcasting in colleges and universities ranked low with the managers as methods of seeking out new personnel. The data revealed a dissatisfaction with the NAEB "personnel employment" sheet which is regularly mailed to member stations; little or no information on personnel qualified for radio broadcasting positions is available from this bulletin. For those managers whose institutions have no broadcast curricula from which to draw students and outstanding graduates, the need for a valid "radio personnel availability bulletin" is great.

Seemingly inconsistent responses were given by the managers to the problem of obtaining new personnel. Over one-

third of the respondents pointed to the colleges and universities as their first choice of sources for personnel to fill educational radio's future needs. Yet, only one-sixth admitted to using this source as their first choice in locating personnel for their own stations. Two possible explanations might be advanced to explain this inconsistency. First, some managers may envision many institutions of higher education adding radio and television courses in the future in order to meet the demands for personnel. It is also possible that some administrators of non-commercial radio stations foresee a serious examination and up-grading of the radio-television curricula in some institutions which already offer such courses. Until these changes take place, most managers will have to continue to follow other means in seeking their personnel. Second, it is possible that some managers are not aware of those institutions of higher education which are educating men and women in the field of radio and television. Since half of the respondents in this study are willing to hire college graduates with little or no professional experience, might it not be advantageous for NER to provide its members with detailed information concerning the nature of the curricula at these institutions and the names of their radio-television placement officers? Would it also be beneficial to educational radio stations and to students of radio and television if the departments of radio and television in the nation's colleges and universities were to provide NER periodically with biographical

information on their up-coming graduates? Comments of many managers responding to the inventory reveal a desperate need now for qualified music directors, producers, technicians, and classical music announcers in educational radio. Quite possibly, these needed personnel are in the student ranks of our colleges and universities at this moment.

The survey data revealed that nearly two-thirds of the administrators of professionally-staffed stations hire women for regular broadcast and production positions. This information should be valuable to the educational radio broadcasting profession generally and to women students specifically.

The results of this survey confirmed the writer's impression that educational radio suffers from a shortage of qualified personnel. The location of this question in the present inventory, contiguous to questions relating to problems of acquiring personnel, seemingly prompted the managers to give more serious thought to the questions of where new personnel are to be found and how to attract them to educational radio. It was apparent from the numerous and varied responses that managers are deeply concerned with these matters.

Additional Comment

Respondents were given the opportunity to express additional opinions and to make comments and suggestions cogent to the survey. These expressions follow, verbatim.

"perhaps some poll or other evaluation should be made of the possibilities of educational radio functioning more widely along the lines of instructional television. All communications media need evaluation for potential usefulness-- and educational radio has never had the thorough examination or experimental development which television has."

"The main problem I foresee with educational radio is staffing, and programs. Both of these are caused by a lack of funds. I believe these can be relieved within the limited financial range if stations can work with educational institutions. A core of qualified personnel, adequately paid, could be used to run the station and give practical training to the students. It would be helpful if the training could be applied as academic credit, allowance be given for experimentation by the students, and some pay be given to the better students. This would not only provide the staff necessary, it could create some interest and provide some of the needed/ program material."

"We may be unique in the sense that we are a student-operated station making a real effort, and a quite successful one, to offer more than the papp the average student operation puts out. Our programming is on a par with many larger stations. I may be the most overworked manager, also being a full-time student and holding down the afternoon drive DJ shift at a local commercial station. In another vein, I must express that I am exceedingly frustrated by the amount of

money and time spent on Big Brother Television, while I have to operate a station on virtually pennies. I have even contributed over \$500 of my personal funds to keep us going. This is patently ridiculous."

"W _ _ _ is entirely student-operated. There are no policies set by the University of _____ (which legally owns the facilities) by which we have to abide. Our finances are drawn from a sister carrier-current station and from funds solicited by myself in behalf of the station. Our biggest problem is the near total lack of support, encouragement, and recognition given the station by the University--much to our chagrin, as well as that of members of the faculty and our general audience."

"Regarding NER tapes and programs: we would be willing to help as much as possible to improve the quality of tapes. I am ashamed and embarrassed to air many NER tapes because of poor quality. As a matter of fact, some aren't even intelligible. Also I believe program production such as Ways of Mankind important. I would rather have fewer and better programs."

"Seemingly, educational broadcasting has fragmented and currently is changing from its former emphasis on diversity of cultural and instructional programs to a narrower concentration on instructional programs for particular disciplines and target audiences. The changing emphasis may be at the root of the division of effort that seems currently evident;

the 'division' being an increasing number of voices dealing with different aspects of media usage for educational purposes."

"My general feelings are that the future of educational radio lies with the progressive stations, that are free from any administrative or governmental pressure group, such as the community station or the university station that is independent of its university administration. Such stations are free to develop community support necessary to finance imaginative programming and pay staffs of equal calibre or above that of commercial stations. As for the tape network, it would seem that any centrally located duplicator could do the job. The problem would seem to me to be the lack of production centers to feed the duplicator. The tape quality of NER dubs is now so bad that we are considering dropping the entire service. Another concern is that NER has not exerted proper influence to see that stations owned by private colleges will participate under CPB. Federal participation is not new to us in other areas and yet there is some barrier here. Regarding employees . . . we have the most trouble finding qualified music directors and classical announcers."

"I feel strongly that NER must soon separate from NAEB which has stifled it for so long. Money must be found to improve NER's equipment and to provide funding for imaginative programming. Stations must be encouraged to innovate in educational broadcasting--breaking new trails whenever

possible. At the same time, educational radio must make an appeal to general audiences, which means operating in much of the framework that makes commercial radio successful. In fact, there's no reason why educational stations should not go commercial--especially those which train students for commercial broadcasting. Whenever possible, it seems reasonable to have faculty who have both educational radio and commercial radio backgrounds. This may aid in one of educational radio's most important tasks--re-establishing close ties with commercial broadcasters. Such an effort at _____ University is proving highly beneficial for our students as well as faculty--and the commercial broadcasters, too."

"The 'leaders' of educational radio which I have indicated are a different group. In my opinion, those I listed are the 'contributors.' In my opinion today's 'leaders' are 'takers.' I have some very definite plans to re-license my station in the commercial spectrum and separate myself from NAEB-NER."

"What radio is doing in general is good, but I believe that we have not scratched the surface. Because of the shortage of funds and personnel, it is often very easy to lose sight of any improvements in the struggle to maintain existence level. Unless the national leadership intends to involve themselves with the goal of a national network

operated in the manner of commercial networks they should get involved with promotion of radio's image, and with radio's problems on the local level."

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

Summary

For the purposes of this study "educational radio broadcasting" was defined as that broadcast service which encompasses programs of adult education, information, fine arts, and entertainment. An "educational radio station" was defined as a non-commercial broadcast station which devotes at least a portion of its broadcast time to the regular presentation of these program categories.

The population of the survey was limited to the general managers of educational radio stations as defined above and whose stations were members of NERN, the tape network program service of NER. Given these parameters, results were compiled from the usable returns of 37 managers of educational radio stations employing professional, full-time staff members with or without student assistants, and 45 managers of educational radio stations employing students as core staff with or without a full-time professional engineer and/or manager.

The general objectives of the study were:

- 1) to report the current practices and opinions of representative educational radio station managers,

- 2) to draw from the evidence possible support for the contention that the form and substance of educational radio in years to come will be determined in great part by the attitudes and opinions of its general managers,

- 3) to determine a "personal profile" of the contemporary educational radio manager,

- 4) to provide a companion-piece study to the recent NER survey of the status of educational radio (Land Study), and

- 5) to suggest new areas for research in educational radio management as indicated by conclusions drawn from this study.

A questionnaire was developed and mailed to 113 managers; 99 managers responded to the instrument for an exceptionally high 87.6% return. Of these, 82 managers completed a sufficient portion of the questionnaire to be termed usable by the investigator. All data was hand-tabulated and summarized in terms of percentages of responses to specific items, general averages, numerical listings and tables, and direct quotations.

The literature and surveys of the field were analyzed and the investigator's assumption that little if any information exists relevant to the educational radio manager's attitudes and opinions about his profession was found to be correct. Correlative literature of importance to the study

included: a) the 1959 APBE-NAB survey of commercial radio and television managers, employees, and former employees to provide the industry and educators with a "profile" of those in broadcasting; b) the 1965 Winick Study which examined the general managers of commercial television stations; c) the 1967 Land Study of educational radio stations, a status report covering nearly every aspect of educational radio; and d) personal observations, research, and surveys of broadcasters and educators published in books, journals, periodicals, and dissertations pertaining to the field. In those areas of the study where information was sparse or non-existent, the investigator drew on research and literature closely allied to the present study so that comparisons could be made which would be valuable to the educational broadcasting profession.

