

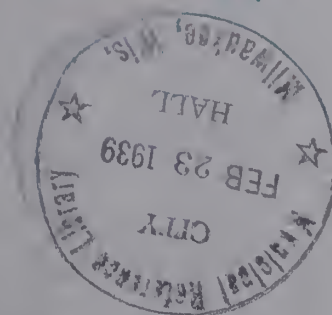
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# **Education by Radio**

## **Volume Seven**

**Numbers 1 - 12 Inclusive**

**January - December 1937**


**A Bulletin to Promote the  
Use of Radio for Educational,  
Cultural, and Civic Purposes**

**National Committee on Education by Radio**

**One Madison Avenue**

**New York, N. Y.**

**1937**



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# Education

## by **R A D I O**

A Bulletin to Promote the  
Use of Radio for Educational,  
Cultural, and Civic Purposes

Volume 7

JANUARY 1937

Number 1

### The Educational Broadcasting Conference

**T**HE FIRST NATIONAL CONFERENCE ON EDUCATIONAL BROADCASTING, held in Washington, D. C., December 10-12, was definitely successful as an overview of current practises in educational broadcasting. It reflected what seems to be a general approbation of the present system of broadcasting, but introduced enough criticism to indicate that room for much improvement still exists. It avoided, in accordance with the wishes of the eighteen sponsoring organizations, any attempt to pass resolutions or to agree upon conclusions. It moved with a smoothness which reflected great credit upon its managers.

During the course of the conference two separate and distinct areas of interest developed. One included the general sessions, which dealt with subjects of widespread interest. The second was composed of section meetings devoted to specialized interests.

The general sessions were designed to create a broad background of information and understanding about radio. One meeting was given over to a description of basic engineering facts and an interpretation of their importance. Other meetings took up questions of the use of radio in politics and in education. Certain speeches dealt with the social significance of this new medium of mass communication. It may be said that the conference came to a climax around the great topic assigned to the banquet evening, "The Influence of Radio on the Comity of Nations."

Several of the speeches at the general sessions were thought-provoking and highly worthwhile. A number of the others were largely descriptive rather than analytical. These related what was happening, with apparent acceptance of the assumption that current practise is a satisfactory answer to problems for which some people are still seeking a solution. In one or two instances speakers raised straw men which had been felled for years.

The only one of the general sessions in which interest lagged was that dealing with engineering facts. Four highly reputable radio technicians failed to simplify sufficiently for a lay audience the complicated charts and mathematical formulas of their profession. This should not be taken to indicate that engineering facts cannot be simplified for public consumption. In this particular instance, however, that very desirable contribution to public understanding fell short of accomplishment.

The general sessions, taken as a whole, contributed little towards a solution of the problems which sooner or later must be faced in broadcasting. This suggests that whether another conference is to grow out of the recent one or is called *de nouveau* at some future time more emphasis might well be placed on analyzing specifically the remaining problems. In this connection it might be suggested

**A**NY EDUCATIONAL SYSTEM on the air would be but a hollow thing if it were not fundamental in it that those participating in the program were free at all times to seek the truth wherever it might be found, and, having found it, to proclaim it. Unless the people in their might stand firm to protect educational broadcasting from the witchhunters, then it had better not be undertaken at all. Freedom of the press, freedom of assemblage, freedom of speech, and that academic freedom which is implicit in freedom of speech, constitute the piles driver to bedrock upon which our institutions securely stand. These rights must, as a matter of course, extend to and be inseparable from any program of educational broadcasting that is worth the snap of a finger. While the radio should not be subjected to abuse, neither should it suffer from the strangulation of either standardization or censorship. —HAROLD L. ICKES, U. S. Secretary of the Interior.

**E**DUCATIONAL BROADCASTING, like commercial broadcasting, must not only obtain the halls and classrooms, that is, the time on the air; it must also induce people to come, as a voluntary audience, to the programs given in these classrooms. In neither field does it follow that, given a powerful station and a favorable hour, a large audience automatically tunes in.—HENRY C. LINK, secretary, Psychological Corporation.

