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HOW TELEVISION TEACHING WAS ADDED TO RADIO TEACHING
IN TWENTY AMERICAN COLLEGES

by

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B. A. Idaho State College, 1956

Presented in partial fulfillment of the requirements
for the degree of
Master of Arts

MONTANA STATE UNIVERSITY

1957

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Chairman, Board of Examineers


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CHAPTER I

INTRODUCTION

During the past few years, television, a new and totally different phenomenon of communication, has emerged, found its way directly into millions of homes in the United States alone, and influenced the personal behavior of almost every American citizen.

Actually, "television had its coming-out party at the New York World's Fair in 1939 and soon became the talk of the town."¹ This, however, was not its initial conception as has been pointed out in the following statement:

Television actually has a longer history than its sudden presentation to the American people in 1939 suggests. Its origins can be traced back to 1884 when the German scientist Paul Nipkow invented the scanning disc which made television possible, and to 1923, when Dr. V. K. Zworin patented the iconoscope, the television camera that preceded the present-day image-orthicon camera.²

Today, television has become a source of private, or social entertainment for the greater part of the United States populous with "42,200,000 sets being in use at the close of 1956."³

¹Giraud Chester and Garnet R. Garrison, Television and Radio (second edition; New York: Appleton-Century-Crofts, Inc., 1950, 1956), p. 42.

²Ibid.

³Harry Hansen (ed.) The World Almanac and Book of Facts (Radio and Television Sets in U. S. and World, New York: New York World-Telegram and The Sun, 1957), p. 774.

Of very recent years, the value of television as an educational medium has also become apparent. A report shows that:

Station KTHE, Los Angeles, pioneer educational television station, completed its first year of operation in November, 1954. Potential audience was estimated at 2,000,000.⁴

When a medium of communication becomes as popular and vital nationwide as TV has become in the few short years since its first presentation, it logically follows that the medium will undergo study and experimentation to a large degree.

Today television curriculums have become a part of many of the Universities and Colleges of the United States as well as other nations. This condition has been brought out later in the present study which showed that from 123 returns received from an original survey of 177 schools, 50 will be teaching academic TV by the close of 1957. This study has concerned itself primarily with the aspects of television teaching.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to discover how television was added to an existing radio curriculum as shown by an analysis of twenty questionnaire

⁴Harry Hansen (ed.) The World Almanac and Book of Facts (Radio and Television Sets in U. S. and World, New York: New York World-Telegram and The Sun, 1955), p. 790.

returns received from various selected Universities and Colleges in the United States, from an enrollment grouping of one thousand students to five thousand students.

Importance of the study. In establishing the importance of the study, the first thing that was noted was the apparent lack of any paper or book bearing directly on the study. Dr. Sam L. Becker, Director of Television, State University of Iowa, in personal correspondence said, "I am sorry to tell you that I know of no study or studies on methods of teaching television."⁵

The desirability of the study was first conceived out of a need for a paper on television teaching by the author's school--Montana State University, in order to help initiate a television curriculum in the fall of 1957. The fact that television curriculums were being initiated elsewhere was shown in the initial survey previously mentioned which showed that of the fifty schools that would be teaching television at the close of 1957, five would be adding television for the first time that fall.

The addition of television curriculums in Universities and Colleges lends emphasis to the ever increasing awareness, not only publicly but also academically, of the importance

⁵Dr. Sam L. Becker, Director of Television, State University of Iowa, Iowa City, Iowa, November 20, 1956, "Personal Letter."

of the medium of television. The following statement was made in personal correspondence by Leo Martin, Head, Radio and Television Area, Michigan State University, in regard to its importance:

You indicated that the research pertained to existing methods of teaching television in the universities and colleges in the United States. . . It would seem that this topic is worthy of investigation.⁶

The very time in which this study has been written presents evidence of the tremendous interest in television, with the World Almanac of 1955 showing that 33,000,000 television sets were in use in the United States alone at the end of 1954⁷, and the World Almanac of 1957 showing the previously mentioned figures of 42,200,000 sets that were in use at the close of 1956⁸--an increase of 9,200,000 sets in only two years.

The importance of a study that presents the method or methods by which television has successfully become a part of an academic curriculum is evident, in view of the present growth of the television medium, in view of its vital importance not only as a medium of entertainment but also as a medium of teaching, and in view of its continuance and place in the university and college curriculum.

⁶Leo Martin, Head of Radio and Television Area, Michigan State University, East Lansing, Michigan, February 22, 1957, "Personal Letter."

⁷World Almanac 1955, loc. cit.

⁸World Almanac 1957, loc. cit.

Limitations of the study. The study has been limited to the procurement and analysis of a questionnaire return in order to show how television was added to an existing radio curriculum in various universities and colleges having one thousand to five thousand students. The figures one thousand to five thousand were chosen so that the schools would be in a similar enrollment grouping with Montana State University. The study was further limited to schools primarily liberal arts in nature so that a common denominator would continue to exist between the survey schools and Montana State University.

A preliminary questionnaire (more fully described in chapter two) was designed so that a second questionnaire, that would ultimately become the results of the study, could be appropriately sent to schools that had added television to an existing radio curriculum. This limitation was incurred so that a common denominator would exist also in this area between the survey schools and Montana State University.

The final questionnaire was sent to thirty-seven qualifying schools (those with radio curriculum that had added TV) of which twenty were received back. This constituted a return of slightly over fifty-four per cent and was considered as sufficient for valid analysis by members of the committee in charge of the study.

The questionnaire considered the areas of personnel, objectives, educational aspects, curriculum, dual facilities,

television engineering, coordination, programming, placement, and gave space for additional comments that would help the study in the opinion of the individual returning it.

Definition of terms. The terms used in the statement of the problem were considered self explanatory with the possible exception of academic. It was therefore further defined as follows.

Academic. The definition in Webster's New Collegiate Dictionary was considered very adequate. It defined academic as "literary, classical, or liberal, rather than technical.".. and as "conforming to scholastic traditions or rules."⁹

II. ORGANIZATION OF THE REMAINDER OF THE STUDY

Remainder of Chapter I. The remainder of the first chapter presented a survey of the literature as was shown in contributions of previous studies, and also contained a statement of the sources of data.

Chapter II. The second chapter first contained the method of procedure used for the development of a preliminary questionnaire, the returns received, and their treatment in order that a second questionnaire, which contained the material for the results of the study, could be sent to qualified

⁹A Merriam-Webster, Webster's New Collegiate Dictionary (eighth edition; Springfield, Massachusetts: G. I. C. Merriam Company, 1953), p. 5.

schools. Secondly, this chapter contained the method of procedure used for the development of the second questionnaire, area by area, and the importance of each area to the study. Thirdly, the chapter contained the method of procedure used in analysis of the returns from the second questionnaire, as reported in chapter three and four.

Chapter III. Chapter three contained the results of the study formulated from the second questionnaire from the twenty returns that were received.

Chapter IV. Chapter four was devoted to summarization of the area returns reported in chapter three, and to conclusions regarding the way the results in each area solved the problem of how TV was added to an existing radio curriculum. Also, the chapter contained recommendations for further study of a different enrollment grouping and recommendations for further allied study.

Bibliography. A bibliography of all references cited throughout the study was listed following its completion.

Appendix. The questionnaires and various material from each questionnaire, that was too long to be included in the body of the study, was listed in an appendix following the bibliography. Various other materials that were thought to further delineate the study were also included.

Abstract. A short abstract of the study completed the composition of this thesis.

III. SURVEY OF THE LITERATURE

Contributions of previous studies. Four writers have made major contributions to the background of this study. Also the article "Master of Science in Television" appeared in the September 25th issue of Newsweek in 1950. It was considered as pertinent to the study because it recognized the value of not only radio but also television to the present educational system. The following two paragraphs were considered valuable for this reason and also for the statement of purpose shown:

The tenuous relationship between education and radio-television was strengthened this week. Syracuse University in New York offered a degree of Master of Science in radio and television.

The first graduate degree to be made available in the combined fields, Syracuse's M.S. has a threefold purpose: to place its holders in the TV industry, to foster research--especially in creative programming--and to provide teachers for future video students.¹⁰

Also, in 1950, the opinion of Worthington Miner was expressed in that he felt that:

Any discussion of training for television must take cognizance of the specialized equipment and ambition of the individual. It is important, however, to emphasize that, within any one of these specialized areas, there is no range of capacity, no depth of knowledge, which television is not prepared to absorb.¹¹

¹⁰"Master of Science in Television," Newsweek, 36:86, September 25, 1950.

¹¹Worthington Miner, "Training For Television," The Quarterly Journal of Speech, 36:351-54, October 1950, p. 351.

This statement by Miner showed that the educational implications of television were being recognized and were beginning to be given some accord as early as 1950, only eleven years after television's initial appearance to the public.

Kenneth Bartlett, Director, Radio-Television Center, Syracuse University made this statement:

When you develop an academic program to meet a particular need, you obviously reflect the philosophy of your own institution and the region in which you work.¹²

Bartlett made the statement shortly after the initiation of the Syracuse Master of Science in Television curriculum had begun in 1950. The idea of academic television was beginning to draw more attention. The philosophy of Bartlett toward TV curriculum adoption was further substantiated and brought to focus by Donley F. Feddersen, Chairman, Radio and Television, Northwestern University, in 1951 when he stated that:

I think we can take it as settled, that television training must not be permitted to encroach on the student's general education; that new work in television must be at the expense of other specialized fields. This is one point on which educators and industry people agree. What can we do about it?

Well, the obvious approaches are either to cut courses or to add time. We can delete radio courses, insert television courses, and proceed. The very best I can say for this proposal is that it is debatable. Or we can add a fifth year to the program. Those schools which look on

¹²Kenneth Bartlett, "Television Training in Colleges and Universities," Institute for Education by Radio and Television, (Twentieth Yearbook, ed. Joe Olson. Columbus Ohio State University Press, 1950), p. 135.

the Master of Science degree with favor may find their answer here.¹³

Various ideas were beginning to be advanced for TV curriculums. Academic television curriculums were in existence previous to this time as was shown from the preliminary survey of this study, but papers on their development were not available. One thing was certain in the schools of this study, television curriculums were being introduced to universities and colleges beginning in 1948. The manner in which they were introduced was certainly not settled. Giraud Chester, General Programming Executive National Broadcasting Company in 1953 stated that:

For the time being most colleges will probably combine instruction in both radio and television in the first broadcasting course, though certainly greater attention will be paid to television than has been given heretofore.¹⁴

Another report of how television was added to an academic curriculum was advanced by Robert P. Crawford in 1955 when he wrote:

This report will attempt only to relate how theatre and television became a matter of integration at one school, Michigan State College.

As a frame of reference certain factors must be noted. It was a logical assumption that television would be taught in the Department of Speech, for it was there that

¹³Donley F. Feddersen, "College Training In Television," (In "Broadcast Training In Colleges and Universities."), Institute for Education by Radio and Television. (Twenty-first Yearbook, ed. O. Joe Olson. Columbus: Ohio State University Press, 1951), p. 344.

Giraud Chester, "Recent Books On Radio And Television," (In "New Books in Review"), The Quarterly Journal Of Speech, 39:353-361, October 1953, p. 354.

theatre and radio were already offered, and there that the greatest amount of interest for courses in television was shown.¹⁵

This was the extent of previous writing on the subject of how television was added to an existing academic curriculum, but it brought into focus the fact that methods of initiating television have been given considerable thought by noted people in various aspects of television.

It will be the intent of this paper to make more clear, than presently exists, the manner in which television was added to existing radio curriculums in colleges and universities in the United States.

Sources of data. The sources of data that have been used in chapter one were taken from authoritative books and periodicals and were noted fully in the bibliography.

¹⁵Robert P. Crawford, "An Integrated Theatre-Television Curriculum Approach," Educational Theatre Journal, 7:250-254, October 1955, p. 251.

CHAPTER II

METHODS OF PROCEDURE

This chapter first presented the methods of procedure used in the development of a preliminary questionnaire, the returns received, and their treatment, in order that a second questionnaire, which contained the material for the results of the study, could be sent to qualified schools. Secondly, it presented the methods of procedure used for the development of the second questionnaire, area by area, and the importance of each area to the study. Thirdly, it presented the methods of procedure used in analysis of the returns from the second questionnaire as reported in chapter three and four.

I. DEVELOPMENT OF PRELIMINARY QUESTIONNAIRE

Conception. It was considered of primary importance in view of the problem to devise a questionnaire that would reveal the schools that added a television curriculum to an existing radio curriculum, in order that the methods for the addition of television could be revealed. It was also considered very essential that this preliminary questionnaire be of a very short and easily answerable method in order that a majority of returns would be received.

Preliminary Questionnaire. In order to facilitate the handling of the questionnaire by its recipients it was built

upon a double card.

The next factor in building the questionnaire was a brief introduction of its purpose. It was accomplished by stating: "I am engaged in a study of radio and television teaching. I would appreciate it very much if you would fill in the following applicable blanks and return to me at your earliest convenience."

It was considered necessary that the questions could be answered very simply by either writing the year that radio or TV was first taught, or by checking a blank indicating that radio or TV was not taught. The following system was devised: "Approximately what year did your school first begin to teach academic radio courses? _____. (If you do not teach radio please check. _____) Approximately what year did your school first begin to teach academic TV courses? _____. (If you do not teach TV please check. _____.)"

The final area of the questionnaire was built in order that the person returning the questionnaire would give his name, school, and address. Appendix A shows the completed questionnaire.

Limitations. It was decided that the study would be of more value, particularly to Montana State University, if it were limited to schools similarly devoted only to coeducational programs that were not designed primarily for the training of teachers, for the teaching of agriculture, for technical training, or for medicine. The study, therefore,

was limited to schools that were apparently liberal arts in nature.

The figures of from one thousand to five thousand were decided upon as the student population that should determine where the questionnaire would be sent. In so choosing, Montana State University was approximately in the middle with 3138 students listed as their enrollment in the World Almanac of 1957.¹⁶ From this same source was determined the enrollment grouping of schools that were sent questionnaires.¹⁷

Schools to which questionnaires were sent. There were 177 schools that were sent the preliminary questionnaire. (See appendix A for list) The questionnaire was sent by airmail to the Chairman, Department of Speech of each of the schools, on a double card, previously mentioned, with an airmail, self-addressed return.

II. RETURNS OF PRELIMINARY QUESTIONNAIRE

Completed tabulation. There were 123 returns to the preliminary questionnaire. Their completed tabulations showed that there were:

- 29 teaching neither academic radio nor television;
- 93 teaching academic radio;
- 45 teaching academic television, of which;

¹⁶World Almanac 1957, op. cit., p. 527.

¹⁷Ibid., pp. 515-528.

- 37 had radio curriculums before TV curriculums;
- 6 initiated radio and TV curriculums the same year;
- 1 had a TV curriculum before adding a radio curriculum;
- 1 had a TV curriculum but not a radio curriculum;
- 5 will add an academic television curriculum to an existing radio curriculum in the fall of 1957.