Four major hypotheses were advanced and tested in the study; one contained five sub-parts. Thirteen assumptions were indicated and tested by the investigator as well. The hypotheses forwarded were:

1. The manager's obligation to serve the public interest, convenience, and necessity often is compromised by: a) the additional requirements of his position such as consultant, instructor, counselor, advisor, and administrator of services and activities other than radio broadcasting; b) archaic and rigid program policies; c) a failure to seek out audience needs and preferences; d) program offerings which do not

reflect the rapidly changing times, tastes, and needs of society; and e) a reluctance to adopt a means whereby the effectiveness of his programming could be ascertained.

2. The majority of managers are disenchanted with NAEB and NER national leadership.

3. Most managers would not editorialize even if conditions were such as to allow them this privilege.

4. Educational radio promotion efforts are characterized by program announcements over educational radio and regularly published program guides--both endeavoring to reach an audience already favorably inclined toward the programming being promoted.

The findings of the study reveal conclusive evidence that the additional services educational radio managers are required to provide their institutions, communities, and states often compromise their obligation to serve the public interest, convenience, and necessity. The data suggested, however, that educational radio managers are not hindered by archaic and rigid program policy in the exercise of their responsibilities to the public. Three-quarters of the respondents, in fact, either formulate policy by themselves or in conjunction with others; further, over two-thirds of the managers stated that their broadcast policies can be amended at their request or discretion. A substantial majority of managers revealed that they actively seek out audience needs and preferences, although a significant number conceded

that their broadcast schedules need altering to reflect changing times, tastes, and needs. Although the data shows a willingness to survey audience needs and preferences, the managers are by no means certain of their program effectiveness, over half revealing they do not know whether their programs are reaching their intended audiences and the remainder relying on audience "feedback" rather than active effort on the station's part. This evidence, then, generally upholds the writer's first hypothesis--the educational radio station manager's obligations to the public are compromised by the additional and excessive non-broadcast requirements of his position, by program offerings which do not reflect the times, tastes, and needs of society, and by a reluctance to ascertain the effectiveness of his programming. The data conclusively indicates, however, that educational radio managers are fulfilling their obligations through flexible policy which seeks to keep in step with the times, and through consistent attention to the seeking out of the needs and preferences of the audience.

The revelation that nearly one-half of the managers see their added, "non-broadcast" responsibilities increasing in the future is most frustrating for educational radio, coming, as it does, at a time in history when society is increasingly needful of an objective, distinctive, and significant broadcast service and when the Congress of the United States has recognized the usefulness of this service

in the public interest by specifically including educational radio in the Communications Act for the first time. At this juncture in time, when the educational radio star seems to be on the ascendancy, Congress, educational broadcasting interests, and the public can look forward to educational radio management devoting even less time to the job of making universally available the "funded knowledge and wisdom of mankind."⁸¹

The investigator's second hypothesis was refuted by the data which clearly suggests that educational radio management is not disenchanted with NAEB and NER national leadership. The evidence does reveal serious problem areas which must be examined carefully by the educational broadcasting leadership, but generally, the membership agreed that these leaders are fulfilling their roles of representation and service.

Although more managers stated they would not editorialize if given the opportunity than those who would, the margin was slim and the results not conclusive. The third hypothesis was upheld by the managers of professionally-operated stations by a two-to-one margin but was refuted by the student-operated station managers, three-to-two.

The study results conclusively proved the investigator's fourth hypothesis that educational radio promotion efforts are characterized by program announcements on educational

⁸¹Siepmann, "Second Chance," NER Reporter, p. 3.

radio and by regularly published program guides. The importance of this evidence lies in the conclusion to be drawn: educational radio's promotional energies are directed toward those listeners already favorably inclined toward educational radio programming and little evidence exists which would suggest that future educational radio promotion will be directed toward the remaining segments of society.

The investigator's assumptions were:

1. For the most part, today's educational radio station policies and program objectives are a product of a bygone generation and have not been altered to reflect changing times, tastes, and needs of the audience.

This assumption was disproved by the evidence that station managers play a major role in the formulation of program policy and said policy can be altered at the manager's request or discretion.

2. Most managers feel it is their responsibility to program controversial topics so long as a "balance" is achieved among the various viewpoints.

Almost every respondent confirmed this assumption. Ninety-eight per cent of the managers surveyed stated that they air programs of a controversial nature.

3. "Editorializing"--advocating--will not be undertaken by educational radio station management even if they have the opportunity.

This assumption generally corresponds to one of the investigator's hypotheses. Significant findings were not

apparent in order for proof or refutation of the assumption to be determined.

4. Few educational radio stations actively seek out their audience needs.

This assumption was erroneous. The evidence conclusively proves that educational radio stations do actively seek out their audience needs. The question unanswered by the data is, what forms do such actions take?

5. Few educational radio stations evaluate their program offerings.

Over half the respondents stated that in many instances they did not know whether their programs were reaching their intended audiences. This data would seem to agree with the investigator's assumption.

6. Few educational radio stations generally survey their audiences.

This assumption was disproved with the clear evidence that over half the respondents have conducted audience preference surveys during the past year.

7. Listener telephone calls and letters are pointed to by educational radio managers as effective means of accomplishing the responsibilities of seeking out audience needs, evaluating program offerings, and surveying the audience.

The study revealed conclusive evidence which proved the assumption. The question is raised: how many respondents who indicated they have conducted audience surveys during

the past year, in effect consider listener telephone calls and mail as survey forms?

8. Educational radio station managers rely on program guides as their major promotion effort.

A large number of the respondents publish a program guide regularly (73%) and 10% publish one occasionally. Still, an even larger number (95%) rely on "on-the-air promotion over our own station" and "stories to newspapers and trade journals" as their major promotion efforts. This assumption was disproved by a large margin.

9. Funds are not available for publicizing educational radio programs in local newspapers.

Two of every three respondents asserted they never advertise in their local newspapers and 50% of these do not because their budgets will not permit it. This evidence substantiates the investigator's assumption.

10. Few local newspapers carry educational radio program schedules or highlights.

Admittedly, this assumption was based on more "heresay" than factual information. The evidence completely disproves the assumption. Eighty-five per cent of the respondents revealed that their area newspapers carry their program schedules and highlights.

11 and 12. Relatively few high-power stations (one kilowatt and above) are actively engaged in the formal training of personnel. Conversely, the low-power, student-operated

stations with minimal facilities, budget, and professional staff were assumed to be responsible for the major share of the formal training which students receive today.

Both assumptions are incorrect. The data revealed that both high-power and low-power educational radio stations are actively engaged in the formal training of personnel. In that the percentage breakdown of training at professional-operated, high-power stations and student-operated, low-power stations is nearly equal, neither, then, was found to be responsible for the major share of the formal training received by students today.

13. Personnel recruitment for full-time positions in educational radio is inhibited by the medium's inability to pay competitive salaries and the paucity of qualified applicants who are disciplined in the specialized programming characteristics of educational radio.

This assumption was proved beyond doubt by the evidence which revealed that 56% of the managers are hindered in hiring full-time personnel because of the lack of qualified applicants. Forty-nine per cent of the managers stated that one of their chief problems in hiring full-time personnel is their inability to pay competitive wages.

To summarize the testing of the investigator's hypotheses and assumptions: two major hypotheses were proved, one was disproved, and the data was inconclusive for a judgment of the fourth hypothesis; five assumptions were verified by

the findings, seven were refuted, and inconclusive evidence did not permit a determination of one assumption.

Major Conclusions

After careful sifting of the data and close scrutiny of the results of the study, the following major conclusions were evidenced:

1. Managers of professionally-staffed educational radio stations average 44 years of age, most have advanced degrees, most of them graduated from a Big Ten university where they majored in speech, radio and television, or communication arts, and they are required to teach as well as manage their stations. They have been in broadcasting an average of 19.5 years (14 years in the non-commercial field), have managed educational radio stations an average of 8.3 years, and have been employed in commercial broadcasting at one time or another during their careers. The average manager received his initial broadcast experience while attending college and held the position of program director prior to his appointment as manager. He chose to work in educational radio because it was regarded as creative and challenging, allowing freedom of individual expression, and was satisfying and stimulating. He devotes over 40 hours per week to his radio station administrative responsibilities. Three out of four of these administrators plan to remain in educational broadcasting.