**T**ITLE PAGE, Table of Contents, and Index for *Education by Radio*, Volume VI, 1936, will be supplied free on request for the use of persons who wish to bind or preserve permanently sets of this publication. *Please send stamped, self-addressed envelope* to Room 308, One Madison Avenue, New York, N. Y. Missing issues to use in completing sets for binding or filing will be supplied free while they last.

**A**LL QUOTATIONS given in this issue of *Education by Radio* are from addresses made before the First National Conference on Educational Broadcasting held in Washington, D. C., December 10, 11, and 12, 1936. Complete proceedings of the conference will be published in book form by the University of Chicago Press.

## EDUCATION BY RADIO

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### THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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One Madison Avenue, New York, N. Y.

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MY PREDICTION is that the major future developments in broadcasting lie with local broadcasting service rather than in the field of national broadcasting service. National broadcasting thru chains of stations is well advanced toward saturation. . . Obviously national program service either by telephone, wire, or by transcription will turn to national sources for educational programs. . . On the other hand, stations with predominantly local service objectives will turn to local educational and other civic agencies for public service programs. . . Here is the opportunity for educational institutions! If the present American plan of radio is maintained by the Federal Communications Commission then there will be ample opportunity for schools to use these local outlets. Then the problem becomes one of whether educational institutions can build programs able to compete with national programs for listener interest.—WILLIAM DOW BOUTWELL, director, Educational Radio Project, U. S. Office of Education.

GREATER SAFEGUARDS for the freedom of the air are desirable. No abuses have developed which would justify an effort at this time to take control of the broadcasting business out of the hands of the broadcasting companies and station licensees, but arrangements should be devised by means of which the radio listeners of the country may be better protected against unwise use of the power of editorial supervision by the managers of the great chains and the proprietors of local stations.—ARTHUR N. HOLCOMBE, Harvard University.

that the fruitfulness of such a conference could be enhanced by applying the recognized forum procedure and allowing the immediate and direct questioning of speakers.

This point of view could scarcely be accommodated within the limitations under which the recent conference was planned. Its primary design was to secure for the program maximum prestige thru outstanding personalities in the fields both of scholarship and of practical experience in broadcasting and its uses. It is an accepted custom that distinguished speakers such as these are accorded wide latitude in the matter of speech preparation. It was unavoidable, therefore, that a sharply contrasting program built around current radio issues which might have been discussed with timely advantage should have to wait its turn at some later date.

None of the comments so far made are particularly applicable to the second area of the conference's interest, namely, the special sections dealing with specific problems. In this area there was more sureness of touch and more definite accomplishment. Indeed, the general impression gained from attending a number of the section meetings was that these gave a true reflection of the extent to which a mastery of radio had been achieved by the educators. They followed very closely the pattern of the Institute for Education by Radio conducted annually at the Ohio State University.

If there are such things as stages of development in the mastery of a subject, the educators, judging from the frequency with which they used the word, were in the stage of "technics." "Technic" seemed to be on the lips of everyone. It made its appearance under one guise or another in most of the sessions. It seemed to reflect a fixed conviction on the part of a large majority of conferees that the important thing in educational broadcasting at present is the development of special skills which have a practical application to the specific business of broadcasting.

In the first of the conference sections listed on the program, namely, "Broadcasting as a Community Enterprise," the discussion centered around technics by which the broadcasting station could make itself more a part of its community. A representative of a local commercial radio station in Peoria, Illinois, outlined what is perhaps the outstanding example of successful technic for this purpose. In Peoria several years ago the local station found itself with a very small listening audience and with little acceptance as a community institution. Its managers decided to make the station a champion of certain local reforms, being careful both to avoid questions of political controversy around which prejudices had become established and to select problems having a rather obvious solution. They began to editorialize on the air. In a surprisingly short time they had made their station a vital force in their community and had won a growing public support which, incidentally, meant an audience highly salable to advertisers.

Another device of the same station was to have its news commentator break into any program which might be on the air whenever he received news of particular interest to the listeners. The result has been that people leave their radio sets tuned to that particular station lest they miss some especially interesting item of local news. Since no other station is in a position to supply the same kind of information, the local station in Peoria has a definite advantage over its most severe competitors, the chain broadcasting stations.