All the schools that were sent the preliminary questionnaire have been listed in Appendix A. Such a listing has shown whether or not the school returned the questionnaire, and the dates when radio or television was begun, if presently initiated or contemplated for addition to the curriculum in 1957.

Growth of academic radio. Academic radio, in the schools of this study, first began in 1930. It has continued to become a part of these university and college curriculums through 1956. The returns did not list any plans for the addition of radio to any curriculum in 1957, but the growth of academic radio continued to be strong until 1955, when a slacking off was evidenced. These trends were shown in Graph I, Appendix A.

Growth of academic television. Television, in the schools of this study, was first added to an academic curriculum that had previously initiated radio work in 1948. It has continued to grow, with 1953 and 1954 being peak years. After a slump in 1955, to only one addition, TV has continued

to be added to curriculums as is shown in Graph II, Appendix A.

Treatment of preliminary returns. The returns were treated as explained in Chapter I, and the thirty-seven schools that listed a television curriculum as having been added academically to an existant radio curriculum were sent second questionnaires from which the results of the study were formulated. (The thirty-seven schools have been listed in Appendix B.)

III. DEVELOPMENT OF SECOND QUESTIONNAIRE

Conception. The fact that the results of the second questionnaire were to become the results of the study necessitated a very detailed questionnaire in order to show how television was added to an existing radio curriculum and in what way the teaching of TV was an incorporation, if any, of the teaching of radio.

In order to develop a detailed questionnaire that would be nominally easy to answer and still contain all the data that was considered necessary for the study, one was conceived that provided opportunity for a great many "yes" or "no" answers. Other questions that could not be answered "yes" or "no" were interspersed with those that could and at all times they were designed to be answered as simply as possible.

There were ten areas that were developed in the

questionnaire (shown in Appendix B) namely; personnel, objectives, educational aspects, curriculum, dual facilities, television engineering, coordination, programming, placement, and additional comments. These areas were considered necessary to the solution of the problem. Justification of each of these areas has been made as follows:

Personnel area. In order to initiate an academic television curriculum, it followed that the first requirement is a staff that is adequately equipped to handle the job. Therefore, three questions were devised in this area.

Did you face personnel problems in adding television?
Yes ____, No ____. If yes, in what aspects? This question was designed to determine if additional staff members needed to be added, or if present staff members needed additional training in order to initiate a television curriculum.

Where did your radio and TV teachers get their academic training? This question was presented in order to determine if there was any centralized school where training of television teachers was found to occur most frequently. The importance of this question to the study was to locate most desirable schools for the training of teachers should the additional training of present teachers be required for TV initiation, and to locate schools from which teachers could be found should they be needed.

Have your radio and TV teachers had professional

experience? Yes __, No __. If yes, would you briefly describe?

This question was considered important in order to determine whether radio and TV teachers had, in addition to academic training, acquired professional experience in the mediums, and if so, a description of experience so that the most predominant as well as subsidiary areas could be noted for prospective teachers.

Objectives area. The primary importance of this area was to examine objectives present in radio and television curriculums and to see if differences in objectives were present, as well as to reveal whether radio objectives were the same after the addition of television to the curriculum. Four questions were devised to determine this and reveal objectives for the teaching of radio and the teaching of television.

Are your objectives for the teaching of television different from your objectives for the teaching of radio?

Yes __, No __. If yes, in what ways? The importance of this question lay in determining whether there was incorporation of television objectives with radio objectives. It was considered important to know that if different objectives existed, in what way the objectives for the teaching of television differed from those for the teaching of radio.

Have your objectives for the teaching of radio changed since the addition of television? Yes __, No __. If yes, in what ways? This question was considered important to deter-

mine whether the addition of television to the curriculum had measurably affected the existant radio objectives and if so, in what ways.

Would you briefly state your objectives for the teaching of radio? This question was devised to get as clear a statement as possible concerning radio objectives in order to determine if general similarities existed.

Would you briefly state your objectives for the teaching of TV? This question was devised to get as clear a statement as possible concerning television objectives in order to determine if general similarities existed.

Educational aspects area. This area was developed to discover the various student-relationship to courses in radio and television. Six questions were developed to show the relationships that existed.

Do television students need to have radio courses as prerequisite? Yes ___ , No ___ . If yes, in what way is the radio course designed to prepare the student for television? This question was considered important to the determination of whether television courses were taught and could be taken without a knowledge of radio, in order to determine the value of a knowledge of radio in preparing the student for a course in television.

Approximately how many students take radio courses per

quarter or semester, and how many take TV courses?

Radio ____ . TV ____ . This question was considered important in order to show the various sizes of radio and TV curriculums.

Approximately what percentage of overlap is there of students of radio to television? ____ % The importance of this question lay in determining whether students took TV after they had taken radio.

Can students concentrate their work in either field? Yes ____, No ____. If yes, in what ways? The purpose of this question was to aid in the establishment of curriculum size in order that methods of concentration could be seen.

Do your students take radio and TV courses with professional radio and TV objectives in mind? All ____, None ____, Some ____. If you checked some or none, are there students then who take radio and TV mainly for social appreciation? Yes ____, or if No ____, would you describe their objectives as nearly as possible? This question was considered essential to reveal the desires of prospective radio and TV students in order to best determine the type of curriculum that would be most adaptive, generally, to a school just initiating a curriculum.

What TV or radio-television texts have you found to be most useful? This question was developed in order that a list of successful texts could be added to the study for

possible future reference by a school initiating a television curriculum to an existant radio curriculum, should they plan incorporation policies.

Curriculum area. It was considered important that the most recent developments in curriculum be noted to ascertain those courses that are presently in existance and their arrangement for both radio and television, in order to see how curriculums had changed since the addition of television. One question with four divisions was asked.

How has your curriculum changed? 1. By addition of television courses? Yes , No . 2. By incorporation of TV into radio courses? Yes , No . 3. Would you briefly outline your radio curriculum before and after the addition of television? 4. Would you outline your present television curriculum? This question with its areas was considered important in order to determine the change in curriculum-- whether incorporative, additive, or both, and to see the extent of the various existant curriculums.

Dual facilities area. It was considered necessary to discover the existing facilities for the teaching of television that existed in the various schools so that a school initiating a television curriculum might be able to determine what they would need to have. One question was considered as sufficient to determine this.

Do you use the same basic facilities for television as

you did for radio? Yes ____, No ____. If yes, in what ways?
If no, what change was necessary? This question was important in order to determine whether the facilities that were in existence for radio could be used for television and if so in what way. It was further important to determine what additional facilities were necessary for addition, if any.

Television Engineering area. The area of engineering was investigated so that the extent of teacher training in engineering might be known. It was considered important so that the extent of engineering might be known. It was considered important so that the extent of engineering required for the addition of academic television might be discovered and the equipment that would accordingly be needed to institute the TV curriculum. Four questions were devised to determine this.

Do you teach television engineering? Yes ____, No ____.
This question was considered important in order to determine whether actual engineering was taught academically.

Do you have a separately staffed TV engineering school?
Yes ____, No ____.
This question was included in order to ascertain whether schools had a separate school in which the technical aspects of television were taught.

If answer to question A. (Do you teach television engineering?) was yes, do you teach students both academic

television and television engineering in the same course?

Yes __, No __. If yes, how did your staff prepare themselves for this? This question was included in order to determine whether staff members of an academic television curriculum would need to know how to teach technical television engineering.

What was the minimum equipment needed to institute academic TV? This question was included because it was felt that the school about to initiate a television curriculum would desire a knowledge of minimum equipment it might need before courses could be conducted.

Coordination area. This area was included in order to determine the various methods of coordination between the departments in the various schools, if any exists. It was also important to discover what student values were thought to be most important in the prospective student of television. Finally, it was considered important to know how the various radio and television emphasis or degrees were offered and what coordination existed therein. Four questions dealing with these factors were presented.

Does your TV curriculum entail (1) much special journalistic ability on the part of the student, or (2) does it focus more on the practical courses designed to give foundations and skills in TV announcing, acting, directing, producing, etc.? Please check the most appropriate number. (1) __,

(2) . Comments: . This question was important in determining the type of student that is best suited for TV and what type of TV curriculum is generally considered the best.

Does the department of speech have central control of TV work? Yes , No . If no, which department has? This very specific question was considered important to determine where a curriculum might most advantageously be placed within the various departments within a school, if it were not included in the department of speech as has been the practice at schools with which the author was acquainted.

What coordination is there? (If any); With your music department? With your journalism department? With your drama department? Other? Departmental coordination was considered in this question in order to determine if one department handled most of the work in television or if cooperation with other departments in various aspects of the teaching and any other aspects of television were present.

What school or department offers the TV emphasis, or degree? Is this different from the radio emphasis, or degree? Yes , No . If yes, why? The establishment of the school or department that most often offered the TV emphasis or degree was considered important in order to determine whether coordination existed within this area. It was also considered important, from the viewpoint of incorporation, to know if

the radio and television programs were sufficiently different to warrant a separate school or department offering the radio and television emphasis or degree.

Programming area. The object of radio and television is the production of programs. It was, therefore, considered that an investigation should be made to determine if programs were produced and if so through what medium. Various aspects of programming were also considered important in the production of radio and television programs. This area was accordingly developed through the use of six specific questions.

Do you produce television programs? Yes ____, No ____.
If yes, on (1) commercial station, (2) closed circuit,
(3) educational channel. Please check above appropriate number
--(1) ____, (2) ____, (3) ____. If no, do you plan to do so in
the future? No ____, or if yes, through which? (1) ____, (2) ____,
(3) ____. By the use of this very detailed type of question, it was possible for the questionnaire recipient to merely check an answer, and in so doing furnish material that was considered very valuable as to the predominance of mediums for producing programs. It was also possible to ascertain whether programs were a part of the various curriculums in the study, and if not, if present plans called for their adoption in the future, and through what medium.

Did you produce radio programs? Yes ____, No ____, Still
Do _____. If yes, on what? (1) Commercial station ____, (2)

Closed circuit _____, (3) Educational channel _____. If
no, do you plan to do so in the future? No _____, or if yes,
through which? (1) _____, (2) _____, (3) _____. This question
also provided the questionnaire an opportunity to be simply
and efficiently answered through simply checking an answer.
It was considered important to know whether radio programs
had been produced and how so that a comparison could be
drawn as to similarities between radio program production and
television program production should they be found to exist.
It was also considered important to know whether radio
programs had continued to be produced after the inclusion of
television into an existing curriculum that formerly contained
only radio. At the close of this question a space was desig-
nated for comments on the first two questions in this area
(Do you produce television programs?-and-Did you produce radio
programs?) should the questionnaire recipient desire to add
any further comment.

How much longer does it take, generally, to prepare
a television program than it did or does a radio program?
The author was aware from previous experience that many TV
programs seemed to take more preparation time than radio
programs did. It was considered that a school with intention
of producing television programs would be better able to
arrange a program schedule if the different time factors
between radio and television were made known. Since the
schools receiving this questionnaire were known to have radio

curriculums, this question was based upon the author's previous experience in Idaho State College, where radio programs were known to exist, and the assumption that possibly other schools would also have produced radio programs in the past or were still doing so.

What special problems have confronted you in TV production that were not present in radio? This question was designed to show if there were any problems in the production of television programs that were not faced in the production of radio programs in order that a school presently producing radio programs and contemplating the addition of television programs could prepare for any problems that might confront them.

What type of radio program can most readily be adapted to TV? Since this study was undertaken to discover how television was added to an existant radio curriculum and in what way, if any, the teaching of television was an incorporation of the teaching of radio, this question was deemed important to the teacher of television so that he might have at his fingertips ideas for simple conversion of radio programs that were known to have been successfully converted into television programs.

Do you do much filming of programs or commercials for TV. Yes ____, No ____. If yes, would you briefly describe?
This was a question included because of its possible future

merit to a school planning to film programs and commercials. It was also considered as important to know if much filming of programs or commercials existed in the schools under study so that a school contemplating the addition of television to their curriculum might have this factor to help them decide whether it would be practical for them to film their programs or commercials rather than present them 'live'.

Placement area. It was considered important to determine the merits of special placement to television students, in order that the school contemplating a future television curriculum might be aware of whether this would pose a problem to them. This area was divided accordingly.

Do you offer special placement to your television students? Yes __, No __. If yes, in what way? The importance of this question was to determine if it were a general practice for schools to offer placement to their TV students and if so in what way this was accomplished.

Will you mention the names of and the positions that some of your past students now hold? This question was included so that the type of placement generally received by students of television after having studied television on the university and college level could be shown from the schools included in the one thousand to five thousand student grouping of this study.

Additional comments area. This area was included so that

those recipients of the questionnaire desiring to add further comments that they felt would help the study, could do so.

IV. PREFACE LETTER WITH SECOND QUESTIONNAIRE

A preface letter asking that the second questionnaire be answered was developed which gave the results of the preliminary questionnaire. The reason for this type of preface letter was the supposition that to give something when asking for something in return, would prove to be more fruitful. The letter attached to the second questionnaire, was sent in an airmail letter with a self-addressed envelope enclosed for its return. The complete letter is listed in Appendix B with the second questionnaire, of which it was a part.

V. RETURNS OF SECOND QUESTIONNAIRE

The returns from the second questionnaire comprise the results of the study and are contained in chapter three. There were twenty schools, 54.05 per cent, of the original thirty-seven that returned the second questionnaire. (See Appendix B). The individuals returning the second questionnaire were John Balmer,¹⁸ P. D. Brandes,¹⁹ William N. Creasy

¹⁸Questionnaire returned by John Balmer, Chairman, Department of Speech and Drama, Hillyer College, Hartford, Conn.

¹⁹Questionnaire returned by P. D. Brandes, Chairman Department of Speech and Drama, Mississippi Southern College, Hattiesburg, Mississippi.

Jr.,²⁰ Edward S. Dumit,²¹ Jim Duncan,²² R. M. Ewing,²³ Wilbur E. Gilman,²⁴ Dwight Gustafson,²⁵ C. L. Isaacson,²⁶ Theodore O. H. Karl,²⁷ Armin Langholz,²⁸ William J. Lewis,²⁹ Charles F. Lueasein,³⁰ L. C. McNabb,³¹ Arthur E. Niedeck,³² James

²⁰Questionnaire returned by William N. Creasy Jr., Head, Department of Speech and Drama, St. Lawrence University, Canton, New York.

²¹Questionnaire returned by Edward S. Dumit, Director of Radio-Television, University of Tulsa, Tulsa, Oklahoma.

²²Questionnaire returned by Jim Duncan, Chairman, Department of Speech, Drake University, Des Moines, Iowa.

²³Questionnaire returned by R. M. Ewing, Journalism Department, Bucknell University, Lewisburg, Pennsylvania.

²⁴Questionnaire returned by Wilbur E. Gilman, Chairman, Department of Speech, Queens College, Flushing, New York.

²⁵Questionnaire returned by Dwight Gustafson, Dean School of Fine Arts, Bob Jones University, Greenville, S. C.