2. Managers of student-staffed educational radio stations average 34 years of age, most have advanced degrees, most of them graduated from a Big Ten university where they majored in speech, radio and television, or communication arts, are presently enrolled in course work, and are required to teach. These educators' positions as educational radio managers are considered ancillary. They have been in broadcasting an average of 9.3 years (6.5 years in the non-commercial field), have managed educational radio stations for 3.8 years, and have been employed in commercial broadcasting at one time or another during their careers. Most of these managers received their initial broadcast experience while in college and held a teaching assignment prior to their appointment as manager. They chose to work in educational radio because it was creative and challenging, allowing individual freedom of expression, was satisfying and stimulating, and offered a close association with an academic environment. They devote an average of less than 30 hours per week to their radio station administrative responsibilities and three out of five plan to remain in educational broadcasting.

3. Educational radio managers were unanimously agreed that their programming is stimulating, progressive, imaginative, reliable, accepted by their listeners, professional, penetrating, serious, tasteful, and is fulfilling community needs. These broadcasters were not so confident of the general status of adult educational radio programming across

the country, however. All managers tended to agree that the general public's attitude toward adult educational radio programming is inclined to be negative.

4. The most important duties of an educational radio manager are administering personnel and programming the station. Less than one of every four managers considered "discerning his audience needs" to be his most important duty.

5. The majority of educational radio managers are willing to use their broadcast facilities in preparing students for broadcast positions.

6. Commercial radio influences the program decisions of most all educational radio managers, primarily in the selection of program materials not offered on the commercial stations.

7. The broadcast relationship between educational radio and commercial broadcast stations is good, with only one out of four educational radio managers having been accused of "unfair competition" by his commercial counterpart.

8. A majority of educational radio administrators believe local commercial broadcasting stations serve their community needs fairly well, whereas nine out of ten educational radio managers are certain their own stations' programming fulfills community needs exceptionally well.

9. There is a growing awareness among educational radio managers concerning who educational radio's leaders are.

Still, nearly 50% of these broadcasters could not or preferred not to give an opinion.

10. NER leadership--

- a) has been effective in promoting educational radio broadcasting;
- b) has not been so effective in promoting program monies for its member stations;
- c) has been fairly effective in promoting new programs for its member stations;
- d) has been effective in establishing itself as a strong, national representative for educational radio interests;
- e) has been effective in applying member dues toward this national representation;
- f) has been quite effective in keeping the membership apprised of its activities;
- g) has been very effective in keeping the membership apprised of congressional and FCC activities pertinent to educational radio;
- h) has not been very effective in reflecting membership opinion in its decision-making.

11. Overall, NER has generally served its members as they would expect to be served and represented.

12. Fifty per cent of all educational radio managers affiliated with NER/NAEB believe that NER has been subjected to pressures from NAEB which have prevented NER from fulfilling

its responsibilities to educational radio. Yet, these managers were undecided as to whether removal from NAEB jurisdiction would greatly benefit NER.

13. NER membership stations are agreed that the NER Board of Directors should continue to be chosen by membership ballot and the Executive Director of NER appointed by the Board.

14. The majority of educational radio managers believe NAEB has not devoted a fair share of effort to educational radio interests in recent years and suggests that NAEB should produce educational radio and educational television programs. Most educational radio managers expect more educational radio research projects from NAEB/NER and nearly all expect NAEB to seek out program grants for educational radio and award special annual grants for the production of exceptional educational radio programs.

15. NERN provides a valuable service to educational radio and its program offerings are generally satisfactory.

16. There is no clear indication that a live, nationwide educational radio network would supplant the tape network.

17. Present NERN program fees are acceptable.

18. The technical quality of duplicated talk and music programs from the Urbana duplicating center does not meet the broadcast requirements of educational radio. Whether or not the production quality of the programs submitted to

NERN is acceptable was not resolved. Balance between domestic and foreign programs offered by NERN is "about right."

19. The tape network manager is doing his job well but educational radio managers are not agreed as to how program acceptance decisions should be made by the network manager.

20. The majority of station managers who receive NERN programs are unfamiliar with the form and function of the Acceptance Committee which judges most program submissions.

21. The efficiency of the tape duplication center is not impaired by its administrative offices being located in Washington, D. C., and a majority of educational radio managers would prefer not to have the duplicating center moved from Urbana.

22. A majority of educational radio managers would contribute a total of \$9,000 toward the purchase of new duplicating equipment for the Urbana center if this money would correct the technical problems now extant.

23. Educational broadcasters are unclear whether the Public Broadcasting Act of 1967 will ultimately benefit their stations or not; however, requests for funds to support expansion and equipment purchases will be filed by most station managers.

24. There is cautious hope that a live, educational radio network will become a reality under the Public Broadcast Corporation.

25. The managers believe that the Public Broadcast Corporation should be financed by a combination of federal

appropriations, philanthropic grants, and a tax on the purchase price of radio and television receivers.

26. There appears to be little danger of the Public Broadcast Corporation becoming a political tool, according to the nation's educational radio managers.

27. The managers are concerned and apprehensive over the Public Broadcasting Act regulation against editorializing by non-commercial stations.

28. Almost all managers of educational radio stations are responsible for the administration or supervision of "other than broadcast services." These additional obligations are required, necessitate an additional ten to fifteen hours per week of the manager's time and prevent the manager from exercising his station manager's role. The additional duties most often required of educational radio managers are academic instruction, service on faculty committees, student advisor, and recording services for departments other than radio broadcasting. Managerial functions most often hindered by these additional obligations are promotion, program evaluation, program production, evaluation of audience needs, and the planning of future broadcast services.

29. One out of four educational radio managers receive additional pay for added services, and one-half of them undertake part-time work to supplement their salaries.

30. Educational radio managers are regularly involved in the formulation of program policy for their radio stations.

Such policy is set down formally and can be changed at the manager's request or discretion.

31. Nearly every educational radio station airs programs of a controversial nature and one out of five stations editorializes regularly or sporadically. The great majority of stations which editorialize are student-staffed.

32. Audience needs and preferences are actively sought out by educational radio broadcasters--the survey being the chief instrument--but the majority of managers admit they "don't know, in many cases, whether the programs are reaching and affecting the intended audiences." They are confident, however, that their station programming is meeting the community needs.

33. Educational radio managers and their staffs, through experience, education, and personal contact, believe that they know better than the audience what their stations should perform, although these managers suggest, "the audience should have its say, too."

34. Three out of four educational radio stations have conducted an audience preference survey at least once in their history; one-half have done so during the past year.

35. Of those educational radio stations included in their local commercial broadcast stations' ratings, most rank at or near the bottom.

36. Two out of five educational radio stations are governed by or related with a community or academic advisory committee.

37. Educational radio station broadcast schedules need alteration to reflect changing times, tastes, and needs.

38. Generally, educational radio stations do not buy advertising in newspapers; lack of budget prevents them from doing so.

39. Nearly all educational radio stations are involved in free promotion through the use of their own medium and through stories to newspapers and trade journals. Three out of four publish a program guide.

40. Educational radio station program schedules and highlights are carried in many local newspapers.

41. Personnel recruitment for full-time educational radio positions is inhibited by the medium's inability to pay competitive salaries and the paucity of qualified applicants disciplined in the specialized programming characteristics of the medium.

42. More educational radio managers contact personnel directly in hiring employees than use any other method.

43. Almost half the managers of professionally-staffed stations will consider hiring college graduates with little or no broadcast experience. A majority of these broadcasters hire women for broadcast and/or program production.

44. High and low-power educational radio stations are equally involved in the formal training of personnel for the broadcast profession.

45. The "interest and excitement of broadcasting" attracted more young, full-time employees to educational radio stations than any other single influence. The "creative opportunities" in educational broadcasting was second choice.

46. A shortage of qualified personnel exists in over half of the educational radio stations surveyed. Another 27% of the respondents concede "there generally is a shortage."

47. Nearly half of educational radio's managers look to the colleges and universities for the manpower needed to fill both vacant and new positions in educational radio broadcasting, yet, only one out of six chooses this source first when looking for personnel. One-quarter of these administrators rely on the commercial broadcasting field to provide them with needed personnel.