By applying these technics this particular station has convinced its listeners that it is operating in their public interest. It no longer has to court the favor of public officials or to beg for the support of educators and other leaders whose names will make a "front" for



the renewal of its license. It has made a place for itself not only in its community but also in the broadcasting spectrum.

In some of the other sessions such as those dealing with the radio workshop, measuring the audience, and labor's experience in radio, other special technics with which to achieve specific purposes were discussed. The judgment seemed to be that if the proper technics could be developed, almost any purpose could be achieved.

In the section on radio workshops the technics discussed became so numerous as to be confusing. If it was not clear at the beginning just what constituted a radio workshop, it was even less clear when the session ended. This was not surprising because both the name and the concept are very new. In this discussion the term was stretched to include everything from the preparation of radio programs within a single department of a college or university to the radio project of the U. S. Office of Education, which gives full-time occupation to many people and puts out a considerable variety of scripts and broadcasting materials. However, in spite of all the confusion it was evident that radio workshops have become a vital part of educational broadcasting and that no agency can afford to undertake putting programs on the air without benefit of the technics which they represent.

The emphasis on technics was so completely dominant in the various sections that almost for the first time it overshadowed the complaints of educators about the lack of money with which to take advantage of the opportunity offered by radio. The lack of money still exists. Educational stations are struggling along on budgets totally inadequate to the proportions of their task. Special educational projects in broadcasting are suffering from the scarcity of funds. But in this conference there was evidence of a definite conviction that with the development of technics and the increased application of intelligence much more effective educational broadcasting could be done within the limits of present finance.

In the section on labor and radio there was a particularly interesting contribution. This group represented what was admittedly a special economic interest. Those present emphasized that radio is no more than a medium of communication and that its effectiveness depends first and last upon the program any particular group can prepare to further its purposes. The speakers emphasized the need for a sequence of steps, *viz.*: first, preparing a program which would tell the labor story; second, reshaping that program until its script had the qualities of intrinsic excellence; third, selling the program to its own supporters; and, finally, seeking the opportunity to put the message on the air in the best radio form.

Two rather definite conclusions seemed to represent the consensus of opinion in the section on classroom broadcasting. One was that broadcasting for classroom use must be more closely integrated with the curriculum. This seemed to imply that the broadcasting must be done by local stations for particular school systems and could not be done effectively by national broadcasting systems for general school use. The second conclusion seemed to be that classroom broadcasts should be more carefully controlled and more exactly evaluated. Technics for this purpose appeared to involve a more careful formulation of objectives, a more precise determination of changes induced in pupils by the broadcasts, and a scientific evaluation of the results achieved in terms of the accepted objectives.

The impression must be avoided that every section was concerned primarily with technics. In some sections, indeed, the thinking of the participants had not advanced to the point where they had devel-

**I** OFFER for your consideration six goals for the use of radio in the service of education during the next ten years:

*First:* the vigorous development of educational radio producing groups. I should like to see several thousand competent school and college student radio producing groups by 1946. I should like to see them presenting highgrade programs regularly on both local commercial and educational stations.

*Second:* Further cooperation between educators and broadcasters thru the Federal Radio Education Committee. This will require faith on the part of all concerned and adequate finances for investigation and research definitely planned to clear away the obstacles which now thwart our progress in the development of education by radio.

*Third:* Further experimentation and demonstration in educational radio by the Office of Education and expansion of its service to aid national, state, and local agencies interested in the problem.

*Fourth:* Development of practical training facilities for educators responsible for creating educational radio programs or in using such programs for instructional purposes.

*Fifth:* Establishment of shortwave stations by many local school systems to serve rural areas as well as urban centers.

*Sixth:* More adequate support for existing educational radio stations with an increase in their power and time to enable them to serve a large clientele.—JOHN W. STUDEBAKER, U. S. Commissioner of Education.

**I** AM ADVOCATING no lessening in the effort to make the finest and best of classical music an actual and necessary part of the daily lives of all kinds of people. I am simply presenting to you as a problem the necessity of awakening in our people such a sense of discrimination and appreciation of workmanship that, whatever the music—classical, semi-classical, or purely popular, they will demand the most careful preparation and impeccable performance as the price of their listening and praise. Given this as an accomplished fact, an increase in the national interest in the highest and noblest treasures of music must follow.—JULIUS F. SEEBACH, program director, Mutual Broadcasting System.