²⁶Questionnaire returned by C. L. Isaacson, Radio-Television Coordinator, Idaho State College, Pocatello, Idaho.

²⁷Questionnaire returned by Theodore O. H. Karl, Chairman, Department of Speech and Drama, Pacific Lutheran College, Parkland, Washington.

²⁸Questionnaire returned by Armin Langholz, Chairman, Department of Speech, Capital University, Columbus, Ohio.

²⁹Questionnaire returned by William J. Lewis, Assistant Professor of Speech, University of Vermont, Burlington, Vermont.

³⁰Questionnaire returned by Charles F. Lueasein, Chairman, Department of Speech, Occidental College, Los Angeles 41, California.

³¹Questionnaire returned by L. C. McNabb, Director of Broadcasting, Millikin University, Decatur, Illinois.

³²Questionnaire returned by Arthur E. Niedeck, Director Radio and Television, University of Massachusetts, Amherst, Massachusetts.

W. Parkerson,³³ A. O. Ranson,³⁴ Garrett L. Stramer,³⁵
C. J. Stevens,³⁶ and Leo C. Zinser.³⁷

VI. METHOD OF ANALYSIS OF RETURNS

Chapter III. This chapter comprised the results of the study as shown by the twenty returns of the second questionnaire. The method of procedure used for analysis in reporting the returns for this area was to report as accurately as possible all the information that was received for each question. No attempts at conclusions or inferences were included in this chapter.

Chapter IV. The methods of procedure used for analysis in this chapter were summarization and conclusion drawn from the area returns reported in chapter three. They show in what way television was added to an existing radio curriculum and to what extent television teaching is an incorporation of radio teaching. Further methods of procedure used in this

³³Questionnaire returned by James W. Parkerson, Assistant Professor of Speech and TV, Northeast Louisiana State College, Monroe, Louisiana.

³⁴Questionnaire returned by A. O. Ranson, Head, Department of Speech, Marshall College, Huntington, W. Virginia.

³⁵Questionnaire returned by Garrett L. Starmer, Television Coordinator, Chico State College, Chico, California.

³⁶Questionnaire returned by C. J. Stevens, Director, Radio-Television, University of Kansas City, Kansas City, Mo.

³⁷Questionnaire returned by Leo C. Zinser, Director of Radio and Television, Loyola University, New Orleans, Louisiana.

chapter were to list recommendations for further study that had been thought of during the course of the study.

CHAPTER III

RESULTS OF STUDY

The content of this chapter constitutes the body of the study and are the formulated findings from the second questionnaire returns from the twenty colleges that returned the questionnaire listed in Appendix B.

I. PERSONNEL

Did you face personnel problems in adding television? Yes ,
No . If yes, in what aspects?

The tabulated figures revealed that five schools faced personnel problems in the addition of academic television. At the same time, fourteen schools encountered no personnel problems, and one reply stated neither yes nor no, but added these remarks:

WWL (870 KC) is the University Radio Station. For the past 4 years the station's application for a TV permit has been before the FCC. Only last week the Construction permit was issued and work has now been commenced on the construction of WWL-TV. During these years, courses in radio (first) and TV (later) have been given at the station itself by personnel of the station, but any clearly mapped program has been postponed pending the establishment of the TV aspect of the station. It is almost certain that both Radio and TV will be taught after the station takes the air-waves as a TV unit, but no definite answers can be given now.³⁸

The five replies listing personnel problems were varied, including:

³⁸Ibid.

1. Lack of TV equipment.³⁹
2. We have not added it as a separate course structure.⁴⁰
3. Obtaining necessary release-time for coordinator.⁴¹

The other two reports were of inadequate staff. Of these, one had not apparently added an additional faculty member,⁴² and the other had.⁴³

Where did your radio and TV teachers get their academic training?

Definite replies. There were twenty definite replies to the question regarding the school in which the various teachers received academic radio and TV training. Of these, three listed no specific institution, but gave as reply:

1. Practical experience--used to write and produce shows.⁴⁴
2. In Liberal Arts Colleges.⁴⁵
3. In Liberal Arts and TV workshop.⁴⁶

The other seventeen were consistent in denoting various

³⁹Brandes, loc. cit.

⁴⁰Karl, loc. cit.

⁴¹Starmer, loc. cit.

⁴²Parkerson, loc. cit.

⁴³Dumit, loc. cit.

⁴⁴Lueasein, loc. cit.

⁴⁵Balmer, loc. cit.

⁴⁶McNabb, loc. cit.

schools. Their completed tabulation pointed out no particular school as a center for the training of radio and TV teachers as was listed in Appendix C, Table 1.

Have your radio and TV teachers had professional experience?
Yes , No . If yes, would you briefly describe?

Professional experience description. This area showed that the teachers in eighteen schools had had various professional experiences in a wide range of work including announcing, acting, continuity writing, directing, engineering, program managing, program supervising, production advising, sports directing, and writing, with most prevalence shown in announcing, directing, and production advising. The two replies that stated no professional experience were divided with one making no statement and the other reporting many radio and television appearances.⁴⁷

II. OBJECTIVES

Are your objectives for the teaching of television different from your objectives for the teaching of radio? Yes ,
No . If yes, in what ways?

Radio and TV differences. The objectives for the teaching of television were different from the objectives for the teaching of radio in five schools, and fifteen schools had the same objectives for the teaching of both courses.

⁴⁷Parkerson, loc. cit.

TV objectives different than radio. The different TV objectives were reported as:

1. Radio courses are specific training for certain jobs, and TV is limited to general orientation.⁴⁸
2. TV may be used for classroom instruction and extension courses.⁴⁹
3. We simply integrate basic TV principles into our more extensive coverage of radio.⁵⁰
4. Our radio work as a rule attracted people who desired the experience before entering other fields. TV offers mainly professional opportunities.⁵¹
5. Somewhat less emphasis is on career training.⁵²

Same Radio and TV objectives. Of the fifteen schools where the objectives were the same for radio and TV, the only comment was that "more technical production skills are stressed in radio, and some specific considerations come in one area and not the other."⁵³

Have your objectives for the teaching of radio changed since the addition of television? Yes __, No __. If yes, in what ways?

⁴⁸Balmer, loc. cit.

⁴⁹Isaacson, loc. cit.

⁵⁰Langholz, loc. cit.

⁵¹Parkerson, loc. cit.

⁵²Stevens, loc. cit.

⁵³Niedeck, loc. cit.

Same Radio and TV objectives. In the teaching of radio-after the addition-of-TV, eighteen schools had the same radio objectives after the addition of TV as before.

Change in radio objectives. Only one school had a change in radio objectives after the addition of TV, and it was in "coordination of common factors."⁵⁴

Presently considering integration of radio and TV objectives. The reply stating neither yes nor no commented that they were "presently considering integration of skills required of both courses into one," but as yet planning was incomplete.⁵⁵

Would you briefly state your objectives for the teaching of radio? Would you briefly state your objectives for the teaching of TV?

Same Radio and TV objectives stated. When stating the objectives for the teaching of radio and of TV, it was found that thirteen schools reported on had the same objectives for both, and listed them variously as:

1. To prepare the student for a position in the field of broadcasting.⁵⁶
2. To give as complete a background as possible in

⁵⁴Stevens, loc. cit.

⁵⁵Niedeck, loc. cit.

⁵⁶Creasy, loc. cit.

the practical skills of all phases of broadcasting, with emphasis on aesthetic principles that can make radio-TV an art.⁵⁷

3. To achieve professional competence in students.⁵⁸
4. To survey the field, teach writing, and teach production of programs.⁵⁹
5. Liberal arts education.⁶⁰
6. To provide thoroughly professional training to Christian young people in a Christian atmosphere.⁶¹
7. Better appreciation and some professional.⁶²
8. A broad understanding of broadcasting plus acquisition of basic skills needed for each.⁶³
9. Appreciate influence of this social medium and provide stimulus for speech work.⁶⁴
10. To prepare students to use the medium, professionally or otherwise.⁶⁵
11. Partly liberal arts education and partly professional training.⁶⁶
12. Familiarize the student with the medium.⁶⁷

⁵⁷Dumit, loc. cit.

⁵⁸Duncan, loc. cit.

⁵⁹Ewing, loc. cit.

⁶⁰Gilman, loc. cit.

⁶¹Gustafson, loc. cit.

⁶²Karl, loc. cit.

⁶³Lewis, loc. cit.

⁶⁴Lueasein, loc. cit.

⁶⁵McNabb, loc. cit.

⁶⁶Ranson, loc. cit.

⁶⁷Zinser, loc. cit.

The thirteenth reply of this same nature was included in a brochure--Television At Chico State College. It was interpreted as appreciation and professional experience in both mediums to prepare the student for either.⁶⁸ The brochure presented what was considered an excellent picture of a working TV program at a school included in the survey and was added therefore, to the study as Appendix C, Brochure.

Different radio and TV objectives stated. There were seven returns that expressed different radio and television objectives, listed as follows:

1. To train the student in radio job competency and to orient the student in the function and methods of TV.⁶⁹
2. To teach radio through practical experience as well as lecturing, and to teach TV by informally acquainting and orienting the student with the medium.⁷⁰
3. Radio instruction is taught as part of Speech-Drama major--and public relations, while instruction for technicians and production work--experimental in use of medium holds for TV.⁷¹
4. An appreciation of the problems and skills involved in radio broadcasting through listening, reading, and preparation of programs, and for TV, initial training to communicators and/or development of intelligent critics.⁷²

⁶⁸Starmer, loc. cit.

⁶⁹Balmer, loc. cit.

⁷⁰Creasy, loc. cit.

⁷¹Isaacson, loc. cit.

⁷²Niedeck, loc. cit.

5. To enable students to appear on radio occasionally as "laymen" with ease and confidence and to train teachers to direct and produce their own shows.⁷³
6. Training for competence in radio as professional and as participants, and understanding of its function in society. The main emphasis in TV is on understanding of its function in society with less emphasis on training for competence in field as professional and as participants.⁷⁴

The seventh reply indicated that radio and television were the same in that they both stressed the roles in society, the mediums as means of communication, but TV had no basic training for advanced study and commercial work, whereas radio included both.⁷⁵

III. EDUCATIONAL ASPECTS

Do television students need to have radio courses as prerequisite? Yes ____, No ____. If yes, in what way is the radio course designed to prepare the student for television?

Radio prerequisite for TV. There were seven schools that indicated radio courses were prerequisites for TV. Their radio courses were designed to prepare the student for television by the following methods:

1. All of our courses are combination radio-tele-

⁷³Parkerson, loc. cit.

⁷⁴Stevens, loc. cit.

⁷⁵Langholz, loc. cit.

vision.⁷⁶

2. Touches on points the two have in common so that courses can continue from there.⁷⁷
3. Advertising principles and writing principles overlap in the two media.⁷⁸
4. Television is one-half radio; thus the principles of radio broadcasting are fundamental to television broadcasting.⁷⁹
5. Mainly in production by learning mike and various production techniques.⁸⁰
6. In common skills and background.⁸¹

One reply stated that radio was a prerequisite for TV but did not indicate why or in what way.⁸²

Radio not a prerequisite for TV. There were thirteen replies that indicated that radio was not a prerequisite for TV. They were not asked for further details on the questionnaire, but one return listed, "However, an understanding of both is desirable,"⁸³ and two of these replies listed radio and TV as combination courses.⁸⁴⁻⁸⁵ This aspect was more

⁷⁶Brandes, loc. cit.

⁷⁷Dumit, loc. cit.

⁷⁸Ewing, loc. cit.

⁷⁹Gustafson, loc. cit.

⁸⁰Parkerson, loc. cit.

⁸¹Stevens, loc. cit.

⁸²Karl, loc. cit.

⁸³Isaacson, loc. cit.

⁸⁴Duncan, loc. cit.

⁸⁵Lewis, loc. cit.

fully covered under the area of curriculum.

Approximately how many students take radio courses per quarter or semester, and how many take TV courses? Radio _____.
TV _____.

Students of radio and of TV. With only one exception where the return indicated more TV students than radio students,⁸⁶ the replies indicated that there were, in seven schools, more students taking radio than TV each quarter or semester, and in twelve schools there were equal numbers taking radio and TV. The twelve schools with equal numbers of students taking TV and radio were indicated as having radio and TV combined by the person returning each questionnaire. The completed tabulation of students in radio courses per school and students in TV courses per school were listed in Appendix C, Table II.

Approximately what percentage of overlap is there of students of radio to television? _____%

Radio students to TV overlap. The percentage of overlap from radio courses to TV varied from zero per cent to one hundred per cent. The percentage of overlap for each school was also listed in Appendix C, Table II, with the numbers of radio and television students per school.

⁸⁶Balmer, loc. cit.

Can students concentrate their work in either field? Yes ,
No . If yes, in what ways?

Concentration exists. There were seven replies that indicated that students could concentrate their work in either field. The following methods were given:

1. Through specially arranged advanced courses.⁸⁷
2. Major is in both, but campus FM station experience puts obvious emphasis on radio.⁸⁸
3. By choosing work beyond the minimum requirement.⁸⁹
4. Performance units can be done in either.⁹⁰

The remaining three returns from schools in this group did not indicate the method by which concentration could occur.

Concentration does not exist. There were twelve returns indicating that students could not concentrate radio or television work; however, the three following comments were given:

1. The degree is in Radio and Television, not in one or the other.⁹¹
2. Except in extra-curricular work.⁹²
3. Academically no, but through their work on college

⁸⁷Creasy, loc. cit.

⁸⁸Dumit, loc. cit.

⁸⁹Ewing, loc. cit.

⁹⁰Starmer, loc. cit.

⁹¹Gustafson, loc. cit.

⁹²Lueasein, loc. cit.

radio and television shows over commercial stations and by working part time for same they learn the practical side.⁹³

No answer. One return gave no answer whatever as to whether concentration could occur.

Do your students take radio and TV courses with professional radio and TV objectives in mind? All ____, None ____, Some __.

If you checked some or none, are there students then who take radio and TV mainly for social appreciation? Yes ____, or if No ____, would you describe their objectives as nearly as possible?

Professional radio and TV objectives. Three returns from schools reported that all their students took radio and TV courses with professional objectives in mind. In sixteen schools some students reportedly took radio and TV for professional objectives and in one school there were no students that took radio and TV courses with professional objectives in mind.

Social objectives. Of the sixteen schools in which some of their students took radio and TV courses with professional objectives, fourteen returns were answered that indicated yes to the part of the question asking if those students not having strictly professional goals took radio and TV mainly for social appreciation. Two returns of the sixteen that could have answered whether their students had

⁹³Parkerson, loc. cit.

social objectives, gave no answer. The one return that answered no students took courses with professional radio and TV objectives, answered no to the question of social appreciation, and gave no alternative objective.

What TV or radio-television texts have you found to be most useful?