48. Salaries of educational radio broadcasters must be competitive with commercial broadcast salaries if educational radio is to attract the qualified people it needs. Educational radio must also begin to capitalize on its strong points to make this form of broadcasting even more creative and challenging.

General Observations on the Study

Although the experience is traumatic at times, educational radio managers achieve a great deal of satisfaction from the knowledge that even though the odds and the gods

seem aligned against them, they somehow make educational radio work. Under the most trying conditions, they are motivated not only by bits and pieces of encouragement but also by a large amount of faith in themselves.

The educational radio environment is characterized by long hours and relatively low pay, a shortage of personnel and insufficient budgets, and necessary attention to non-broadcast obligations. There is scant hope for relief in the immediate future. Not adequately recognized by the administrators and the faculties of the campus as well as the general community, educational radio must sustain itself through feedback from a faithful core minority audience and by the understanding, encouragement, and faith of its own practitioners. After being officially recognized by Congress for the first time in its history, it was then denied its constitutional right to express opinions. Desirous of an opportunity to reflect the true state of humanity in its broadcasts, it lives in fear of institutional and governmental rebuke if it dares to speak out.

The enumeration of these problems of educational radio may help to understand the manager and the station he administers. The fault for an "archaic program service" does not lie entirely with him--nor does the hope for the future. The educational radio manager should be applauded for the tenacity he has exhibited in maintaining a vital program service in the face of such odds, and at a personal,

irrevocable sacrifice of time and money. But he should not be expected to carry the burden alone. Solutions to educational radio's problems and assistance in the building of its strengths and the overcoming of its weaknesses need to come from both sympathetic and well-endowed quarters.

This study brought to light an aspect of educational radio which is not apparent to the observer and rarely visible even to the professional. Educational radio is in a transitional stage which is characterized by change at all levels. Whereas the former program emphasis of an educational radio station was on a diversity of cultural, informational, educational, and instructional programs, those stations are now fragmenting into specialized broadcast services. Some of them are concentrating almost entirely on fine arts and cultural programs, others offer only instructional programs, some student-operated stations closely mirror the commercial "hard rock" outlets, other non-commercial stations provide a general adult audience with a conglomerate schedule encompassing nearly all program categories.

Because of the Public Broadcasting Act of 1967, there could be an eventual live, nationwide educational radio network, there could be more production of searching programs keyed to pressing issues, and there could be increased power for most of the nation's low-power educational radio stations. Such developments could presage a new era for educational radio by providing an increased public with

well-produced and meaningful programs which could identify problem areas and seek solutions to the greater issues of the day.

To further document this era of change, the writer points to the following events which have occurred since this study began in September, 1967:

1. NAEB was reorganized resulting in the loss of NER semi-autonomy--a blow to those who had envisioned NER's status as a first step toward complete disassociation from NAEB.

2. NERN removed its oldest duplicating machines from service and, with a modest grant from the Ford Foundation, a massive shift in most NERN tape duplication was made from Urbana to Chicago. Although on a temporary basis, the increased quality of NERN tapes resulting from this change negates an important part of this study.

3. The NER Board of Directors is involved in serious planning to move the duplicating center to Washington, D. C. on a permanent basis. The target date is 1970.

4. The Executive Director of NER resigned and his sucesor was appointed and will assume his duties August 1, 1968.

5. The writer of this study was elected to the NER Board of Directors.

6. The Ford Foundation earmarked \$500,000 for educational radio use and discussions are underway with Ford and NER representatives to determine how a major portion of these funds is to be employed.

These changes give some indication of the rapid transition taking place in what has been a fairly stable organization. More important to the writer, each of these events has a bearing on some aspect of the present study and affects the data and findings to the extent that some conclusions are now irrelevant or no longer important.

Final Comments on Present Study

Some data emerging from this study reveals an unhealthy managerial attitude toward NAEB which could be detrimental to the profession if not checked or corrected. Specifically, many managers were not pleased with the NAEB/NER relationship, believing that NAEB has exerted pressures which have prevented NER from fulfilling its responsibilities to educational radio and its members. These managers also were concerned with the lack of interest in and attention shown to NER by NAEB in the past few years. Nearly all respondents to the study expect NAEB to seek out program grants for educational radio and they look to both NAEB and NER for meaningful research projects. Whether or not these attitudes are different from those held by managers in the past or are even worthy of concern is a problem for NAEB to consider.

Some positive steps have been taken in the past four years which are beneficial to educational radio and its adherents. The Wingspread Conference,⁸² the Land Study,⁸³

⁸²Land, The Hidden Medium, p. iii.

⁸³Ibid.

and the Public Broadcasting Act of 1967⁸⁴ have been key efforts toward "restoring educational radio to its distinctive role among the mass media."⁸⁵ The present study gives no hint of "apologetic and defensive attitudes"⁸⁶ of those guiding educational radio. And, finally, educational radio managers exhibited a marked increase in their ability to name their leaders as compared to their efforts in the 1965 Jennings study.⁸⁷ This data would seem to indicate that national leadership has been successful in establishing a workable, acceptable rapport with the NER membership in the past three years and has been mildly successful in fulfilling its responsibilities. Educational radio has not, however, achieved the goals set forth by Summerfield;⁸⁸ in fact, educational radio presently has less autonomy than it enjoyed in 1964.

Recognizing that the Wingspread Conference was little more than one year old when the present survey was initiated, there is scant evidence to show that educational radio is moving in the direction of the two recommendations for immediate study and action referred to earlier in the study

⁸⁴FCC, "Public Broadcasting Act of 1967," p. 19.

⁸⁵Siepmann, "Second Chance," NER Reporter, p. 3.

⁸⁶Harley, "Future Orbit," p. 3.

⁸⁷Jennings, "Potentials," p. 54.

⁸⁸Summerfield, "Future of Educational Radio," p. 13.

(see footnote 53). On the contrary, broadcast councils of all types (citizen, faculty, student, administration) are involved in formulating station policy at only fourteen of the 82 stations surveyed. Although most managers say they are meeting the community needs and are using the survey to determine these needs, the study data reveals that educational radio continues to rely on its own expertise in designing its programming, and it insists upon programming to a select, core audience and points to telephone calls and letters from this group as indicative of its success in determining and fulfilling the needs of the "community." These findings correspond closely to Land's discovery of the use of telephone calls, mail, and personal contact as evidences that educational radio is reaching its publics.

The study findings confirmed the investigator's assumption that recruitment of full-time personnel is a major problem of educational radio managers. The following information, suggested by the data, may provide a guide toward an eventual solution of the problem:

1. The main disadvantages of working in educational radio are:

- a) non-competitive wages;
- b) specialized talents needed (knowledge of classical music, exceptional announcing capability and flexibility, production sense, etc.);
- c) fear of administration and legislature "prior censorship";

- d) "non-popular" character of its programs;
- e) minority versus mass audience program philosophy;
- f) unglamorous;
- g) high academic requirements for employment;
- h) poor working conditions (academic offices refurbished for broadcast studios, poor acoustical treatment, poor or little proper equipment).

2. The main advantages of working in educational radio are:

- a) excitement and interest of broadcasting;
- b) creative opportunities in educational broadcasting;
- c) employment while working toward something else;
- d) better salary and working conditions;
- e) station reputation;
- f) freedom of operation;
- g) association with a major university;
- h) geographical location;

In conclusion, the investigator wishes to make two points relative to the data covering managers' opinions of the tape network. First, it is almost inconceivable that a tape program service could continue to function and charge service fees while the technical quality of its programs fails to meet the minimal requirements of 60-70% of its subscribers to the "general audience" service. Based on the

findings of this study, it is the opinion of the writer that the tape network must acquire new duplicating equipment or face dissolution--regardless of the affirmative program service it appears to be providing. The network cannot be supported by the low-budgeted, low-powered, student-operated stations, and the data reveals that some professionally-staffed stations will not linger much longer with network membership while the duplicating machines in Urbana turn out sub-standard programs.