**T**HE COMMISSION is sincerely interested in and is wholeheartedly supporting the movement looking toward the development of a comprehensible plan for education by radio. We believe it can be done.—ANNING S. PRALL, chairman, Federal Communications Commission.

**R**EQUESTS for the special supplement to *Education by Radio*, which was published in connection with the First National Conference on Educational Broadcasting, have been so numerous that it is being included in the January mailing.



IT WOULD PROBABLY BE good counsel to the educators of the United States to advise them to keep fully informed on the technical and industrial developments in the ultra-high-frequency domain and to study carefully in advance what may probably be accomplished by the use of the radio and visual broadcasting services which can be established in this domain. It would also be well if carefully planned broadcasting of educational material were carried out using these new frequencies and the novel forms of transmission such as facsimile and television which they render possible. However, if education is to derive its full benefit from these new instrumentalities of science it will involve much sober thought, cooperative effort, and systematic planning on the part of educators.—ALFRED N. GOLDSMITH, consulting industrial engineer.

IN DISCUSSING the results of radio research, may I start with a statement that has become almost axiomatic in the radio industry; namely, "The program makes the audience." This basic fact regarding programs, early discovered, holds true to the present, and it must be borne in mind that any data presented in studies of listening time, ebb and flow of audience at different hours, variation in listening habits among income classes and various inconsistencies of the radio audience, result from, and are not the cause of, listener reaction to various programs. In short, the program is the key to radio's success. Good programs build audiences and popularity; poor programs deflate the audience and the effectiveness of radio as a social and economic force.—SAMUEL E. GILL, director of research, Crossley, Inc.

MAY I URGE the consideration of one more problem. In some respects it is the most important of all, and yet it seems to have received the least attention. That is the problem of how to use the programs that are broadcast. Of what avail is it to devise better educational broadcasts if the schools are not prepared to take full advantage of them? Program presentation is a problem that broadcasters and educators both can grapple with, but program reception in the classroom is one with which broadcasters are not competent to deal. So we toss it hopefully into the lap of the educators.—ERNEST LAPRADE, National Broadcasting Company.

GOVERNMENT OPERATION of a necessary enterprise should exist only where private management has shown an absolute inability to give the public satisfactory service. It is unthinkable that in the matter of education in broadcasting, the professional educators and the radio interests have not the ability to work out policies adequate to the situations. All that is needed is a spirit of cooperation, of mutual confidence and concerted approach.—WILLIAM MATHER LEWIS, president, Lafayette College.

oped technics which they could discuss. This seemed to be particularly true in the sections on listening groups and propaganda.

There were some splendid reports on listening groups showing that great achievement could be wrought by mere enthusiasm and much effort. But no formulas had been developed on the basis of which the successful organization of additional listening groups could be predicated. Rather, the impression seemed to be that at present no formula is possible. It may be, as was suggested in the report on the labor section, that the effective organization of listening groups must wait until programs more specifically designed for the service of such groups are being produced. It may be that when such special programs have been developed they will constitute the best impetus toward organizing listening groups and maintaining the interest of participants.

In the section on propaganda the failure to reach any consideration of specific technics was not that technics were lacking but that limitations of time prevented the discussion from getting down to them. The discussion started with questions and definitions as to what was education and what was propaganda. From that it progressed to a recognition that there can be no complete freedom of the air so long as radio stations have to be licensed, and that, inevitably, certain individuals must exercise control as to what is or is not to be allowed on the air. The question was raised as to who should exercise this control. Before the possible answers to that question could be explored the audience began deserting the conference room to listen to the abdication speech of King Edward VIII and the meeting had to be adjourned.

In contrast to the majority of the sections, which were concerned with technics or did not reach the stage of discussing them, there were some sections which seemed to be pointing the way to the next and future stage of radio development. These sections accepted the inevitability and, no less, the desirability of the widespread use of technics. Indeed, most of those in attendance upon these sections were already successful users of many of the technics. They had reached the stage where they were faced with the problem of creating a framework of organized cooperation within which the various technics and the people interested in using them could function with maximum effectiveness.