Texts. The last aspect that was considered was that of current texts. Five of the returns listed no texts as having been found most useful to the individuals returning the questionnaires, and fifteen replies listed numerous texts, with Chester and Garrison's--Television and Radio being listed by eight. The list is shown in Appendix C, Table III.

IV. CURRICULUM

How has your curriculum changed?

1. By addition of television courses? Yes __, No __.
2. By incorporation of TV into radio courses? Yes __, No __.

Changes. The curriculum was examined first to see if it had changed by addition of TV courses, and seven reports indicated yes, five indicated no, and eight did not answer. Secondly, it was examined to see if it had changed by incorporation of TV into radio courses and sixteen reports indicated yes, one indicated no, and three did not answer.

3. Would you briefly outline your radio curriculum before and after the addition of television?
4. Would you outline your present television curriculum?

Curriculum Briefs. These questions were only answered by eight returns regarding curriculums before and after the addition of television. They presented existing television curriculums as follows:

1. The radio curriculum is still fundamentally the same with TV Production, Commercials, Management, Writing, History, and Announcing being incorporated into radio courses.⁹⁴
2. The radio curriculum before included Radio Production-Direction, Control Room Techniques, Announcing Principles, Ad-Lib Announcing, Commercial Writing, News Writing, Programming, Station Management, and Advertising. The last seven of these now include television and the present TV curriculum includes TV Fundamentals and TV Production.⁹⁵
3. The radio and television curricula are one. Before television was added, there were the usual radio courses--production, acting, writing, history, selling, engineering, program planning, etc. Then a fundamentals course in television was added, and consideration of TV was taken in radio courses. To the major was added the possibility of taking courses in other departments, such as cinema and speech (costuming, make-up, scenic design, lighting, stagecraft, camera, sound, etc.)⁹⁶
4. Radio--same--before and after. Eight credits of

⁹⁴Creasy, loc. cit.

⁹⁵Dumit, loc. cit.

⁹⁶Gustafson, loc. cit.

TV Production--set up on a participation-activity basis so students may earn one credit in TV for each semester's attendance, plus an upper division writing course comprise the TV curriculum.⁹⁷

5. Before the addition of television the two courses were Elements of Radio Broadcasting and Writing for Radio. After the addition of television they became Elements of Radio-Television Broadcasting and Writing for Radio-Television. This is present arrangement.⁹⁸
6. Before, 6 hours devoted entirely to radio and after, 18 hours in which radio is included. The present TV curriculum includes Radio and Television Workshop, Special Projects in Radio and Television, Seminar in Broadcasting, Educational Broadcasting (audio-visual and TV) and Techniques of Television Production.⁹⁹
7. Before, Introduction to Radio and now, Introduction to Radio and Television. The present television curriculum includes Television Programming and we will add a course in Television Production and Directing Technique in the beginning of Fall Quarter, 1957.¹⁰⁰
8. Addition of upper division Television Production course, and inclusion of Television in lower division Survey of Radio and Television course.¹⁰¹

V. DUAL FACILITIES

Do you use the same basic facilities for television as you did for radio? Yes , No . If yes, in what ways? If no, what change was necessary?

⁹⁷Isaacson, loc. cit.

⁹⁸Lewis, loc. cit.

⁹⁹McNabb, loc. cit.

¹⁰⁰Parkerson, loc. cit.

¹⁰¹Starmer, loc. cit.

Same Basic facilities. There were seven schools that reportedly used the same basic facilities for television as for radio. The reason for this was not given in six reports and in one the answer was "we still do radio production, but, as yet, TV production remains in the theory stage."¹⁰²

Different facilities. There were eleven schools that indicated that separate TV facilities were being used. Of these, ten indicated the use of commercial station equipment as their facilities, and one school had their own separate studios.¹⁰³

No reply. No reply was given on two returns.

VI. TELEVISION ENGINEERING

Do you teach television engineering? Yes ____, No ____. (Or)

Teaching. The report here was unanimous that TV engineering was not taught academically, with nineteen replies stating academic TV engineering was not taught and one report declining answer.

Do you have a separately staffed TV engineering school?
Yes ____, No ____.

Separate school. The reports showed that eighteen schools did not have a separately staffed TV engineering

¹⁰²Lewis, loc. cit.

¹⁰³Isaacson, loc. cit.

school. One report left this question unanswered and one report showed that they had a separately staffed TV engineering school.¹⁰⁴

If answer to A. above was yes, do you teach students both academic television and television engineering in the same course? Yes __, No __. If yes, how did your staff prepare themselves for this?

Dual preparation. As a result of the unanimous report that academic television was not taught, this question was unanswerable.

What was the minimum equipment needed to institute academic TV?

Minimum equipment. Many replies either failed to answer this question or felt that it was previously answered in their statements regarding the use of commercial station facilities. There were, however, the following different replies:

1. No TV facilities.¹⁰⁵
2. No practical work given as yet with equipment planned for a new building.¹⁰⁶

¹⁰⁴Ibid.

¹⁰⁵Creasy, loc. cit.

¹⁰⁶Gilman, loc. cit.

3. None.¹⁰⁷

Commercial Station Equipment. The use of commercial station equipment was considered the most necessary for instituting TV by those answering this section of the questionnaire. There were no lists given of the minimum equipment that the various individuals that answered the questionnaire felt would be necessary for the installation of academic television.

VII. COORDINATION

Does your TV curriculum entail (1) much special journalistic ability on the part of the student, or (2) does it focus more on the practical courses designed to give foundations and skills in TV announcing, acting, directing, producing, etc.?

Student and course. The relationship of the prospective television student to the individual course was the first consideration of this area. One reply indicated that their television curriculum entailed much special journalistic ability on the part of the student,¹⁰⁸ seventeen that it focused more on the practical courses designed to give foundations and skills in television announcing, acting, directing, producing, etc., and there were two questionnaire

¹⁰⁷ Starmer, loc. cit.

¹⁰⁸ Balmer, loc. cit.

returns in which this question was unanswered.

Does the department of speech have central control of TV work? Yes ____, No ____. If no, which department has?

Central control. The department of speech had central control of television in fourteen schools, the department of radio-television had central control in three schools, the department of journalism had control in one school and two questionnaire returns listed no answers.

What coordination is there? (If any); With your music department? With your journalism department? With your drama department? Other?

Departmental coordination where speech department has control of TV. Of the fourteen schools listing speech having central control of television work, two replies were not given regarding departmental coordination and the other twelve listed coordination as follows:

1. The opportunities for coordination with the music department have so far been limited, but will increase in the coming year. There is no coordination with the department of Journalism. Speech and Drama are one area, and all departments are sooner or later involved in some way. Currently the Psychology department and the Education division are featured in two series.¹⁰⁹
2. We broadcast band and orchestra concerts; music students do occasional live studio shows. The journalism department handles our newswriting class and our drama department does a weekly half-hour drama.¹¹⁰

¹⁰⁹Balmer, loc. cit.

¹¹⁰Dumit, loc. cit.

3. Our music department, journalism department, and drama department are represented on a radio and television committee.¹¹¹
4. There is excellent coordination with our music department as they present a series on closed circuit educational television to the public schools. There is little coordination with our journalism department and excellent coordination with the department of drama.¹¹²
5. There is coordination with the chairman of the department of music. None with the department of journalism, and the drama department is part of speech.¹¹³
6. There is no coordination with the Music department, the Journalism department, and only some with our Drama department.¹¹⁴
7. The coordination is between the speech department and the public relations office.¹¹⁵
8. Speech and music, or English, or home economics, or business administration, or physical education, or art offer a combined major with the department of speech having central control of TV work. There is no coordination with our journalism department and drama is part of the speech department.
9. There is no coordination with the music, journalism, drama, or any other department.¹¹⁷
10. No coordination except that there is rather close

¹¹¹Gilman, loc. cit.

¹¹²Isaacson, loc. cit.

¹¹³Karl, loc. cit.

¹¹⁴Langholz, loc. cit.

¹¹⁵Lewis, loc. cit.

¹¹⁶McNabb, loc. cit.

¹¹⁷Niedeck, loc. cit.

cooperation of music, art and drama in the production of our TV programs.¹¹⁸

11. Only direct contact by the direction of radio-television with the heads of the music, journalism, and drama department.¹¹⁹
12. There is little coordination with our music department, none with the journalism department and drama is a part of speech.¹²⁰

Departmental coordination where radio-television department has control of TV. Of the schools that listed radio-television as having central control of TV work, the following departmental coordinations were given:

1. There is very little coordination with our Music, Journalism, Drama, or any other department.¹²¹
2. Music students sometimes take courses. There is no Journalism--TV coordination and Drama majors may take all Radio-TV work.¹²²
3. There is coordination with all departments. Speech has some control but the Television Coordinator spends his own budget.¹²³

Departmental coordination where journalism department has control of TV. The one school listing the department of Journalism as having control of TV work listed no coordination with any department.¹²⁴

¹¹⁸Parkerson, loc. cit.

¹¹⁹Ranson, loc. cit.

¹²⁰Stevens, loc. cit.

¹²¹Creasy, loc. cit.

¹²²Duncan, loc. cit.

¹²³Starmer, loc. cit.

¹²⁴Ewing, loc. cit.

What school or department offers the TV emphasis, or degree?

Is this different from the radio emphasis, or degree? Yes __, No __.

If yes, why?

Radio and TV degree or emphasis always the same.

In all cases the television emphasis or degree was given by the school or department offering the radio emphasis or degree.

Departments and schools offering the radio and TV emphasis or degree. The department of speech offered the emphasis or degree in eleven schools, the department of radio-television in two schools, the department of business-administration in one school, the school of arts and sciences in two schools, the school of fine arts in one school, the school where journalism had control of the television work no degree or emphasis was given, and two questionnaires received did not list an emphasis or degree.

VIII. PROGRAMMING

Do you produce television programs? Yes __, No __. If yes, on (1) commercial station, (2) closed circuit, (3) educational channel. Please check above appropriate number--(1) __, (2) __, (3) __. If no, do you plan to do so in the future? No __, or if yes, through which? (1) __, (2) __, (3) __.

Television programs. In this area, thirteen schools reportedly produced television programs, five did not and

two declined answer.

Schools producing TV programs. Of those schools producing TV programs, ten produced programs on commercial stations, one on a closed circuit, one on both commercial station and educational channel, one on both commercial station and closed circuit.

Grand total. The completed tabulation showed, therefore, a grand total of twelve schools produced programs on commercial stations, two on closed circuit, and one on an educational channel.

Schools not producing TV programs. Of the five schools that did not produce television programs, one plans to do so in the future on commercial station basis,¹²⁵ one does not plan to produce television programs,¹²⁶ and three declined to answer this question.

Did you produce radio programs? Yes __, No __, Still Do __.
If yes, on what above? (1) __, (2) __, (3) __. If no, do you plan to do so in the future? No __, or if yes, through which? (1) __, (2) __, (3) __.

Radio programs. In this area, fifteen schools reportedly at one time produced radio programs, one did not, and four returns declined to answer this area.

¹²⁵Lueasein, loc. cit.

¹²⁶Langholz, loc. cit.

Schools having produced radio programs. Of the fifteen schools replying that they produced radio programs, there were seven that produced radio programs on commercial station, two on closed circuit, two on educational channel, two on both commercial station and on educational channel, and two on both commercial station and closed circuit.

Grand total. The completed tabulation showed a grand total of eleven schools that produced programs on commercial stations, four on closed circuit, and four on an educational channel.

Schools current policy toward radio programs. There were eleven schools that reportedly still produced radio programs. Four schools ceased to produce radio programs, three giving no reason. The other reported that they had ceased to produce radio programs "due to small staff while getting started in television but plan to resume in September, 1957, on a commercial station."¹²⁷

Report specifying radio programs were not produced and had never been. The school that reportedly did not produce radio programs planned to do so in the future on a closed circuit, but added the comment, "This is pure optimism now."¹²⁸

¹²⁷Parkerson, loc. cit.

¹²⁸Langholz, loc. cit.

No answer. As was previously mentioned, four returns left this question unanswered.

How much longer does it take, generally, to prepare a television program than it did or does a radio program?

Time factor. There were various opinions expressed regarding how much longer it takes, generally, to prepare a television program than it did or does a radio program. The returns in this area generally stated that to produce a TV program takes more time than to produce one for radio. The variations of opinions are shown in the following list:

Times									
Longer	<u>Same</u>	<u>$\frac{1}{2}$</u>	<u>$1\frac{1}{2}$</u>	<u>2</u>	<u>2-3</u>	<u>3</u>	<u>3-4</u>	<u>5</u>	<u>Several</u>
Number									
of	2	1	1	1	1	3	2	1	2
Replies									

No answers. There were six questionnaire returns that did not indicate what they thought the difference in time would be.

What special problems have confronted you in TV production that were not present in radio?

Special problems. Thirteen returns listed special problems confronting them in television production that were not present in radio. They were:

1. Effective visualization of ideas and getting the person (s) to work well in relation to the

- camera.¹²⁹
2. Making scenery, title cards, and etc.¹³⁰
 3. Visual aspects, the preparation of the performer (memorization, etc.)¹³¹
 4. Visual.¹³²
 5. Channel time and production time.¹³³
 6. Manpower.¹³⁴
 7. Lack of equipment.¹³⁵
 8. Not aware of any--each has its problems--chiefly lack of talent--but that holds for both.¹³⁶
 9. The complexities of working in an audio-visual medium whereas radio is obviously confined to the one.¹³⁷
 10. Staffing problems, sets, lighting and art work, and rehearsals are more difficult.¹³⁸
 11. Scenery and all visual aspects.¹³⁹

¹²⁹Balmer, loc. cit.

¹³⁰Brandes, loc. cit.

¹³¹Dumit, loc. cit.

¹³²Ewing, loc. cit.

¹³³Gilman, loc. cit.

¹³⁴Karl, loc. cit.

¹³⁵Lewis, loc. cit.

¹³⁶McNabb, loc. cit.

¹³⁷Niedeck, loc. cit.

¹³⁸Parkerson, loc. cit.

¹³⁹Ranson, loc. cit.

12. Props, personalities, sets.¹⁴⁰
13. Use of off-campus facilities.¹⁴¹

No answer. There were seven returns that left this question unanswered.

What type of radio program can most readily be adapted to TV?

Adaptable programs. Eleven questionnaire returns listed types of radio programs that can most readily be adapted to TV as follows:

1. With imagination, almost all except the panel discussion.¹⁴²
2. Quiz--but none should be "adapted."¹⁴³
3. Drama.¹⁴⁴
4. Discussion.¹⁴⁵
5. Interview.¹⁴⁶
6. Variety.¹⁴⁷
7. Interview.¹⁴⁸

¹⁴⁰Starmer, loc. cit.

¹⁴¹Stevens, loc. cit.

¹⁴²Ibid.

¹⁴³Balmer, loc. cit.

¹⁴⁴Ewing, loc. cit.

¹⁴⁵Gilman, loc. cit.

¹⁴⁶Isaacson, loc. cit.

¹⁴⁷Karl, loc. cit.