Secondly, managers of student-operated stations, many of whom are also teachers and full-time students, do not have the time or opportunity to familiarize themselves, as they should, with the purposes, functions, and responsibilities of NAEB, NER, and NERN. Thus, it may be generalized, this group of radio station administrators would be unacquainted with the committee machinery which serves the program evaluation function of the tape-network . . . as the data seems to indicate. More surprising is the discovery that nearly one-third (32%) of the full-time managers of professional-operated stations are ignorant of the functions of this committee. These respondents have managed educational radio stations for an average of 7.3 years, so it is presumed their unfamiliarity is not caused by lack of opportunity to be acquainted with committee functions. Also, it is difficult to suggest "lack of communication" as the prevailing factor, for close examination reveals that two of these managers are

members of the NER Board of Directors! The investigator might suggest that NAEB and NER scrutinize closely their system of initial and sequential communication with their members on matters of such interest and importance.

Areas for Further Research

Since this was an initial study of educational radio management practices and opinions, several areas for further examination were suggested by the results.

Because of our nation's present problems of social upheaval, there is great weight attached to the necessity for educational radio to know the audience in its coverage area as never before--its problems, needs, and hopes. Educational radio will have little difficulty finding financial support to produce the programs which will outline these problems and seek solutions. Both the federal government and the Ford Foundation have redefined their roles in assisting educational radio and are and will be important sources of support. First, however, there needs to be a documentation of the methods which educational stations use to determine the problems and needs of the community. Fifty-eight per cent of the respondents in the present study reported that their stations conducted an audience preference survey during the past year. This data controverts Land's findings that "the majority of stations have little awareness of the nature of their audience, the effectiveness of their programs or the

number of their listeners."⁸⁹ In order for educational radio to develop an effective system of discerning the nature and problems of its audience, there needs to be a body of knowledge available which documents the present status of educational radio audience surveys.

Of lesser national importance but directly related to the present study is the need for further research into educational radio station management practices. Because of this study's limitation of the population to those educational radio managers whose stations are members of NERN, the data received is not representative of all educational radio stations presently engaged in providing programming for general, adult audience consumption. If educational radio is ever to attain its true potential, then managerial decisions which influence its operational policies should reflect the opinions and judgments of all educational radio managers.

There needs to be more complete knowledge available to educational radio administrators which will aid them in attracting new, full-time employees to the profession and retaining them in the face of attractive financial offers from commercial radio and television. A complete survey of educational radio stations is needed, revealing numbers of people employed at each station, their responsibilities, and, possibly, their salaries. Both the Land study and the present study are incomplete in these areas.

⁸⁹Land, The Hidden Medium, p. I-16.

APPENDICES

APPENDIX A
INITIAL LETTER TO INTERVIEWEES

MICHIGAN STATE UNIVERSITY EAST LANSING

RADIO STATIONS • WKAR • WKAR-FM

Name
Station
University
Address
City and State

Dear

As you know, last year the Herman Land Associates conducted one of the most complete surveys of educational radio in its history. "The Hidden Medium" now gives us a clearer insight into every aspect of educational radio.

It is time now, I think, to complete the picture and get to know the men and women who make educational radio tick--the managers. Who are they? What problems and pressures affect their decisions and their obligations? What are their opinions of people and things related to educational radio? Without a doubt, a survey of the managers would provide educational broadcasting with a valuable companion piece to the "Hidden Medium"; but, more significantly, the right information can benefit each of us in many facets of administering our stations.

Such a questionnaire is enclosed. It is being mailed to 113 educational radio managers whose stations program adult education, information, fine arts, and entertainment at least part of their operating schedule. I would appreciate a prompt response, in order to complete the survey as quickly as possible.

I have asked you to give your name and station at the end of the questionnaire--not for any ulterior motive, for your answers will be kept in the strictest confidence--but because I wish to send the results to all who respond. Thank you for your assistance.

Sincerely,

Richard Estell
Manager, WKAR, WKAR-FM

APPENDIX B
FOLLOW-UP LETTER TO INTERVIEWEES

MICHIGAN STATE UNIVERSITY EAST LANSING

RADIO STATIONS • WKAR • WKAR-FM

Name
Station
University
Address
City and State

Dear

A few weeks ago your assistance was requested in filling out the inventory of managerial practices and opinions as part of a general survey of educational radio station managers.

I have now received responses from most of the managers queried and want very much to include yours in the results. I hope you will agree with me that this information can be beneficial to managers and our profession as well. I can observe trends, at this point, which are not only eye-opening but can play a major role in improving our stations' relationships with the Tape Network and the NER national leadership.

Since you may have misplaced the earlier material, I am enclosing an additional copy and hope you will find the time to relay this information to me.

Thanks again for your cooperation.

Sincerely,

Richard Estell
Manager, WKAR, WKAR-FM

APPENDIX C
QUESTIONNAIRE

EDUCATIONAL RADIO MANAGEMENT PRACTICES AND OPINION

PART I

STATION MANAGER, PERSONAL DATA

- Age: _____
- Education: (Check highest academic level attained.)
- ____ Attended college
 - ____ Bachelor's Degree
 - ____ Post-Bachelor courses
 - ____ Master's Degree
 - ____ Doctoral candidate
 - ____ Doctor's Degree
 - ____ Post-Doctoral courses
1. Where and when were your degrees attained?
- | | |
|-------------------|-------------|
| Bachelor's: _____ | Year: _____ |
| Master's: _____ | Year: _____ |
| Doctor's: _____ | Year: _____ |
4. What was your undergraduate major? _____
- Graduate major? _____
5. Are you now enrolled in course work? Yes _____ No _____
6. Do you teach any courses for credit? Yes _____ No _____
7. If yes, is this a job requirement? Yes _____ No _____
8. How long have you been employed in broadcasting? _____
9. How long have you been employed in educational broadcasting? _____
10. How long have you managed an educational radio station? _____
11. What broadcast experience did you have before your work in educational radio?
(Check as many as apply.)
- ____ High school
 - ____ College student employment
 - ____ Commercial broadcasting
 - ____ ETV-ITV-CCTV-CC Radio
 - ____ None
12. What position did you hold prior to your appointment as manager of your educational station?

13. Why did you choose to work in educational radio? _____

14. On the average, how many hours per week do you devote to your radio station responsibilities?
- ____ Under 20
 - ____ 20 to 29
 - ____ 30 to 39
 - ____ 40 to 50
 - ____ Over 50
15. What are your future employment plans?
- ____ Remain in present position
 - ____ Change position within educational broadcasting (ETV-CCTV-ITV)
 - ____ Accept a full-time teaching assignment
 - ____ Leave educational broadcasting if better offer is made
 - ____ Other _____

PART II

ATTITUDES AND OPINIONS

(A reminder: For the purposes of this survey we are concerned with that portion of your programming intended for adult education, information, and entertainment as opposed to "in school" programming.)

A. EDUCATIONAL RADIO

1. How would you categorize your radio station programming generally?
(Place a check (✓) between each pair--wherever you think it belongs.)

YOUR STATION'S ADULT PROGRAMING

Stimulating	_____	_____	_____	_____	_____	Dull
Progressive	_____	_____	_____	_____	_____	Traditional
Imaginative	_____	_____	_____	_____	_____	Unimaginative
Reliable	_____	_____	_____	_____	_____	Undependable
Accepted by listeners	_____	_____	_____	_____	_____	Rejected by listeners
Professional	_____	_____	_____	_____	_____	Amateurish
Penetrating	_____	_____	_____	_____	_____	Shallow
Serious	_____	_____	_____	_____	_____	Frivolous
Tasteful	_____	_____	_____	_____	_____	Tasteless
Fulfilling community needs	_____	_____	_____	_____	_____	Impervious to community needs

2. How would you categorize adult educational radio programming generally?
(Place a check (✓) between each pair--wherever you think it belongs.)

GENERAL ADULT EDUCATIONAL RADIO PROGRAMING

Stimulating	_____	_____	_____	_____	_____	Dull
Progressive	_____	_____	_____	_____	_____	Traditional
Imaginative	_____	_____	_____	_____	_____	Unimaginative
Reliable	_____	_____	_____	_____	_____	Undependable
Accepted by listeners	_____	_____	_____	_____	_____	Rejected by listeners
Professional	_____	_____	_____	_____	_____	Amateurish
Penetrating	_____	_____	_____	_____	_____	Shallow
Serious	_____	_____	_____	_____	_____	Frivolous
Tasteful	_____	_____	_____	_____	_____	Tasteless
Fulfilling community needs	_____	_____	_____	_____	_____	Impervious to community needs

3. How would you categorize the general public's attitude toward adult educational radio programming? (Place a check (✓) between each pair--wherever you think it belongs.)