This was particularly true in the section on state planning for radio. There the representatives of a number of states reported on the devices already being used in an effort to secure cooperation. While the details of these reports differed considerably, they indicated that the trend was toward some version of state boards or their equivalent. Attention was more or less focussed around the public radio board plan which has been described at various times in these columns.<sup>1</sup> Certainly the plan gained new acceptance, which seems to promise that it will be an increasingly important factor in future discussions of cooperative enterprise in radio.

Throught the conference friendliness and good will prevailed. Representatives of government, commercial broadcasting interests, and educational groups recognized their common responsibility for the improvement of broadcasting. They saw together the social values of this great instrument of communication. They realized that its potentialities are yet to be achieved. Many of them were convinced anew of the necessity of closer collaboration to the end that broadcasting may attain its widest social usefulness.

<sup>1</sup> "New Mexico Plans State Radio Service." *Education by Radio* 6: 2-3, January-February 1936.  
"An American Public Radio Board Plan." *Education by Radio* 6: 13-15, May 1936.  
"A Basis for Cooperation." *Education by Radio* 6: 45-48, December 1936 Supplement.

# Education

by **R A D I O**

A Bulletin to Promote the  
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Volume 7

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## Is Radio Living up to its Promise?

THE FIFTH INAUGURAL PROGRAM of the WEVD University of the Air, broadcast from the auditorium of the College of the City of New York on December 18, 1936, suggested a new perspective from which to view the problems of educational broadcasting. Its point of departure was the question of whether or not radio was living up to its promise. It led to a consideration of fundamental social values in broadcasting, with a minimum of disturbance to those ancient issues which have been the cause of endless controversy.

The program consisted of a series of four addresses followed by a panel discussion. The addresses were delivered by Dr. John W. Studebaker, U. S. Commissioner of Education, Hon. George Henry Payne, member of the Federal Communications Commission, and S. Howard Evans, secretary, National Committee on Education by Radio. Hendrik Willem Van Loon, historian and author, acted as chairman and master of ceremonies.

The panel was composed of: Dean Ned H. Dearborn, New York University; Mark Eisner, assistant superintendent of schools, New York, N. Y.; Dr. Henry Pratt Fairchild, New York University; Dr. Frank Kingdon, president, University of Newark; Dr. Sandor Lorand; Prof. Robert Morss Lovett, University of Chicago; and Dr. Levering Tyson, director, National Advisory Council on Radio in Education.

The discussion started with a narrowing of the subject and a definition of terms. It was readily accepted that the speakers were to be concerned only about broadcasting. While there was not so much agreement when it came to determining the promise by which broadcasting was to be judged, most of the speakers seemed to feel that there was a promise of social service inherent in the public nature of this great medium of mass communication. However, one panel member expressed the opinion that radio had made no promise to him and that he had no right to make demands upon the program makers.

What is the promise of radio broadcasting? There is no definition upon which people commonly agree. That may be one of the reasons why so much misunderstanding is rampant and why, in the past, so much suspicion has existed.

It would be very interesting to have their interpretations of the promise of radio written by representatives of the different factions within the governmental regulatory body, by the broadcasting industry, including both the independent stations and the chain systems, and by different citizens' groups. Such a procedure might pave the way for a *rapprochement* and for the establishment of a real basis of cooperation between the different groups.

None of the speakers at the WEVD Inaugural attempted to make

CARLTON H. LARRABEE, in an address before the National Council of Teachers of English in Boston on November 28, 1936, reminded English teachers that listening to the radio is one of the chief interests of high school children and that many phases of English work can be vitalized by correlating them with the radio. He suggested:

"Take letter writing for example. A study of over three thousand New York City school children by I. L. Eisenberg disclosed that 73 percent of them had at some time voluntarily written to a radio station. Ask your pupils to write such a letter, and they will gladly write and rewrite until their letters are perfect.

"A renewed interest in composition writing will result from an assignment like this: 'Listen tonight to such and such a program. Pretend you're a radio critic for a newspaper. After the drama has been given, write a review of it.'

"Original material for pretended radio presentation can take the form of plays, forum talks, book reviews, dialogs, and news items, and many scenes from literature can be dramatized and vitalized by adaptation to broadcasting. If your school has a portable loudspeaker system, or if your pupils can borrow or even construct one, you have an excellent means for motivating good speech. If high school pupils stand before a real microphone connected to a loudspeaker, they will take all the pains they would if actually broadcasting.