¹⁴⁸Lewis, loc. cit.

8. The one with greatest visual appeal.¹⁴⁹
9. Music--interviews--drama.¹⁵⁰
10. Interview, news.¹⁵¹
11. Panel--discussion, solo lecture type.¹⁵²

Other answers. There was one return that indicated that radio and TV programs were "entirely different"¹⁵³ and one that "didn't know."¹⁵⁴

No answer. There were seven questionnaire returns in which this question was unanswered.

Do you do much filming of programs or commercials for TV.
Yes __, No __. If yes, would you briefly describe?

Filming. There were two schools that reportedly did much filming of programs or commercials for television. Their comments were that "we make frequent use of silent shorts that is, of things not easily done live in the studio,"¹⁵⁵ and "we film commercials as class projects and they are often

¹⁴⁹Niedeck, loc. cit.

¹⁵⁰Parkerson, loc. cit.

¹⁵¹Ranson, loc. cit.

¹⁵²Stevens, loc. cit.

¹⁵³Starmer, loc. cit.

¹⁵⁴McNabb, loc. cit.

¹⁵⁵Parkerson, loc. cit.

sold."¹⁵⁶

There were fourteen schools that reportedly did not film programs or commercials for TV and there were four questionnaire returns leaving this area blank.

IX. PLACEMENT

Do you offer special placement to your television students?

Yes __, No __. If yes, in what way?

Offered. There were three replies that stated special placement was offered. They made the following comments:

1. We make any connection within our power between our students and available positions.¹⁵⁷
2. Our students usually begin working part time, and move up to full time before graduation, at a local commercial station.¹⁵⁸
3. New York City Networks.¹⁵⁹

Not offered. There were thirteen questionnaire returns that indicated that special placement was not offered television students.

No answer. There were four questionnaire returns in which this question was unanswered.

¹⁵⁶Starmer, loc. cit.

¹⁵⁷Dumit, loc. cit.

¹⁵⁸Parkerson, loc. cit.

¹⁵⁹Ewing, loc. cit.

Will you mention the names of and the positions that some of your past students now hold?

Positions held by past students. There were only eight replies that filled in the names of and the positions held by some of their past students. There were ten schools that left this area blank without comment and two schools indicated the following reasons for not listing:

1. Having taken over the department so recently, I am unable to answer the question at this moment.¹⁶⁰
2. Having been in the department for only one and a half years, I am unfamiliar with positions held by past graduates.¹⁶¹

Because of the lengthy nature of the eight replies filling in this area, they have been listed in Appendix C, List 1.

X. ADDITIONAL COMMENTS

Any additional comments that you feel would help the study.

Area. It was considered that there would be various aspects of the various individual programs that different individuals receiving the questionnaire might care to comment on. Therefore, the area of additional comments was added to the questionnaire.

¹⁶⁰Brandes, loc. cit.

¹⁶¹Creasy, loc. cit.

Replies. There were four replies in the area of additional comments that individuals returning the questionnaire felt might help the study. They were condensed in part as follows:

1. In regard to TV, I try to interest the student in the field--if applicable, I encourage TV Graduate School.¹⁶²
2. Our policy has been to limit the number of hours in broadcasting and encourage the student to get as much as possible from the broad subject matter fields in liberal education, and to combine his special interest with broadcasting. We have been rather pleased with the results. In addition, we try to attract the superior students and discourage the inferior and the casual. Much individual attention is given the broadcasting students.¹⁶³
3. Radio and TV are taught here by Professor Anthony Zeitz and Dr. Richard Harper, respectively. Each has reviewed the questionnaire and replied in his particular area. The TV teaching program at this institution is an outgrowth of a community effort to establish an ETV station on channel 82, assigned to Amherst. The recognition of the responsibility of a state university to TV teaching and broadcasting is being demonstrated by the administration's encouragement of study and development of activity in this area.¹⁶⁴
4. Up to now we have produced some very fine college TV shows during the past 3 years on a local commercial station--(KNOE-TV). In them we have attempted to present the various facets of our college through informative and entertaining programs. We now will be able to train students to produce and direct television shows and to train cameramen, switchers, and floor crews--as now we have access to the studios and station

¹⁶²Ibid.

¹⁶³McNabb, loc. cit.

¹⁶⁴Niedeck, loc. cit.

facilities of KLSE, educational TV station controlled by the State Department of Louisiana. We think within the next two years we will be offering a degree in television. Students now major in Speech. We will increase our staff in September, 1957, to make this possible. We will be expanding rapidly and particularly in our area of Speech and TV.¹⁶⁵

¹⁶⁵Parkerson, loc. cit.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

The discussion of the data in this chapter includes a summary of each of the areas under investigation in the study, and conclusions as to how TV was added to an existing academic radio curriculum, as shown by twenty of the second questionnaires that were received back. The chapter also includes recommendations for further study in closely allied areas.

I. PERSONNEL

Did you face personnel problems in adding television? Yes ____, No ____. If yes, in what aspects? Fourteen schools encountered no personnel problems, five schools did, and one reply did not answer this question.

Of the five schools that encountered personnel problems, two needed additional faculty. No reply indicated that further training for present teachers was necessary.

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

Where did your radio and TV teachers get their academic train-

ing? There was no particular school that was pointed out as a center for the training of radio and television teachers, but there were numerous schools listed where present radio and television teachers received training (see Appendix C, Table 1).

Conclusion. There are many schools that offer training for radio and television teachers, and there should, therefore, be no problem in locating faculty for a proposed radio and television curriculum should the school not have sufficient faculty for its initiation.

Have your radio and TV teachers had professional experience?
Yes , No . If yes, would you briefly describe? There were teachers in eighteen of the twenty schools surveyed that had had professional experience, and there were two teachers that had not.

Professional work. The teachers having professional experience listed a wide variety of work including announcing, acting, continuity writing, directing, engineering, program managing, program supervising, production advising, sports directing, and writing, with most prevalence shown in announcing, directing, and production advising.

Conclusion. Most radio and television teachers have had professional experience, and it might therefore, be well for the prospective radio and television chairman to search

for staff with professional experience.

II. OBJECTIVES

Are your objectives for the teaching of television different from your objectives for the teaching of radio? Yes ____, No ____. If yes, in what ways? It was reported that fifteen schools had the same objectives for the teaching of radio and television. There were five schools that had different radio and television objectives ranging from professional emphasis to general orientation for the teaching of television. At the same time, these five schools all stressed that radio training was designed to give the student background for future professional work.

Conclusion. In seventy-five per cent of the schools television objectives were incorporated into radio objectives. This might, therefore, be the most desirable type of curriculum.

When there was a difference in radio and television objectives, training for professional radio was stressed more than training for professional television.

Have your objectives for the teaching of radio changed since the addition of television? Yes ____, No ____. If yes, in what ways? There were eighteen replies that indicated the objectives for the teaching of radio had not changed after the addition of television, and the other two replies were in agreement that the change in radio objectives was integration and incorporation of the various common factors to both radio

and television.

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

Would you briefly state your objectives for the teaching of radio? Would you briefly state your objectives for the teaching of TV? The objectives in radio and in television ranged from general orientation in the mediums to training for professional careers.

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

III. EDUCATIONAL ASPECTS

Do television students need to have radio courses as prerequisite? Yes , No . If yes, in what way is the radio course designed to prepare the student for television. There were seven schools that indicated that radio was a prerequisite for television. They were in general agreement that it was to provide orientation for television where principles of radio and television are similar, such as writing, advertising, and various mike procedures.

There were thirteen schools that indicated that radio was not a prerequisite for television.

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

Approximately how many students take radio courses per quarter or semester, and how many take TV courses? Radio _____.

TV _____. The returns showed that in twelve schools there were equal numbers of radio and television students, in seven schools there were more radio students than television students and in one school there were more television students than radio students.

Conclusion. At the time when this study was conducted there were more students of radio than of television which might indicate that radio training was more in demand.

Approximately what percentage of overlap is there of students of radio to television. _____% There were twelve schools

that were reported as having one hundred per cent overlap, one school that had ninety per cent overlap, one that had seventy five per cent overlap, one that had sixty per cent overlap, two that had fifty per cent overlap, one that had thirty per cent overlap, one that had no overlap and one return did not specify.

Conclusion. Generally, a large per cent of students taking radio also take television. As was shown, in twelve schools, sixty per cent of the schools returning the second questionnaire, there was complete overlap of students of radio to television.

Can students concentrate their work in either field? Yes ____, No ____. If yes, in what ways? There were twelve returns that indicated that students could not concentrate work in either radio or television, seven returns that showed that students could concentrate their work in radio or television, and one return did not answer this question.

Conclusion. Depending upon the type of curriculum that a school would want to initiate, it is possible for concentration in either radio or television to occur. It did, however, not generally occur in the schools of this study as was previously shown.

Do your students take radio and TV courses with professional radio and TV objectives in mind? All ____, None ____, Some ____.

If you checked some or none, are there students then who take radio and TV mainly for social appreciation? Yes ____, or if No ____, would you describe their objectives as nearly as possible? There were three returns from schools reporting that all their students took radio and television courses with professional objectives in mind. In sixteen schools, some students took radio and TV for professional objectives,

and in one school there were no students that took radio and television courses with professional objectives in mind.

Of the sixteen schools in which some students took radio and TV with professional radio and TV objectives in mind, two could have answered but did not and the other fourteen indicated that some of their students took radio and television for social appreciation.

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

What TV or radio-television texts have you found to be most useful? There were fifteen replies listing numerous texts, with Chester and Garrison's--Television and Radio being listed by eight as having been found most useful.

Conclusion. Although Chester and Garrison's book was listed the most times, other books were also considered to be very valuable. A school initiating television would do well to review all that were listed, (See Appendix C, Table III) and then decide which would best fit their individual situation.

IV. CURRICULUM

How has your curriculum changed? 1. By addition of tele-

vision courses? Yes __, No __. 2. By incorporation of TV into radio courses? Yes __, No __. 3. Would you briefly outline your radio curriculum before and after the addition of television? 4. Would you outline your present television curriculum? There were seven reports that indicated that the curriculum had changed by the addition of television courses, five reports indicated that it had not, and eight did not answer. There were sixteen reports that indicated that the curriculum had changed by the incorporation of television into radio courses, one report that it had not, and three did not answer. There were only eight questionnaire returns that outlined their programs regarding curriculums before and after the addition of television. They showed that seven had incorporated television into their existing radio courses, and one that radio and television were separate.

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

V. DUAL FACILITIES

Do you use the same basis facilities for television as you did for radio? Yes __, No __. If yes, in what ways? If no, what change was necessary? There were seven schools that

used the same basic facilities for television as for radio. There were eleven schools that indicated that separate television facilities were being used, ten using commercial station equipment, and one with their own separate studios. Two returns did not answer this question.

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

VI. TELEVISION ENGINEERING

Do you teach television engineering? Yes ____, No ____. There was unanimous agreement that TV engineering was not taught academically with nineteen returns answering and one not.

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

Do you have a separately staffed TV engineering school? Yes ____, No ____. There were eighteen schools that did not have a separately staffed television engineering school, one school that did, and one return did not answer this question.

Conclusion. Generally, there were not separately staffed TV engineering schools, although there may be. They were not apparently considered necessary in order to teach

academic television.

If answer to question A. (Do you teach television engineering?) was yes, do you teach students both academic television and television engineering in the same course? Yes , No . If yes, how did your staff prepare themselves for this?

As a result of the unanimous report that academic television engineering was not taught, this question was unanswerable.

What was the minimum equipment needed to institute academic TV? The use of commercial station equipment was considered the most necessary for instituting television. There were no lists given of the minimum equipment that the various individuals that answered the questionnaires felt would be necessary for the installation of academic television.

Conclusion. Generally, television equipment is not a problem providing the use of commercial station equipment is available.

VII. COORDINATION

Does your TV curriculum entail (1) much special journalistic ability on the part of the student, or (2) does it focus more on the practical courses designed to give foundations and skills in TV announcing, acting, directing, producing, etc.? Please check the most appropriate number. (1) , (2) . Comments: One reply indicated that their television curriculum entailed much special journalistic ability on the

part of the student, seventeen that it focused more on the practical courses as listed in the question, and two returns did not answer.

Conclusion. Generally, the television student does not need special journalistic ability. TV courses are most generally designed to give foundations and skills in announcing, acting, directing, producing, etc.

Does the department of speech have central control of TV work? Yes , No . If no, which department has? The department of speech had central control of television in fourteen schools, the department of radio-television had central control in three schools, the department of journalism had control in one school and two questionnaire returns listed no answers.

Conclusion. Television generally is under the department of speech.

What coordination is there? (If any); With your music department? With your journalism department? With your drama department? Other? There were eighteen questionnaires that answered this question. Sixteen indicated that there was coordination and of these the coordination varied from little in some to coordination with all departments. There were two replies that indicated that there was no coordination.

Conclusion. It was generally considered important

to have coordination with various departments.

What school or department offers the TV emphasis or degree?
Is this different from the radio emphasis, or degree? Yes ,
No . If yes, why? The department of speech offered the
emphasis or degree in eleven schools, the department of
radio-television in two schools, the department of business-
administration in one school, the school of arts and sciences
in two schools, the schools of fine arts in one school, the
school where journalism had control of the television work
no degree or emphasis was given, and two questionnaires
received did not list an emphasis or degree. In all cases
the radio emphasis or degree and the television emphasis or
degree were given by the same school or department.

Conclusion. Generally, it was shown that the depart-
ment of speech gave the radio and TV emphasis or degree.
There were other departments as was shown that also gave the
emphasis or degree, but the general consensus showed that the
department of speech was the most logical choice to give the
radio and television emphasis and degree.

VIII. PROGRAMMING

Do you produce television programs? Yes , No . If yes,
on (1) commercial station, (2) closed circuit, (3) educa-
tional channel. Please check above appropriate number--
(1) , (2) , (3) . If no, do you plan to do so in

the future? No , or if yes, through which? (1) , (2) , (3) . There were sixty-five per cent of the schools that produced television programs. Of this sixty-five per cent, there were sixty per cent that produced programs on a commercial station. There was some, but little programming done on closed circuit or educational channel. Of the schools that were not producing programs, one plans to do so in the future on a commercial station.

Conclusion. The production of television programs is usually carried out through a commercial station and it would be wise, therefore, for the prospective school adding a TV curriculum to have the availability of a commercial station on which they could produce programs. The other mediums were not as predominantly accepted and as a general rule were not apparently necessary.

Did you produce radio programs? Yes , No , Still Do .

If yes, on what? (1) Commercial station , (2) Closed circuit , (3) Educational channel . If no, do you plan

to do so in the future? No , or if yes, through which?

(1) , (2) , (3) . There were seventy-five per cent of the schools that produced radio programs. Of this seventy-five per cent, there were fifty-five per cent that produced radio programs on a commercial station. There was some, but little programming done on closed circuit or educational channel. Of the schools that were not producing radio pro-

grams, one plans to do so in the future on a closed circuit.