GENERAL PUBLIC ATTITUDE

Stimulating	_____	_____	_____	_____	_____	Dull
Progressive	_____	_____	_____	_____	_____	Traditional
Imaginative	_____	_____	_____	_____	_____	Unimaginative
Reliable	_____	_____	_____	_____	_____	Undependable
Accepted by listeners	_____	_____	_____	_____	_____	Rejected by listeners
Professional	_____	_____	_____	_____	_____	Amateurish
Penetrating	_____	_____	_____	_____	_____	Shallow
Serious	_____	_____	_____	_____	_____	Frivolous
Tasteful	_____	_____	_____	_____	_____	Tasteless
Fulfilling community needs	_____	_____	_____	_____	_____	Impervious to community needs

4. What do you consider as your most important duties as manager of an educational radio station? (Rank the following in order of importance.)

☐ Station programing
☐ Administering personnel
☐ Administering budget
☐ Discerning audience needs
☐ Fund raising
☐ Air work
☐ Public relations
☐ Research and development
☐ Other _____

5. To what extent should station facilities of an adult educational radio station (affiliated with an educational institution) be made available for the training of students in broadcasting?

☐ As much as possible
☐ As much as possible, but graduate students only
☐ Very little
☐ Not at all

RELATIONSHIP WITH COMMERCIAL BROADCASTING

1. Does commercial radio influence your station programing decisions in any way?

☐ Yes
☐ Occasionally
☐ No

2. If affirmative, how? _____

3. How would you define your broadcasting relationship with commercial radio and television stations in your vicinity?

☐ Excellent
☐ Good
☐ Fair
☐ Poor
☐ No contact

4. Has your station operation ever been accused of unfair competition with commercial stations?

☐ Yes ☐ No ☐ Don't know

5. If yes, why? _____

6. Has this affected your programing in any way?

☐ Yes ☐ Slightly ☐ No

7. How well do you believe your local commercial broadcast stations are serving the community needs? (Check one in each category.)

TV

☐ Exceptionally well
☐ Fair
☐ Poorly
☐ Not at all
☐ No contact

RADIO

☐ Exceptionally well
☐ Fair
☐ Poorly
☐ Not at all
☐ No contact

C. EDUCATIONAL BROADCASTING NATIONAL LEADERSHIP

1. In your opinion, who are educational radio's leaders? (If possible, name five in order of their importance.)

1. _____
2. _____
3. _____
4. _____
5. _____

2. How effective has NER leadership been in....

	<u>very</u> <u>effective</u>	<u>effective</u>	<u>not so</u> <u>effective</u>	<u>ineffective</u>
promoting educational <u>radio</u> broadcasting?.....	—	—	—	—
promoting program monies for its member stations?.....	—	—	—	—
promoting new programs for its member stations?.....	—	—	—	—
establishing itself as a strong, national representative for educational radio interests?.....	—	—	—	—
spending your dues for this representation?.....	—	—	—	—
keeping you apprised of its activities on a consistent basis?.....	—	—	—	—
keeping you apprised of congres- sional and FCC activities pertinent to educational radio?....	—	—	—	—
reflecting station membership opinion in decision making?.....	—	—	—	—

3. Has National Educational Radio (NER) done the job of serving and representing your radio station that you would expect?

- ☐ Consistently
☐ Most of the time
☐ Partially
☐ Seldom
☐ Never

4. Do you feel NER has been subjected to pressures from and obligations to NAEB which have prevented NER from fulfilling its responsibilities to educational radio?

- ☐ Continuously
☐ Most of the time
☐ Many times
☐ Seldom
☐ Never
☐ Don't know

5. Do you feel NER could more effectively serve its members if it were removed from NAEB jurisdiction?

☐ Yes ☐ No ☐ Don't know

6. Should the NER Board of Directors be chosen by NER membership ballot?

☐ Yes
☐ No
☐ Makes no difference

7. How should the position of the NER Executive Director be determined?

☐ Appointed by Board of Directors
☐ Elected by NER membership
☐ Makes no difference

8. Has NAEB devoted a fair share of time and effort to the advancement of educational radio during the past ten years?

☐ Yes
☐ As much as it could
☐ No

9. Should NAEB produce programs for both educational radio and television?

☐ Yes ☐ No ☐ Don't know

10. Should NAEB seek out program grants for radio?

☐ Yes ☐ No ☐ Don't know

11. As educational radio station managers, should we expect more research projects for educational radio to come out of NAEB/NER headquarters?

☐ Yes
☐ They are doing all they can
☐ No
☐ Don't know

12. Should NAEB/NER award annual grants to educational radio stations for the production of exceptional programs?

☐ Yes ☐ No ☐ Don't know

D. NER TAPE NETWORK

1. Does the tape network provide a valuable service for your station?

☐ Yes
☐ At times
☐ No
☐ Do not subscribe

2. Would a live, nationwide network supplant the tape network?

☐ Yes ☐ No ☐ Don't know

3. Are the program fees too expensive for your budget?

☐ Yes
☐ Getting that way
☐ No

4. Are the program offerings generally satisfactory to you?

☐ Yes
☐ No
☐ Do not subscribe

Music programs... _____

6. Are too many poorly-produced programs accepted for offering to the network?

 Yes No Don't know

7. Is the balance between domestic and foreign programs offered by the tape network...

- ☐ about right
- ☐ too much foreign
- ☐ too little foreign
- ☐ don't know

8. Is the tape network manager doing his job well in providing you with programs and program information?

☐ Yes
☐ Most of the time
☐ No
☐ Do not subscribe

9. Should the tape network manager be allowed to make any program acceptance/rejection decisions unilaterally?

☐ Yes, on occasion
☐ Yes, and then inform Program Acceptance Committee (NERNPAC) Chairman
☐ Not until consulting with NERNPAC Chairman first
☐ Never

10. Is the framework of the tape network Acceptance Committee effective in judging programs?

☐ Yes
☐ No
☐ Unfamiliar with it

11. Would network offerings improve if more educational radio stations submitted programs?

☐ Yes
☐ Perhaps
☐ Not necessarily
☐ Just the opposite
☐ No

12. Is it possible for the Urbana duplicating center to operate efficiently while NAEB/NER administrative offices are located in Washington?

Yes
 Yes, so long as network manager has some autonomy
 No. It's not only inefficient but expensive
 No

13. Should the Urbana duplicating center be located elsewhere?

☐ Yes
☐ No

14. If yes, where? _____

15. How could the Urbana duplicating center serve you better? _____

16. How much could your station contribute toward the purchase of new equipment for the tape network center?

☐ Nothing
☐ Under \$100
☐ \$100 to \$299
☐ \$300 to \$500

PUBLIC BROADCASTING ACT

1. At this point in time, does it appear that the Public Broadcasting Act will benefit your station in terms of funds or programing?

☐ Yes ☐ No ☐ Don't know

2. If you apply for funds through the Public Broadcasting Corporation at some future date, for what purpose(s) would they be requested?
 (Rank your preferences in order of importance.)

☐ Expansion
☐ Equipment
☐ Programing
☐ Other _____
☐ Do not plan to apply

3. Do you foresee a live, educational radio network under the auspices of the PBC?

☐ Yes ☐ No ☐ Don't know

4. How should the PBC be financed? (Check one or a combination.)

☐ Federal appropriation
☐ Philanthropic organizations
☐ Tax on purchase price of radio and television receivers
☐ Annual consumer tax
☐ Percentage of commercial broadcast revenues
☐ Other _____

5. Do you think the PBC could remain politically free to make decisions on its own?

☐ Yes
☐ Not entirely
☐ No
☐ Don't know

6. What is your opinion of the regulation which states that if funds are granted to a station through the PBC, said station cannot editorialize?

☐ Good regulation
☐ Would make me reticent to broadcast any controversial program
☐ A form of censorship
☐ Much too restrictive
☐ Has merit but needs clearer definition

PART III

SUBSIDIARY SERVICES

1. Are you responsible for the administration or supervision of "other than broadcast" services assumed by you or your station?

☐ Yes
☐ No (If answer is no, skip to PART IV)

2. Please indicate below, those areas of responsibility which are secondary to the broadcast requirements of your station but necessitate your administrative attention. (Check as many as apply.)