"According to a doctor's dissertation recently submitted to the University of Michigan by Paul T. Rankin, listening constitutes 45 percent of our life communication but receives only 8 percent of school emphasis. This leads to the conclusion that schools should provide more training in systematic listening, and radio may be one of the chief means. Pupils can be encouraged to build well-rounded vocabularies thru the addition of words heard over the radio.

"Even outside reading will take on a new interest if pupils are encouraged or allowed to read and report on radio books and periodicals."

THE UNIVERSITY OF KENTUCKY broadcasts daily, Monday thru Friday, over station WHAS, Louisville, a 50,000 watt clear-channel station which can be heard over a large midwestern territory. The University publishes a free booklet giving a complete list of its programs. For copies of the booklet write to Elmer G. Sulzer, director, publicity bureau, University of Kentucky, Lexington, Ky.



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AT IOWA STATE COLLEGE a course in radio is being presented, sponsored jointly by the department of technical journalism and the department of public speaking. Special attention is paid to continuity writing and the young people enrolled in the class, insofar as their voices will warrant using them, are having some experience in broadcasting news items over the college radio station, WOI. The course is being administered by Prof. Blair Converse, head of the department of technical journalism.

WHEREAS radio offers such vital opportunities for serving parents, teachers, and pupils, and the country at large, therefore

*Be it resolved* that the Texas Congress of Parents and Teachers urge that definite plans for educational broadcasting for the public school system of Texas be further developed;

*Be it further resolved* that they cooperate with other agencies in education by radio.—Adopted by the Texas Congress of Parents and Teachers, Fort Worth, Texas, November 1936.

THE MICHIGAN STATE COLLEGE OF THE AIR, broadcast over WKAR, Michigan State College station, reports that its enrollment during the present term is more than double that of the comparable period last year. Seven courses are being offered, including a weekly period from the Michigan State Capitol in which the various departments of state government are visited.

any thorough analysis of the promise of broadcasting. They chose rather to rest upon the clause in the Radio Act of 1927 which says that all radio stations licensed by the federal government must operate in the "public interest, convenience, and necessity." Then they proceeded to discuss the questions of whether or not stations were operating in the public interest and what ought to be done about their present practices.

Commissioner Payne was very frank in admitting that from his point of view broadcasting had not fulfilled its promise. He indicated a willingness to join his fellow members of the Commission in accepting their share of the blame. He seemed to feel, however, that the lion's share of guilt rested with the so-called radio lobby. He said:

A more disagreeable aspect, and a more sinister one, deterring radio from living up to its promise, is the fact that the radio lobby in Washington has filled the radio "industry" with the novel idea that they control the government.

For two and a half years I have watched the operations of this lobby which has endeavored to dictate the actions of the Federal Communications Commission.

When I speak of its contemptuous attitude toward educational and cultural matters I am not hazarding any guess. I am speaking from facts. An important broadcaster, a man who has acted as an official of an organization, sat in my office one day arguing about the perfectability of the radio program. We were naturally at different ends of the question—he declaring that the programs as given today were perfect. Finally I drew out some letters and extracts from letters of many college presidents throughout the country and showed him that they were far from satisfied with the present set-up.

His answer was, "What the hell do them college presidents know!"

Other speakers took up different aspects of the problem but none of them spoke with the directness of Commissioner Payne. Likewise, none of them saw fit to specify reasons why radio had not fulfilled its promise with anything like the exactness of a report, *4 Years of Network Broadcasting*,<sup>1</sup> made public recently by the Committee on Civic Education by Radio of the National Advisory Council on Radio in Education and the American Political Science Association. Dr. Thomas H. Reed, chairman of that committee, announced the report at the First National Conference on Educational Broadcasting held in Washington, D. C., last December. While that report has nothing to do with the WEVD Inaugural Program, it so effectively tells the story of the difficulties encountered by Dr. Reed's committee in its efforts to cooperate with commercial broadcasters that it merits inclusion at this point. The two passages which probably will be most widely quoted and which will have the most bearing on the future of educational broadcasting are as follows:

Nevertheless the relations of the Committee with the NBC have not been entirely satisfactory, and we are about to recite them in some detail because to do so will shed considerable light on the whole relation of educational broadcasting and the radio industry. Our experience has demonstrated a conflict between the commercial interests of the broadcasting company and the educational uses of radio which threatens to become almost fatal to the latter. Educational broadcasting has become the poor relation of commercial broadcasting, and the pauperization of the latter has increased in direct proportion to the growing affluence of the former. . . .