Conclusion. The production of radio programs is usually carried out through a commercial station and it would be wise, therefore, for the prospective school adding a radio curriculum to have the availability of a commercial station on which they could produce programs. The other mediums were not as predominantly accepted and as a general rule were not apparently necessary.

Similarities of radio and television and conclusion.

A definite similarity between radio and television exists in the area of programming, with both mediums needing the commercial station facilities for programming.

How much longer does it take, generally, to prepare a television program than it did or does a radio program? There was a great amount of variance of opinion expressed in answer to this question. Answers ranged from the same amount of time for both programs to several times the amount of time to produce a television program than it does a radio program. However, of the sixteen answers to this question, fourteen indicated that it took more time and the largest agreement was that it took three times as long.

Conclusion. The school planning to produce television programs should allow more time for the production of the television program than was given to the production of radio

programs.

What special problems have confronted you in TV production that were not present in radio? There were many problems that were listed as having confronted the school after the addition of television. They ranged from staffing problems to channel time.

Conclusion. The prospective initiators of a TV curriculum should be aware that many problems that did not face them in radio will be confronting them after they add TV.

What type of radio program can most readily be adapted to TV? The radio programs that were considered most adaptable to TV were quiz, drama, discussion, interview, variety, music, and news.

Conclusion. The prospective initiator of a TV curriculum should probably start with those radio programs that are most easily adapted to television, and then proceed to any further type of a specialized program that might be desirable.

Do you do much filming of programs or commercials for TV. Yes, No. If yes, would you briefly describe? There were sixteen replies to this question. Only two schools have done any filming of programs or commercials.

Conclusion. The prospective initiator of a television

curriculum will probably not need or desire to film programs or commercials; however, it has been done successfully.

IX. PLACEMENT

Do you offer special placement to your television students?

Yes __, No __. If yes, in what way? There were three replies that stated that special placement was offered to their television students, thirteen replies stating it was not, and there were four returns that did not answer.

Conclusion. It would be desirable if the prospective television school could offer special placement to their students, but if they found it impossible, they would be in line with the majority of schools.

Will you mention the names of and the positions that some of your past students now hold? There were eight returns that listed positions of past students. The jobs held by these students varied and included announcing, directing, producing, and many others (see Appendix C, List 1.).

Conclusion. The only conclusion that can be drawn to this question is that students from some of the schools in this survey have successfully been employed in the field of radio and television.

X. ADDITIONAL COMMENTS

Any additional comments that you feel would help the study.

There were four returns that added additional comments. They pertained to the school's individual program and were described in detail at the end of chapter three.

XI. GENERAL SUMMARY

Personnel. Television was added to an existing radio curriculum with very few personnel problems. It was, in the main, an incorporation of the radio teacher to television.

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

Educational aspects. This area dealt with the aspect of students of radio and television and showed that, generally, the student will face an incorporation of radio and television.

Curriculum. Generally, television has been added to an existing radio curriculum by incorporation of TV into the radio course, or courses.

Dual facilities. There were seven schools that used the same basic facilities for television as for radio, and there were eleven that did not. Those that did not, indicated that it was important to have available the use of commercial station facilities.

Television engineering. There was only one school with a separately staffed television engineering school.

None of the schools taught academic television engineering.

Coordination. It was generally considered important to have coordination with various departments. There was no difference in the radio or television emphasis or academic degree and in a majority of the schools the academic degree or emphasis in radio and television was given by the department of speech.

Programming. Both radio and television programs were more often produced on commercial stations than on closed circuits and on educational channels. Various radio programs were readily adapted to television. Generally, a longer time was taken to prepare a television program than a program for radio. There were several problems existing in television that were not present in radio, of which the main one was visual. Very little filming of programs or commercials for TV was done by the schools of this survey.

Placement. Special placement was generally not offered. It would be desirable if the prospective television school could offer special placement to their students, but if they found it impossible, they would be in line with the majority of schools.

Additional comments. There were four returns that added additional comments. They pertained to the school's individual program and were described in detail at the end of chapter three.

XII. RECOMMENDATIONS FOR FURTHER STUDY

During the course of the study it became evident that there were many closely allied areas in which additional study and research remained to be done. However, there were two recommendations that were foremost. They were (1) to conduct a study similar to the one here undertaken with schools having over five thousand students enrolled, and (2) to conduct a study of commercial television stations to discover the type of persons that are most fitted for given positions at each station.

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Martin, Leo. Head of Radio and Television Area, Michigan State University, East Lansing, Michigan. Letter written February 22, 1957, to Author.

D. QUESTIONNAIRES

Balmer, John. Chairman Department of Speech and Drama, Hillyer College, Hartford, Connecticut, returned questionnaire.

Brandes, P. D. Brandes, Chairman, Department of Speech and Drama, Mississippi Southern College, Hattiesburg, Mississippi, returned questionnaire.

Creasy, William N. Jr. Head, Department of Speech and Drama St. Lawrence University, Canton, New York, returned questionnaire.

Dumit, Edward S., Director of Radio-Television, University of Tulsa, Tulsa, Oklahoma.

Duncan, Jim. Chairman, Department of Speech, Drake University, Des Moines, Iowa, returned questionnaire.

Ewing, R. M. Journalism Department, Bucknell University, Lewisburg, Pennsylvania, returned questionnaire.

Gilman, Wilbur E. Chairman, Department of Speech, Queens College, Flushing, New York, returned questionnaire.

Gustafson, Dwight, Dean, School of Fine Arts, Bob Jones University, Greenville, South Carolina, returned questionnaire.

Isaacson, C. L. Radio-TV Coordinator, Idaho State College, Pocatello, Idaho, returned questionnaire.

Karl, Theodore O. H., Chairman, Department of Speech and Drama, Pacific Lutheran College, Parkland, Washington, returned questionnaire.

Langholz, Armin, Chairman, Department of Speech, Capital University, Columbus, Ohio, returned questionnaire.

Lewis, William J. Assistant Professor of Speech, University of Vermont, Burlington, Vermont, returned questionnaire.

Lueasein, Charles F. Chairman, Department of Speech,

Occidental College, Los Angeles 41, California, returned questionnaire.

McNabb, L. C. Director of Broadcasting, Millikin University, Decatur, Illinois, returned questionnaire.

Niedeck, Arthur E. Director, Radio and TV, University of Massachusetts, Amherst, Massachusetts, returned questionnaire.

Parkerson, James W. Assistant Professor of Speech and TV, Northeast Louisiana State College, Monroe, Louisiana, returned questionnaire.

Ranson, A. O. Head, Department of Speech, Marshall College, Huntington, West Virginia, returned questionnaire.

Starmer, Garrett L. TV Coordinator, Chico State College, Chico, California, returned questionnaire.

Stevens, C. J. Director, Radio-TV, University of Kansas City, 10, Missouri, returned questionnaire.

Zinser, Leo C. Director, Radio and TV, Loyola University, New Orleans, Louisiana, returned questionnaire.

APPENDIX A

PRELIMINARY QUESTIONNAIRE, SCHOOLS TO WHICH SENT AND RETURNS,
AND GRAPHS INDICATING GROWTH OF RADIO AND OF TV

PRELIMINARY QUESTIONNAIRE

On back of this half of card was placed
the address of the questionnaire recipient

Montana State University, Missoula, Montana
February 19, 1957

I am engaged in a study of radio and tele-
vision teaching.

I would appreciate it very much if you would
fill in the following applicable blanks and re-
turn to me at your earliest convenience.

Approximately what year did your school first
begin to teach academic radio courses? _____.
(If you do not teach radio please check. _____.)

Approximately what year did your school first
begin to teach academic TV courses? _____.
(If you do not teach TV please check. _____.)

Name _____
School _____
Address _____

NOTE: On back half of questionnaire was a stamped, self-
addressed air mail return to:

A. Kent Marler
Department of Speech
Montana State University
Missoula, Montana

TABLE I

SCHOOLS AND RETURNS FROM PRELIMINARY QUESTIONNAIRE,
 SHOWING WHETHER THE QUESTIONNAIRE WAS RETURNED,
 THE YEAR RADIO BEGAN AND THE
 YEAR TV BEGAN

Name	Returned x = Yes	Year Radio Began (If any)	Year TV Began (If any)
Abilene Christian College	x	1936	
Adelphi College			
Akron, University of			
Albion College	x	1945	
Alfred University	x		
Antioch College	x		
Arkansas State College	x	1954	
Augustana (Rock Island, Ill.)			
Augustana (Siou Falls, S. Dakota)	x	1940	
Austin Peay State College	x	1950	
Baldwin-Wallace College	x	1937	
Baltimore, Univeristy of			
Benjamin Franklin University	x		
Berea College	x	1948	
Birmingham-Southern College			
Bob Jones University	x	1937	1953
Bowling Green State University	x	1939	
Bradley University			
Brandels University			
Bridgeport, University of	x	1949	
Bryant College	x		
Bucknell University	x	1947	1954
Butler University	x	1942	1950
Calvin College	x		
Capital University	x	1949	1954
Carson-Newman College	x	1952	
Catholic University of America	x		
Catholic University of Puerto Rico	x		
Centenary College			
Central State College (Edmond, Oklahoma)			
Central State College (Wilberforce, Ohio)	x		
Chico State College	x	1946	1952
Colby College	x		
Colorado College	x	1951	

TABLE I. (continued)

Name	Returned x = Yes	Year Radio Began (If any)	Year TV Began (If any)
Concord College			
Concordia College	x	1937	1956
Cooper Union College	x		
Dayton, University of	x		
Delaware, University of	x	1950	1953
Denison University			
DePauw University	x	1936	1956
Drake University	x	1933	1952
Duquesne University			
Eastern Kentucky State College	x		
Eastern Michigan College	x	1952	
Eastern New Mexico University	x	1939	1957
Elon College			
Evansville College	x	1950	1953
Fairleigh Dickinson College			
Fenn College			
Fort Hays Kansas State College	x	1947	
Fresno State College			
Furman University	x		
Gettysburg College			
Golden Gate College	x	1951	1950
Gonzaga University			
Grambling College	x	1953	1956
Grove City College			
Gustavus-Adolphus College			
Hamline University	x		
Hardin-Simmons University			
Hawaii, University of	x	1947	
Hillyer College	x	1941	1953
Hofstra College	x	1955	
Hope College	x		
Howard College	x	1947	
Howard Payne College			
Howard University	x		
Idaho State College	x	1947	1951
Idaho, University of			
Kansas City, University of	x	1940	1950
LeMoyne College	x		
Lewis and Clark College	x	1949	1955
Long Beach State College			
Long Island University	x	1946	
Los Angeles State	x		1950
Loyola University			

TABLE I (continued)

Name	Returned x = Yes	Year Radio Began (If any)	Year TV Began (If any)
Loyola Univerisity (New Orleans)	x	1946	1951
Luther College			
Macalester College	x	1940	1957
Madison College	x		
Maine, University of	x	1938	
Marshall College	x	1935	1954
Massachusetts, University of	x	1951	1954
McNeen State College			
Memphis State College	x	1952	
Mercer University	x		
Middle Tennessee State College	x		
Middlebury College	x		
Midwestern University	x	1956	1956
Millikin University	x	1944	1953
Mississippi College			
Mississippi Southern College	x	1948	1953
Mississippi State College			
Montana State College	x	1945	1954
Montana State University	x	1938	1957
Morgan State College	x	1947	1954
Morningside College	x	1952	
Morris Harvey College	x	1954	1954
Murray State College	x	1948	
Nevada, University of			
New Hampshire, University of	x	1941	
Niagara University	x		
North Carolina College	x	1954	
Northeast Lousiana State College	x	1940	1953
Northeastern State College	x	1953	
Northwest Missouri State College			
Northwestern State College			
Oberlin College	x		
Occidental College	x	1930	1950
Ohio Wesleyan University	x	1936	
Oklahoma Baptist University			
Oklahoma City University	x	1951	1955
Pace College	x	1951	1951
Pacific, College of the	x	1937	1950
Pacific Lutheran College	x	1948	1953
Pan American College	x	1949	
Pomona College	x		
Portland, University of	x	1950	1957

TABLE I (continued)

Name	Returned x = Yes	Year Radio Began (If any)	Year TV Began (If any)
Princeton University	x		
Puget Sound, College of			
Queens College	x	1940	1953
Redlands, University of	x	1954	1954*
Rhode Island, University of	x	1945	
Richmond, University of			
Rider College			
Rochester, University of			
Roosevelt University	x	1948	1949
Sacramento State College	x	1948	1948*
St. Bonaventure University	x	1950	
St. Johns University	x		
St. Lawrence University	x	1939	1953
St. Mary's University	x	1948	1950
St. Olaf College	x	1939	
San Francisco, University of			
Seattle Pacific College			
Seattle University	x	1950	
South Carolina State College			
South Dakota State College			
Southeast Missouri State College			
Southeastern Louisiana College			
Southeastern State Collage (Durant, Oklahoma)	x	1944	
Southern Methodist University	x	1947	1951
Southern State College	x	1954	
Southern University	x	1952	
Southwest Missouri State College	x	1950	
Springfield College			
Stephen F. Austin State College	x	1947	
Stetson University	x	1931	
Stout State College	x	1950	1953
Sul Ross State College			
Tampa, University of	x	1951	
Texas Southern University			
Texas Wesleyan College	x		
Trinity University			
Tri-State College	x		
Tulsa, University of	x	1937	1950
Upsala College	x		
Valparaiso University	x	1954	
Virginia State College			