☐ Advisor to student group(s)
☐ Member of faculty committee(s)
☐ Closed circuit radio or TV administration
☐ Sub-channel multiplexing service
☐ Tape network distribution
☐ Institutional electronic equipment maintenance
☐ Audio-visual materials preparation
☐ Extra-departmental recording
☐ Institutional public address service
☐ Musak service
☐ ETV-ITV administrator
☐ Announcer-moderator-narrator within your institution
☐ Broadcast consultant
☐ Academic instruction
☐ Member of professional committee(s)
☐ Academic counselor
☐ Research and publication
☐ Other _____

3. Are these responsibilities a requirement of your position?

☐ Yes
☐ Some
☐ No, but expected of me
☐ No

4. How much time each week do you normally devote to these "other than broadcast" functions?

☐ 0 to 10 hours
☐ 10 to 15 hours
☐ 15 to 20 hours
☐ 20 to 25 hours
☐ above 25 hours

5. Do you feel these additional responsibilities prevent you from exercising the manager's role as you would like?

☐ Yes
☐ Occasionally
☐ Rarely, if ever

6. What appears to be the future status of your subsidiary responsibilities?

☐ Will increase
☐ Will decrease
☐ Will remain about the same

7. Do you receive additional income for performing any of these added duties?

☐ Yes

☐ Sometimes

☐ No

8. What radio station managerial functions are hindered most by your added responsibilities?
(Check as many as apply.)

- ☐ Program production
- ☐ Program planning and selection
- ☐ Program scheduling
- ☐ Station and program promotion
- ☐ Program evaluation
- ☐ Evaluation of audience needs
- ☐ Station survey
- ☐ Personnel recruitment
- ☐ Employee/employer relationships
- ☐ Planning future broadcast services
- ☐ Evaluation of employee efficiency
- ☐ Budgeting
- ☐ Meeting the public
- ☐ Answering mail
- ☐ Applying for program grants and/or awards
- ☐ Seeking new funds
- ☐ Other _____
- ☐ None

9. Do you undertake any part-time or free-lance work?

☐ Yes

☐ On occasion

☐ No

PART IV

PROGRAMING AND AUDIENCE RELATIONSHIP

1. Who formulates program policy for your station?

- ☐ Licensee
- ☐ Administration of the institution
- ☐ Dean
- ☐ Broadcast committee or counsel
- ☐ Director of Broadcasting
- ☐ Station Manager
- ☐ Other _____

2. Is your broadcast policy or set of objectives stated and set down formally?

☐ Yes

☐ No

3. Can such policy be changed at your request or discretion?

☐ Yes

☐ Occasionally

☐ No

4. If no, does this prevent you from programing the radio station in what you consider to be the best interests of the public?

☐ Yes

☐ Occasionally

☐ No

5. Does your station produce and air programs of a controversial nature?

☐ Yes

☐ No, but we broadcast other's productions

☐ No, we don't broadcast controversial programs

6. Does your station editorialize; that is, assume a position or bias on a controversial issue and attempt to persuade your audience accordingly?
- ☐ Yes, regularly
☐ Yes, but sporadically
☐ No, but would like the opportunity
☐ No, and wouldn't if had the opportunity
7. Do you think it necessary for educational radio stations to seek out audience needs and preferences, much as commercial stations are required to do by FCC?
- ☐ Yes ☐ No ☐ Don't know
8. Do you actively seek out the needs and preferences of your audience?
- ☐ Yes, regularly
☐ Yes, when we can
☐ No, unable to
☐ No
9. If yes, by what means? _____
10. Assuming most programs on your radio station are designed for specific audiences, how do you know you are reaching these groups?
- ☐ We don't, in many instances
☐ Survey
☐ Audience feedback
☐ Experience
☐ Community advisory committee
☐ Other _____
11. Is your station programing meeting the community needs?
- ☐ Yes, to a great extent
☐ Yes, but we could do more
☐ Yes, but only certain segments of the community
☐ Don't believe so
☐ Have little evidence to show that it is
12. Do you feel that you and your staff, through experience, education, and personal contact, know better than any audience what your station should program?
- ☐ Yes
☐ Yes, for the most part
☐ Yes, but the audience should have its say, too
☐ No, not at all
☐ Depends on both staff and audience makeup
13. When was the most recent survey of audience preferences taken for your station?
- ☐ Within the past year
☐ Within the past 5 years
☐ More than 5 years ago
☐ No survey has ever been taken
14. Do you have access to local commercial ratings?
- ☐ Yes ☐ No
15. If yes, how does your station rate on these surveys? _____
16. Taking an honest look at your broadcast schedule, does it need altering to reflect changing times, tastes, and needs?
- ☐ Yes, a great deal ☐ No, not much
☐ Yes, some ☐ No

17. Is your broadcast operation governed by or related with a community or academic advisory committee?

☐ Yes

☐ No

18. Do you buy advertising in your area newspaper(s)?

☐ Regularly
☐ Sporadically
☐ Never

19. If not, why not?

☐ No budget
☐ Policy forbids it
☐ Not necessary
☐ No staff to handle
☐ Newspaper doesn't reach our intended audiences
☐ Other _____

20. What forms of free promotion do you engage in?

☐ On-the-air over our station(s)
☐ Television
☐ Stories to newspapers and trade journals
☐ Other _____

21. Do any area newspapers carry your program schedule or highlights?

☐ Yes, regularly
☐ Yes, occasionally
☐ No

22. Do you publish a program guide?

☐ Yes, regularly
☐ Yes, occasionally
☐ No

PART V

PERSONNEL RECRUITMENT

1. What are some of the problems which make it difficult for you to hire full time employees for your radio station? (Check as many as apply.)

<input type="checkbox"/> Low salary	<input type="checkbox"/> Small annual raises
<input type="checkbox"/> Little or no security	<input type="checkbox"/> Few benefits
<input type="checkbox"/> High academic requirements	<input type="checkbox"/> Poor educational radio image
<input type="checkbox"/> Poor working conditions	<input type="checkbox"/> Few qualified applicants available
<input type="checkbox"/> Little or no opportunity for advancement	<input type="checkbox"/> Lack of creative environment
<input type="checkbox"/> Stiff job requirements	<input type="checkbox"/> Glamour of television
<input type="checkbox"/> Community problems	<input type="checkbox"/> Other _____

2. How do you seek out personnel for new or replacement positions at your radio station? (Rank your preferences in order of importance.)

☐ Letters to personal friends in educational broadcasting
☐ Direct contact with desired individuals
☐ Letters to educational broadcast stations
☐ Letters to broadcast departments of colleges and universities
☐ Notices to employment and personnel agencies
☐ Notices in trade journals and magazines
☐ Other _____

3. In hiring full-time staff members, do you ever consider recent college graduates with little or no professional experience?

☐ Yes
☐ Sometimes

☐ Rarely
☐ Never

4. Do you hire women for broadcast and/or program production?

☐ Yes
☐ Sometimes

☐ Rarely
☐ Never

5. Do you train personnel for the broadcast profession at your radio station?

☐ Yes
☐ Yes, but only informally
☐ Only for his or her specific duties
☐ No

6. What has attracted your younger full-time employees to work at your station?

7. Is there a shortage of qualified personnel at your station?

☐ Yes
☐ Not at the moment, but generally there is
☐ No, but our plans indicate there will be a need in the near future
☐ No

8. With new educational radio stations going on the air at the rate of nearly two per month, where are we to find personnel to fill these new positions?

9. How can we, as educational broadcasters, attract new people to work in educational radio broadcasting?

Name: _____

Station: _____

Please add any comments you feel will prove valuable and applicable to this survey. Thank you very much for your cooperation.

APPENDIX D
RESPONDENTS

Charles M. Northrip
 Station KUAC-FM
 University of Alaska
 College, Alaska

Don Barnett
 Station KASC-FM
 State College of Arkansas
 Conway, Arkansas

Stuart Roe
 Station KFJC-FM
 Foothill College District
 Los Altos Hills, California

Dennis M. Broderick
 Station KEDC-FM
 San Fernando Valley State College
 Northridge, California

John F. Gregory
 Station KPCS-FM
 Pasadena Junior College
 Pasadena, California

Roger L. Smith
 Station KERS-FM
 Sacramento State College
 Sacramento, California

Edward R. Rothhaar
 Station KVCR-FM
 San Bernardino Valley College
 San Bernardino, California

John P. Witherspoon
 Station KEBS-FM
 San Diego State College
 San Diego, California

Clarence E. Flick
 Station KSJS-FM
 San Jose State College
 San Jose, California

John Wennstrom
 Station WVIK-FM
 Augustana College
 Rock Island, Illinois

Jacob Wiens
 Station KCSM-FM
 San Mateo Junior College
 San Mateo, California

Dick Duffell
 Station KUMB-FM
 Colorado State College
 Greeley, Colorado

Robert Cowan
 Station KCSU-FM
 Colorado State University
 Fort Collins, Colorado

Roger Penn
 Station WAMU-FM
 The American University
 Washington, D. C.