It is our contention, therefore, that the NBC had neither the will nor the power to provide the "You and Your Government" thirteenth series with a satisfactory network. Nor did it seem able to tell us just what network it had provided so that we might adjust our merchandising to it. In the case of an educational program of long duration it is not so important to have a long list of stations as it is to have an accurate and permanent list. Twenty stations, if you knew what they were and could rely on them, might prove as profitable a field for promotional activity as forty shifting and uncertain stations. Imagine the devastating effect on the usefulness of radio in education when classes which have begun listening to a series in good faith are cut off because the time is sold.

During the discussion at the WEVD Inaugural the question was directly raised as to whether or not government ownership and opera-

<sup>1</sup> *4 Years of Network Broadcasting* will be reproduced in full in the proceedings of the First National Conference on Educational Broadcasting, to be published by the University of Chicago Press.



tion of broadcasting facilities would insure a greater degree of fulfillment of the promise of radio. Dr. Studebaker gave an answer which is one of the most complete and probably one of the most acceptable to educators which has ever been given. Because of its great significance it is quoted at length. He said:

The greatest danger inherent in the present system of broadcasting is the tendency to lose sight of the fact that ownership of the air waves is vested in the people themselves and not in the hands of those who have the financial means necessary to the control of the daily use of these air waves. To quote from the Federal Radio Commission's views as formally expressed in 1928, "While it is true that broadcasting stations in this country are for the most part supported or partially supported by advertisers, broadcasting stations are not given these great privileges by the United States Government for the primary benefit of advertisers. Such benefit as is derived by advertisers must be incidental and entirely secondary to the interests of the public. Since the number of channels is limited and the number of persons desiring to broadcast is far greater than can be accommodated, the Commission must determine from among the applicants before it which of them will, if licensed, best serve the public. In a measure perhaps, all of them give more or less service. Those who give the least, however, must be sacrificed for those who give the most. The emphasis must be first and foremost on the interest, the convenience, and the necessity of the listening public and not on the interest, convenience, or necessity of the individual broadcaster or the advertiser."

Imagine for an instant the howls of indignation that would have gone up from the public if the *New York Times* on the morning of December 11 had come out with the entire front page devoted to an advertisement of a department store while the story of Edward's abdication was buried, say, on page 15. This may be an extreme example, but to a degree it parallels some radio programs which obviously devote more time to the advertiser's story than to the presentation of the program itself. Indeed the financial life of the *Times* is just as dependent upon classified and display advertising as is the life of the commercial station dependent upon sponsors for its programs.

In radio as in the press, the program and the story are the sought-for objectives, while the advertising is but the means to these ends. Once we begin shoving our ads further and further toward the front page in radio we compel the people to protest, and thru their voice—the government—eventually to bar advertising altogether. If broadcasting ever becomes too largely a soliloquy of merchandising ballyhoo, the Federal Communications Commission may be forced to deny additional commercial licenses on the grounds that the public interest, convenience, and necessity are not being properly served by commercial stations. Should this occur, then the government *must* assume the responsibility of serving the public interest, convenience, and necessity. Once the profit motive is discredited thru poor management, then government ownership and operation become the more favorable alternative.

I think it is true that the great majority of educators do not now want government ownership and operation of radio. They want to work out their problem with the broadcaster under the present system. This problem can be worked out. It is inconceivable that we cannot sit down together and work out our plans in harmony for the greatest benefit to all concerned. If this problem is not solved, and I think a failure to solve it is a remote possibility, then the educator will be forced to favor operation by a government which would recognize the duties of the educator to disseminate knowledge and develop civic enlightenment over the air.