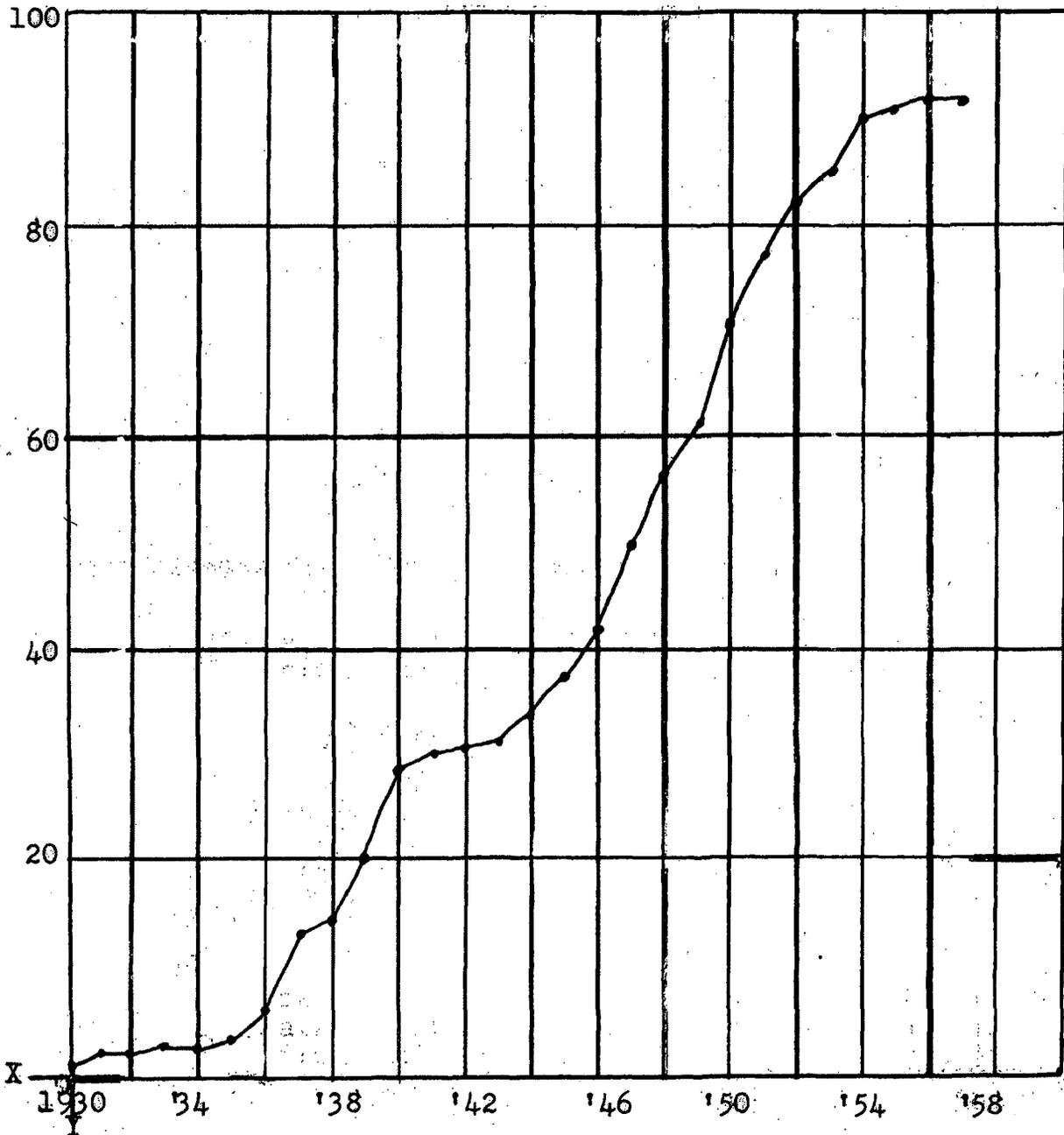
TABLE I (continued)

Name	Returned x = Yes	Year Radio Began (If any)	Year TV Began (If any)
Vermont, University of	x	1950	1954
Wake Forest College	x	1950	
Washburn University			
West Texas State College	x	1940	1953
Western Kentucky State College			
Westminster College (New Wilmington, Pennsylvania)	x	1943	1957
Wheaton College (Wheaton, Ill.)	x	1940	
Whittier College			
Wichita, Munic, University of			
Willamette University	x	1946	1953
William & Mary, College of	x	1937	
Wisconsin-Milwaukee, University of	x	1937	
Wittenberg College	x	1945	
Wooster, College of	x	1944	
Wyoming, University of			
Xavier University	x		
Youngstown College			

NOTE: Locations of colleges have been given only when two colleges of the same name exist.

GRAPH I (cumulative)

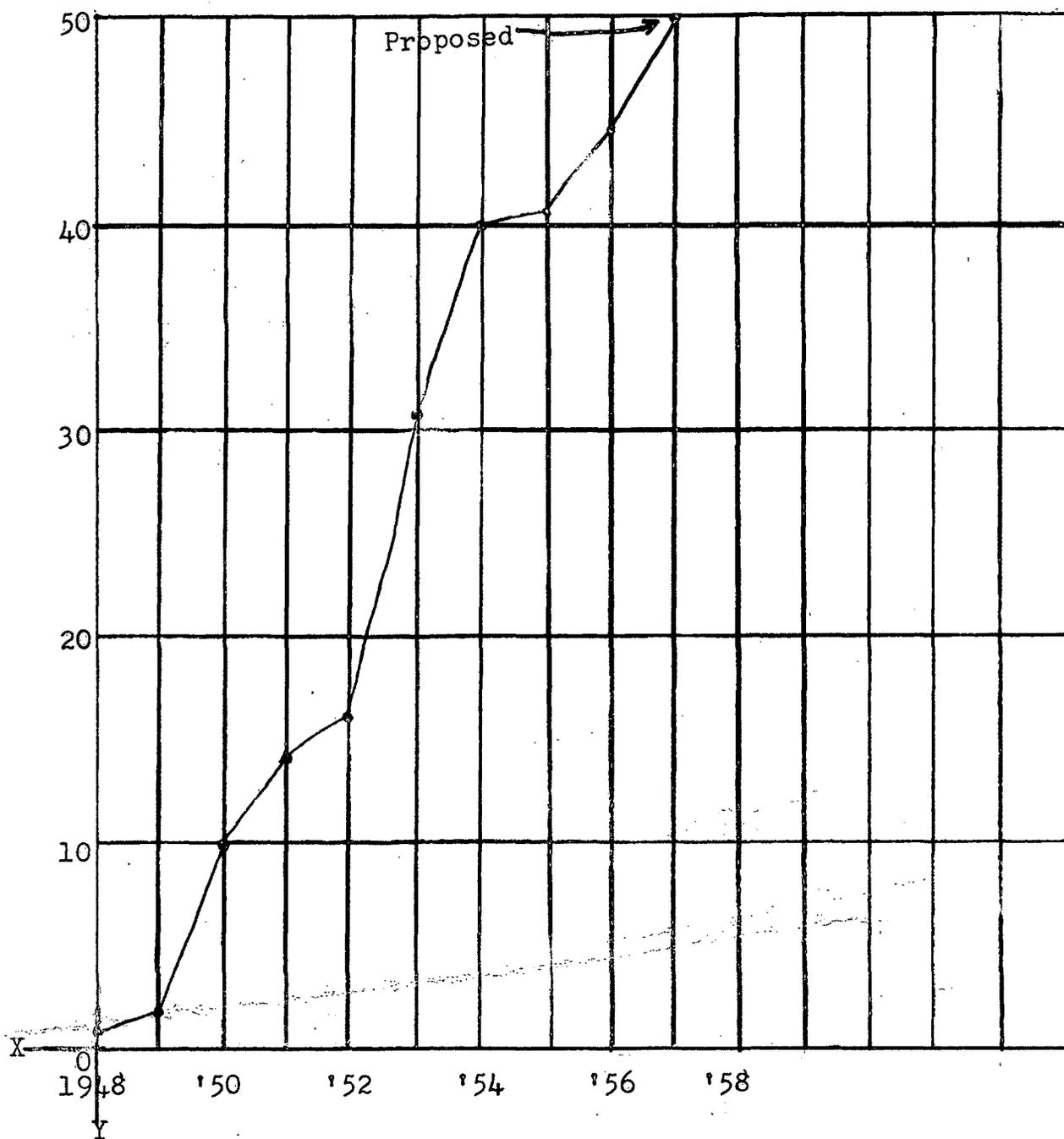
GROWTH OF RADIO IN SCHOOLS OF THIS STUDY FROM 1930-1957



Note: X equals year radio began.
Y equals the number of schools with radio curriculums at close of each year.

GRAPH II (cumulative)

GROWTH OF TV IN SCHOOLS OF THIS STUDY FROM 1948-1957



Note: X equals year TV began.
Y equals the number of schools with TV curriculums at close of each year.

APPENDIX B

SECOND QUESTIONNAIRE AND SCHOOLS THAT RETURNED IT

PREFACE LETTER AS PART OF SECOND QUESTIONNAIRE

MONTANA STATE UNIVERSITY

MISSOULA
March 4, 1957

Dear Colleague:

Thanks for the help.

Today marked the 123rd answer to my original survey of 177 schools from an enrollment grouping of 1000 to 5000 students. The tabulation shows:

29----teaching neither radio nor television
93----teaching academic radio;
45----teaching academic television, of which;
 37----had radio curriculums before TV;
 6----initiated radio and TV the same year;
 1----had a TV curriculum before radio;
 1----had a TV curriculum but not a radio curriculum,
 5----will add academic TV to radio this fall.

Montana State University is one of the 37 and of the 5.

Will you, as a member of the 37, help us discover in what way the teaching of television is an incorporation of the teaching of radio by filling in the attached questionnaire and returning at your very earliest convenience? (Enclosed is a stamped, airmail, self-addressed envelope.)

Again, many thanks for your interest and cooperation in answering my preliminary survey. The results of this survey will be made available to you at the conclusion of the study.

Very truly yours,

A. Kent Marler
Dept. of Speech

HOW TELEVISION WAS ADDED TO AN EXISTING RADIO CURRICULUM

I. PERSONNEL.

- A. Did you face personnel problems in adding television? Yes ____, No ____. If yes, in what aspects? _____

(Should inadequate answer space occur, your continuation on back of the sheet or on other paper will be appreciated.)

- B. Where did your radio and TV teachers get their academic training? _____

- C. Have your radio and TV teachers had professional experience? Yes ____, No ____. If yes, would you briefly describe? _____

II. OBJECTIVES.

- A. Are your objectives for the teaching of television different from your objectives for the teaching of radio? Yes ____, No ____. If yes, in what ways? _____

- B. Have your objectives for the teaching of radio changed since the addition of television? Yes ____, No ____. If yes, in what ways? _____

- C. Would you briefly state your objectives for the teaching of radio? _____

- D. Would you briefly state your objectives for the teaching of TV? _____

III. EDUCATIONAL ASPECTS.

- A. Do television students need to have radio courses as prerequisite? Yes ____, No ____. If yes, in what way is the radio course designed to prepare the student for television? _____

- B. Approximately how many students take radio courses per quarter or semester, and how many take TV courses? Radio ____. TV ____.

- C. Approximately what percentage of overlap is there of students of radio to television? _____%

- D. Can students concentrate their work in either field? Yes ____, No ____. If yes, in what ways? _____

Comments: _____

- E. Do your students take radio and TV courses with professional radio and TV objectives in mind? All ____, None ____, Some ____. If you checked some or none, are there students then who take radio and TV mainly for social appreciation? Yes ____, or if No ____, would you

describe their objectives as nearly as possible? _____

- F. What TV or radio-television texts have you found to be most useful?

IV. CURRICULUM.

- A. How has your curriculum changed?

1. By addition of television courses? Yes ____, No ____.
2. By incorporation of TV into radio courses? Yes ____, No ____.
3. Would you briefly outline your radio curriculum before and after the addition of television?

4. Would you outline your present television curriculum?

V. DUAL FACILITIES.

- A. Do you use the same basic facilities for television as you did for radio? Yes ____, No ____ . If yes, in what ways? _____

If no, what change was necessary? _____

VI. TELEVISION ENGINEERING.

- A. Do you teach television engineering? Yes ____, No ____ . (OR)
- B. Do you have a separately staffed TV engineering school? Yes ____, No ____ .
- C. If answer to A. above was yes, do you teach students both academic television and television engineering in the same course? Yes ____, No ____ . If yes, how did your staff prepare themselves for this? _____
- D. What was the minimum equipment needed to institute academic TV?

VII. COORDINATION.

- A. Does your TV curriculum entail (1) much special journalistic ability on the part of the student, or (2) does it focus more on the practical courses designed to give foundations and skills in TV announcing, acting, directing, producing, etc.? Please check the most appropriate number. (1) ____, (2) ____ .
Comments: _____
- B. Does the department of speech have central control of TV work? Yes ____, No ____ . If no, which department has? _____

- C. What coordination is there? (If any);
 With your music department? _____
 With your journalism department? _____
 With your drama department? _____
 Other? _____
- D. What school or department offers the TV emphasis, or degree?
 Is this different from the radio emphasis, or degree?
 Yes ___, No ___. If yes, why? _____

VIII. PROGRAMMING.

- A. Do you produce television programs? Yes ___, No ___.
 If yes, on (1) commercial station, (2) closed circuit,
 (3) educational channel. Please check above appropriate
 number--(1) ___, (2) ___, (3) ___. If no, do you plan
 to do so in the future? No ___, or if yes, through
 which? (1) ___, (2) ___, (3) _____.
- B. Did you produce radio programs? Yes ___, No ___.
 Still Do ___. If yes, on what above? (1) ___, (2) ___,
 (3) ___. If no, do you plan to do so in the future?
 No ___, or if yes, through which? (1) ___, (2) ___, (3)
 _____. Comments on A. and or B. _____
- C. How much longer does it take, generally, to prepare
 a television program than it did or does a radio
 program? _____
- D. What special problems have confronted you in TV pro-
 duction that were not present in radio? _____
- E. What type of radio program can most readily be adapted
 to TV? _____
- F. Do you do much filming of programs or commercials for
 TV. Yes ___, No ___. If yes, would you briefly des-
 cribe? _____

IX. PLACEMENT

- A. Do you offer special placement to your television
 students? Yes ___, No ___. If yes, in what way? _____
- B. Will you mention the names of and the positions that
 some of your past students now hold? _____

X. ANY ADDITIONAL COMMENTS THAT YOU FEEL WOULD HELP THE STUDY.

Returned to----- (A. Kent Marler)
 By (Name and Title)--- ()
 School--- ()
 Address----- ()

TABLE I

SCHOOLS AND RETURNS FROM SECOND QUESTIONNAIRE,
SHOWING WHETHER THE QUESTIONNAIRE
WAS RETURNED.

Schools	x = Returned The Questionnaire
Bob Jones University	x
Bucknell University	x
Butler University	
Capital University	x
Chico State College	x
Concordia	
Delaware, University of	
DePauw University	
Drake University	x
Evansville College	
Grambling College	
Hillyer College	x
Idaho State College	x
Kansas City, University of	x
Lewis and Clark College	
Loyola University (New Orleans)	x
Marshall College	x
Massachusetts, University of	x
Millikin University	x
Mississippi Southern College	x
Montana State College	
Morgan State College	
Northeast Louisiana State College	x
Occidental College	x
Oklahoma City University	
Pacific, College of the	
Pacific Lutheran College	x
Queens College	x
Roosevelt University	
St. Lawrence University	x
St. Mary's University	
Southern Methodist University	
Stout State College	
Tulsa, University of	x
Vermont, University of	x
West Texas State College	
Willamette University	

APPENDIX C

SECOND QUESTIONNAIRE RESULTS AND BROCHURE

TABLE I

SCHOOLS WHICH TRAIN TELEVISION TEACHERS AND THE NUMBER OF
TEACHERS TRAINED AT EACH AS REPORTED BY THE SCHOOLS
WHICH ANSWERED QUESTIONNAIRE NO. 2

School	Teachers Trained There
Arkansas, University of -----	2
Bob Jones University -----	1
Boston University -----	1
Brigham Young University -----	1
California University -----	2
Capital University -----	1
Columbia University -----	1
Curry College -----	1
Denver, University of -----	1
Florida, University of -----	1
Iowa, State University of -----	1
Juillard School of Music -----	1
Louisiana State University -----	3
New Mexico, University of -----	1
Northwestern University -----	3
Ohio State University -----	4
Oklahoma, University of -----	1
Pacific Lutheran College -----	1
Pasadena Playhouse -----	1
Stanford -----	3
Tulsa, University of -----	1
Wichita, University of -----	1
Wisconsin, University of -----	3

TABLE II

SCHOOL, NUMBER OF RADIO STUDENTS, TV STUDENTS,
AND PERCENTAGE OF OVERLAP

School	Radio Students	TV Students	% Overlap
Bob Jones University	--	--	--
Bucknell University	25	25	100
Capital University	12	12	100
Chico State College	20	15	50
Drake University	100	100	100
Hillyer College	20	30	0
Idaho State College	25	15	30
Kansas City, University of	40	15	90
Marshall College	15	15	100
Massachusetts, University of	12	7	60
Millikin University	15	15	100
Mississippi Southern College	35	35	100
Northeast Louisiana State College	10	8	75
Occidental College	15	15	100
Pacific Lutheran College	20	20	100
Queens College	45	45	100
St. Lawrence University	--	--	100
Tulsa, University of	30	15	50
Vermont, University of	20	20	100
Loyola University	8	8	100

NOTE: ---- denotes unanswered on returns.