Marjorie Newman
 Station WFSU-FM
 Florida State University
 Tallahassee, Florida

William Brady
 Station WUSF-FM
 University of South Florida
 Tampa, Florida

Haskell Boyter
 Station WABE-FM
 Atlanta, Georgia

John Kurtz
 Station WSIU-FM
 Southern Illinois University
 Carbondale, Illinois

G. Ben Paxton
 WGLT-FM
 Illinois State University
 Normal, Illinois

Don Forsling
 Station WOI-AM-FM
 Iowa State University
 Ames, Iowa

John Regnell
 Station WILL-AM-FM
 University of Illinois
 Urbana, Illinois

Don Feddersen
 Station WFIU-FM
 Indiana University
 Bloomington, Indiana

Bill Tomlinson
 Station WBST-FM
 Ball State University
 Muncie, Indiana

Dennis Reeder
 Station WSND-FM
 University of Notre Dame
 Notre Dame, Indiana

Joe Duncan
 Station WISU-FM
 Indiana State University
 Terre Haute, Indiana

Howell Gatchell
 Station WECI-FM
 Earlham College
 Richmond, Indiana

Paulette Grotrian
 Station WVUR-FM
 Valparaiso University
 Valparaiso, Indiana

John DeCamp
 Station WBAA
 Purdue University
 West Lafayette, Indiana

Al Hulsen
 Station WFCR-FM
 University of Massachusetts
 Amherst, Massachusetts

Louis Saalback
 Station WVAC-FM
 Adrian College
 Adrian, Michigan

Carl Menzer
 Station WSUI-AM-FM
 University of Iowa
 Iowa City, Iowa

Ed Browne
 Station KFKU & KANU-FM
 The University of Kansas
 Lawrence, Kansas

Jack Burke
 Station KSAC & KSDB-FM
 Kansas State University
 Manhattan, Kansas

Don Wheeler
 Station WBKY-FM
 University of Kentucky
 Lexington, Kentucky

Dorothy Day
 Station WFPK-FM & WFPL-FM
 Louisville Free Public Library
 Louisville, Kentucky

Don Holloway
 Station WMKY-FM
 Morehead State University
 Morehead, Kentucky

Don Orwin
 Station WSCC-FM
 University of Kentucky
 Somerset, Kentucky

Jerome Henderson
 Station WMEB-FM
 University of Maine
 Orono, Maine

Glen Bishop
 Station WMUK-FM
 Western Michigan University
 Kalamazoo, Michigan

Bruce Turner
 Station WNMR-FM
 Northern Michigan University
 Marquette, Michigan

Edward Burrows
Station WUOM-FM
University of Michigan
Ann Arbor, Michigan

Dan Logan
Station WDET-FM
Wayne State University
Detroit, Michigan

Clifford White
Station WDTR-FM
Detroit, Michigan

Richard Estell
Station WKAR-AM-FM
Michigan State University
East Lansing, Michigan

Fred Harrington
Station WFBE-FM
Flint Board of Education
Flint, Michigan

Bob Stevens
Station WHPR-FM
Highland Park, Michigan

J. B. Kirkish
Station WGGC-FM
Michigan Technological University
Houghton, Michigan

Bill Siemering
Station WBFO-FM
State University of New York
Buffalo, New York

Dick Hutto
Station WSLU-FM
St. Lawrence University
Canton, New York

Christine Buckley
Station WECW-FM
Elmira College
Elmira, New York

Jim Mead
Station WCMU-FM
Central Michigan University
Mount Pleasant, Michigan

Bill Kling
KSJR-FM
St. John's University
Collegeville, Minnesota

Joe Zesbaugh
Station KUMD-FM
University of Minnesota
Duluth, Minnesota

Robert Trudeau
Station KMSU-FM
Mankato State College
Mankato, Minnesota

Burton Paulu
Station KUOM
University of Minnesota
Minneapolis, Minnesota

Joe Embser
Station KSOZ-FM
School of the Ozarks
Point Lookout, Missouri

Wendell Dodds
Station KUNR-FM
University of Nevada
Reno, Nevada

Myron Curry
Station KFJM
University of North Dakota
Grand Forks, North Dakota

Ruth Lewis
Station WAUP-FM
The University of Akron
Akron, Ohio

Howard Hill
Station WOUB-AM-FM
Bowling Green State University
Bowling Green, Ohio

Fred Kunzmann
Station WVHC-FM
Hofstra University
Hempstead, New York

Jack Summerfield
Station WRVR-FM
The Riverside Church
New York, N. Y.

Bruce Elving
Station WAER-FM
Syracuse University
Syracuse, New York

Emil Young
Station WUAG-FM
Greensboro, North Carolina

Julian Burroughs
Station WFDD-FM
Wake Forest University
Winston-Salem, North Carolina

C. H. Logan
Station DKSU-FM
North Dakota State University
Fargo, North Dakota

Bob Hinz
Station KOAC
Corvallis, Oregon

Roger J. Houghlum
Station KLCC-FM
Lane Community College
Eugene, Oregon

Vic Webb
Station KWAX-FM
University of Oregon
Eugene, Oregon

Les Mock
Station KOAP-FM
Portland, Oregon

Ken Crane
Station WDUQ-FM
Duquesne University
Pittsburgh, Pennsylvania

Joe Sagmaster
Station WGUC-FM
University of Cincinnati
Cincinnati, Ohio

John Cremer
Station WRUW-FM
Western Reserve University
Cleveland, Ohio

Bill Steis
Station WOSU-AM-FM
The Ohio State University
Columbus, Ohio

John Weiser
Station WKSU-FM
Kent State University
Kent, Ohio

Steve Hathaway
Station WMUB-FM
Miami University
Oxford, Ohio

Dick Barton
Station WYSO-FM
Antioch College
Yellow Springs, Ohio

Ray Shirley
Station WUOT-FM
University of Tennessee
Knoxville, Tennessee

Al Bolt
Station WPLN-FM
Nashville, Tennessee

Joe Gwathmey
Station KUT-FM
The University of Texas
Austin, Texas

J. S. McElhaney
Station KWBU-FM
Baylor University
Waco, Texas

Lee Stott
Station WBYU-FM
Brigham Young University
Provo, Utah

Tim McBride
 Station WDOM-FM
 Providence College
 Providence, Rhode Island

Rolland Johnson
 Station KESD-FM
 South Dakota State University
 Brookings, South Dakota

Jack Bruce
 Station KUSD-AM-FM
 University of South Dakota
 Vermillion, South Dakota

John Bob Hall
 Station WFHC-FM
 Freed-Hardeman College
 Henderson, Tennessee

Bob Mott
 Station KWSC
 Washington State University
 Pullman, Washington

Judd Doughty
 Station KPLU-FM
 Tacoma, Washington

Karl Schmidt
 Station WHA-AM-FM
 University of Wisconsin
 Madison, Wisconsin

Bob Snyder
 Station WRST-FM
 Wisconsin State University
 Oshkosh, Wisconsin

John McMullen
 Station KUWR-FM
 University of Wyoming
 Laramie, Wyoming

Rex Campbell
 Station KUER-FM
 University of Utah
 Salt Lake City, Utah

Marv Bensman
 Station WRUV-FM
 The University of Vermont
 Burlington, Vermont

George Lott
 Station WCWM-FM
 College of William and Mary
 Williamsburg, Virginia

John Hoglin
 Station KCWS-FM
 Central Washington State College
 Ellensburg, Washington

Ken Kager
 Station KUOW-FM
 The University of Washington
 Seattle, Washington

Dick Byron Smith
 Station WLFM-FM
 Lawrence University
 Appleton, Wisconsin

Ruane Hill
 Station WUWM-FM
 University of Wisconsin-Milwaukee
 Milwaukee, Wisconsin

Don Cain
 Station WSSU-FM
 Superior, Wisconsin

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