TABLE III

AUTHOR, TEXT, AND TIMES LISTED AS HAVING BEEN FOUND
MOST USEFUL

Author	Text	Times Listed
Abbot and Rider	<u>Handbook of Broadcasting</u>	2
Barnhart	<u>Radio and TV Announcing</u>	3
Bettinger	<u>Television Techniques</u>	1
Bretz	<u>Techniques of TV Production</u>	4
Chester and Garrison	<u>Television and Radio</u>	8
Hodapp	<u>The Television Manual</u>	1
Hodapp	<u>The TV Actor's Manual</u>	1
Ewbark and Lawton	<u>Broadcasting, Radio--Television</u>	3
Greene	<u>Television Writing</u>	1
Lindsley	<u>Radio and TV Communication</u>	1
McMahan	<u>The Television Commercial</u>	1
O'Meara	<u>Television Program Production</u>	1
Phillips, Grogan and Ryan	<u>Introduction to Radio and TV</u>	1
Reinsch	<u>Station Management</u>	1
Stasheff and Bretz	<u>The Television Program</u>	3
Wade	<u>Production of TV Commercials</u>	1

LIST 1

PAST GRADUATES AND POSITIONS HELD AS LISTED ON 8
QUESTIONNAIRES ANSWERING IN THIS AREA

BUCKNELL UNIVERSITY

Jack Tucher - TV producer, Richmond, Virginia
John Manbeck - ABC-TV, New York
James Douglas - CBS-TV, New York
Lee Dzury - TV engineering, East Pittston, Pennsylvania
William Le Mon - Masters degree taken at TV Center, Syracuse
University

CHICO STATE COLLEGE

Bill Windsor - Camera - Film - talent - KHSL--TV, Chico

MASSACHUSETTS UNIVERSITY OF

Phillip Shepardson - Announcer - WHYN-TV, Springfield
James Duffy - Announcer - Pittsfield Radio Station
James Pratt - WHAI - Radio, Greenfield
Janet Christianson - Boston University - WGBH-TV Fellowship
(1954-55)
Stuart Zimmon - Completing TV course (graduate) at Syracuse
University

MILLIKIN UNIVERSITY

Richard Helledy - Program Director, KWK-TV - St. Louis,
Missouri
Jerry Booth - Announcer and Director - WTVP - Decatur,
Illinois
Marianne Milnes - CBS - New York - (advertising)
Robert Carter - Announcer and Director - WEEK-TV - Peoria,
Illinois
Joe Williams, Announcer - WSOY - Decatur, Illinois
Alliene Hoogestraat - Field Secretary, Girl Scouts, Decatur,
Illinois
Merry Cole - Cole Marionettes, Chicago, Illinois
Gene Baker - about to enter Princeton Theological Seminary
Ronald Mitchell - Production - NBC, New York

QUEENS COLLEGE

Herbert Kaplow - Announcer, Washington, D. C.
Edwin Cooperstein - Television Director, Newark, New Jersey

LIST 1 (Continued)

Patricia Bolton - Local station programming children's shows

NORTHEAST LOUISIANA STATE COLLEGE

Joe Saragusa - TV Director at a Lubbock Station

Lew Koch - Director at KNOE-TV, Monroe, Louisiana

TULSA, UNIVERSITY OF

Jo Wallace - ABC continuity Director, The Fred Waring Publicity
Director, now housewife.

Dave Croninger - Executive with Storz' Miami, Station

Frank Simms - Garry Moore Show - Announcer

John Whitney - Whitney Advertising Agency, Tulsa

Don Brewer - KCMO announcer, Kansas City

Ralph Rhodes - Blue-Cross promotion director

VERMONT, UNIVERSITY OF

William Paine - Announcer - WJOY

Don Greenhouse - Sportscaster - WDOT

Gary Wright - Technical work in projection room - WCAX-TV

Richard Young - Jack-of-all-trades - WCAX-TV

TELEVISION
at
CHICO STATE COLLEGE

The basic concept of television at Chico State College is one of implementing the philosophy of the College itself. This philosophy is succinctly stated by President Glenn Kendall in his statement "...The College exists to improve the quality of living and of life for the people of the areas it serves ..."*

As interpreted by the Television Coordinator for the College, this "area service" concept of a college television activity involves two important functions, (1) programming for the service area viewers, and (2) training of faculty and students by and for television.

(1) PROGRAMMING FOR THE SERVICE AREA VIEWERS

Chico State College is now in its fourth year of tele-casting programs over commercial television station KHSL-TV, Channel 12, Chico. Offerings have been greatly expanded during the 1956-1957 school year, the "CHICO STATE presents..." series numbering seven a week or 3¼ hours of on-the-air service to the public at the mid-semester.

The concept of program production for service area viewers may reflect as many talents and areas of competency as there are within the college instructional staff. Careful planning of program series must take place, however, with respect particularly to need, effectiveness, appropriateness, feasibility, and acceptability. Subject matter content may vary from actual extension courses adapted to the television medium to such non-academic subjects as hints on household maintenance for the homemaker. A healthy balance of program types is demanded, and programs are chosen and produced especially for the specific audiences generally expected at the time of day of broadcast. With all series, however, regardless of the "level" of information, greater skills, understandings and/or appreciations are the objectives.

The production of programs for general viewing calls for a careful consideration of presentation methods (actual measured audiences on KHSL-TV range from 20,000 in the early afternoon to 140,000 in the middle evening, with an ultimate potential audience of 300,000). Effective presentation tech-

*CALIFORNIA SCHOOLS XXV (March, 1954), "Chico State College-Today Decides Tomorrow.

niques must be employed to hold a mass audience for basically serious subject matter. Constant effort is necessary to maintain production standards that will stimulate the casual viewer to watch without at the same time offending or losing the interest of the sincerely interested viewer.

A review of some of the "CHICO STATE presents..." series may expand this concept of area-service telecasting from Chico State College.

Series Already Completed

"Parlons Francais!" (1:30-2:00 PM Wednesday - HOMEMAKER AUDIENCE)

A series of 13 programs conducted by Paul Onffroy of the Modern Language Department for the purpose of stimulating interest in "a foreign language." Approach was very casual and personable. Subject matter included words in our language that come from French - with their proper French pronunciations; cognates; simple words and phrases about the home, food, family relationships, etc.; simple sentences. The approach was always "for fun." Lessons were mimeographed for those who sent in for copies. The mailing list was over seventy-five. Others on the program included Yvette, a student, and Jerri, also a student, who played guitar accompaniment for simple French songs such as "Frère Jacques" and "Sur le Pont D'Avignon."

"Christmas Crafters" (1:30-2:00 PM Mondays - HOMEMAKER AUDIENCE)

A six-program series immediately prior to Christmas devoted to instructing the homemaker in the construction of homecrafted Christmas gifts, cards, tree ornaments, etc. Various members of the creative arts section of the Fine Arts Division appeared as guests in the home of "Pat Chapla and her friends", a group of girls who changed the bridge club routine to a gift making session.

"Mrs. Fixit" (1:30-2:00 PM Fridays - HOMEMAKER AUDIENCE)

Appearing for 13 weeks in the studio kitchen set, Dr. Glen Duncan and members of his Industrial Arts Department counselled with Mrs. Housewife in the maintenance of her home. Through demonstrations, the housewife was interestingly shown how to re-upholster furniture, refinish furniture, fix a leaky faucet, locate and properly replace a fuse plug, patch plaster, and even how to change a tire and parallel park her car!

"College Farm" (5:30-6:00 PM Thursday - RURAL FAMILY AUDIENCE)

Up-to-date information, procedures, and practices in farming, and an appreciation of the life of the farmer were the objectives of this series conducted by Dr. Loren Phillips, Head of the Agriculture Department of the College.

Series Now in Progress

SUNDAY

"There Is a Telling" (5:30-6:00 PM Sundays - FAMILY AUDIENCE)

Now in its second thirteen weeks, this popular series of programs features Dr. Hector Lee, Dean of Instruction at Chico State College and prominent among state and national folklore scholars. He presents a half hour of storytelling about the Lore of Northern California. Capitalizing upon the informal and the casual, Hector Lee received during the first 2 months of his weekly programs over 175 letters of commendation and countless personal contact responses to his armchair "tellings" of the fabulous lore of early Northern California as it has been handed down by the "folk."

Featured, also, is a young folksinger - a Chico State College student - who regularly interprets appropriate ballads during the course of the half hour. Tom Lee - no relation to Hector Lee - also sings the theme - an original composition entitled "There Is a Telling" - at the beginning and end of the program.

MONDAY

"Home and Family Living" (1:30-2:00 PM Mondays - HOMEMAKER AUDIENCE)

Each week a group of young married girls visit with Mrs. Gwen Wagner, Head of the Home and Family Living Department of Chico State College in order to learn practical know-how about budgeting of time and money, housing and home furnishings, textiles, sewing, styles for children's clothing, activities for children, child care, family responsibilities, etc. Fun and knowledge are the objectives of this weekly "coffee break with a purpose."

WEDNESDAY

"Reading for Fun" (1:30-2:00 PM Wednesdays - HOMEMAKER AUDIENCE)

With a small chair-side table and a pile of books,

Ken Clarke - in the Laughton tradition - reads favorites from literature. In intimate fashion, he explores with his homemakers selections from our literary heritage, making appropriate comments on meaning and values.

THURSDAY

"This Is Your Business" (5:30-6:00 PM Thursdays - ADULT AUDIENCE)

Of special interest to every taxpayer, this program will consider income tax reporting between now and April. Later, the program will consider such things as commercial law, contracts, notes, etc., as they apply to individuals and families.

Staged in a modern conference-room setting with low-key lighting, the program features a rear-screen wall for projecting tax forms, contracts, etc.

The program is hosted by Dr. Albert Fries, Chairman of the Business Division. His two current consultants are Harry Jefferson and William Coombs, tax specialists from the Chico State College staff.

FRIDAY

"Helping Them Learn" (1:30-2:00 PM Fridays - HOMEMAKER AUDIENCE)

Through intimate "discussions" with viewers and by informal demonstrations with youngsters from the schools, Don Roberson, Principal of the Aymer J. Hamilton School, counsels in quiet, friendly manner with parents as they prepare to help their children continue the learning process at home. Emphasizing the need for "thinking through the learning process with the child", Mr. Roberson will reflect the philosophies and methods of teaching in today's school as he offers suggestions and demonstrations for "helping them learn." Consultants from the Chico State College faculty will be featured from time to time.

"Notes from the Score" (9:00-9:30 PM Friday - ADULT AUDIENCE)

Simplicity - a keynote of all the "CHICO STATE presents.." series - is exemplified particularly in this delightfully artistic half hour of and about music. Hosted by Dr. Joseph Wilson, Chairman of the Fine Arts Division, the program intimately explores the construction, development, playing technique, and recital capabili-

ties of well-known musical instruments. Dignified in presentation and artistic in mood with its "low-key" lighting and silhouetted musicians, "Notes from the Score" apparently is successful in offering music-appreciation for "long hairs" and "crew cuts" alike.

Series Now Being Contemplated

"Comment" ADULT FAMILY AUDIENCE

This program will feature the Social Science Division of the College and will offer analytical judgments and opinions on local and World events and their backgrounds.

"People" ADULT FAMILY AUDIENCE

A series devoted to the vast study of human relations.

"Our Germanic Heritage" HOMEMAKER AUDIENCE

This would be the second series in the Modern Language Department's group, this time featuring German - the language and the culture. Conducted by a native of Austria, Dr. Maria Haynes, "Our Germanic Heritage" will explore especially the culture of that country.

"Piano" HOMEMAKER AUDIENCE

This beginning course in piano will not only be for self-instruction, but will also guide the homemaker with her children's musical education.

"Your Child" HOMEMAKER AUDIENCE

A series of programs devoted to all phases of child care, growth, and development. The series would feature authorities from many department of the College, considering such things as health and immunization, discipline, children's music and art, diet, etc.

"American Folklore" FAMILY AUDIENCE

A proposed extension course for college credit.

"Masterpieces of Literature" ADULT AUDIENCES

A proposed extension course for college credit.

(2) TRAINING OF FACULTY AND STUDENTS BY AND FOR TELEVISION

Over the past three and a half years, nearly 100 members of the Chico State College faculty have received instruction and practice in teaching before a live television camera through appearances on "CHICO STATE presents..." programs. Not only is the knowledge of adapting to the television medium valuable in itself, but experience has shown that television appearances have had a stimulating and sharpening effect on teaching methods and preparation.

In this fast growing field of Communication Arts, of which both "closed circuit" and "broadcast" television are a part, it seems incumbent upon us in the schools to train our teacher candidates in the appreciation and effective use of television as a tool of teaching, of public relations, and of public service.

At Chico State College, the 18 specific units in radio and television are offered as service courses for teacher candidates as well as for students in any of the college major programs. Instruction is offered in the appreciations and methods of both Commercial and Educational telecasting, the latter by "broadcast" and "closed circuit" methods.

By working on the "CHICO STATE presents..." series students are given a fine opportunity to experience actual production conditions at a commercial studio. A special study unit is required of all students; all are required to analyze and evaluate public relations factors involved when an educational institution produces over a commercial facility. We feel that this consideration is of utmost importance especially to the future teacher who may have as his duty the production of public relations television programs over his local commercial television station.....(The rest of this report presents information that has been given in the main body of the thesis and is therefore not added here.)

Note: The last paragraph of the report may be of importance to anyone wishing more information on Chico's program. It is therefore included here.

The radio and television activities - course instruction, radio programming on commercial stations (2 hours a week), and the "CHICO STATE presents..." television series are directed by the Television Coordinator, Dr. Garret L. Starmer. Further information on any phase of the activities may be obtained by directing inquiries to him at the College.