There was no discussion of the kind of cooperation which might be effected. However, there was mention of the Federal Radio Education Committee as a means for bringing together the different groups concerned. This occurred in the address of Mr. Evans, who concluded his remarks with the following words:

At present there is no satisfactory basis for cooperation between these two groups [broadcasters and educators]. A sincere effort to secure such cooperation is being made thru the Federal Radio Education Committee, of which Dr. John W. Studebaker, U. S. Commissioner of Education, is chairman. If that committee receives the unqualified support of the Federal Communications Commission and can maintain the confidence of both the commercial broadcasters and the educational and cultural interests, it will become the greatest single factor in the constructive evolution of broadcasting.

I am not implying that even the Federal Radio Education Committee can make radio fulfill its promise overnight. Should that committee be able to secure complete cooperation of all the agencies concerned, there are still so many difficulties to be overcome and so many problems to be solved that only as those of us interested in making radio a culturally constructive force maintain an eternal vigilance, can we have any real hope for the future.

EVALUATION is an important and necessary part of the whole process of school broadcasting. If the radio is to become a generally accepted educational tool, and if the methods and materials of school broadcasting are to be improved, it is clear that there must be abundant evidence of its effectiveness in accomplishing educational purposes. The present dearth of such data is one major cause for the reluctance of teachers in adopting this new instrument. Those interested in radio education can address themselves to no more important task than that of developing a careful program of evaluation. . . .

Expressing in clear terms the variety of changes to occur in boys and girls as a result of listening to a school broadcast series is the first and indispensable step in a program of evaluation.

The second step consists in gathering evidence which will indicate whether the anticipated changes are actually taking place. . . .

The third step in a program of evaluation consists in the interpretation of the data. . . .

There are three observations which can be made regarding a practicable plan for carrying on a program of evaluation. First of all, the formulation of objectives and their clarification will have to be a cooperative effort among the schools, the broadcasters, and the radio educator. . . .

A second observation is this. The gathering of evidence of the changes taking place in boys and girls as a result of school broadcasts will, like the foregoing, be a cooperative venture. . . .

The third observation is that this program of evaluation requires a central staff to administer it.—I. KEITH TYLER, in an address before the First National Conference on Educational Broadcasting, Washington, D. C., December 11, 1936.

THE EDUCATIONAL RADIO SCRIPT EXCHANGE, a new project of the U. S. Office of Education, is a long step in the direction of coordinating the creative efforts of educational institutions and radio stations. The Exchange is collecting, editing, and duplicating for distribution scripts collected from all parts of the country. Single copies of the scripts and aids to production will be sent free of charge to any producing unit, providing the material is to be used for non-commercial purposes. A free catalog listing 53 scripts is now available. Address your requests to the Educational Radio Project, U. S. Office of Education, Washington, D. C.

MOUND JUNIOR HIGH SCHOOL, Columbus, Ohio publishes a weekly *Radio Program News* announcing to teachers and students the worthwhile programs during the coming week. Kenneth W. Povenmire, chairman of the department of history and civics, is in charge of radio education for the school. A careful study revealed that 82 percent of the students have receivingsets in their homes. Mr. Povenmire is attempting to develop in the students a critical sense of discrimination regarding the programs to which they listen. Credit is given in history and civics classes for well written reports on approved programs.



WAYNE UNIVERSITY, Detroit, Mich., is instituting during the spring semester a radio technics course, "Principles Underlying Effective Radio Broadcasting." Garnet Garrison, director of the radio division, department of speech, will be the instructor.

Analytical studies of modern programs thru examination of the actual scripts; critical reviews of programs as presented on the air; audience surveys of program popularity; and reports of current radio research will be some of the topics considered.

"Radio Technics," a survey of the broadcasting field, was held the first semester and will be repeated again this spring. Two additional courses, "Preparation of Radio Programs," and "Radio Speech," are planned for the following school year. Actual work in program planning and participation is given the students thru the Wayne University broadcasts over Detroit stations.

MAYOR F. H. LAGUARDIA of New York City, at the annual meeting of his Municipal Art Committee on January 12, announced his plan for a national chain of noncommercial radio stations. According to Mayor LaGuardia's plan, the stations would be connected by short-wave radio, thus avoiding the excessive wire charges which heretofore have prevented such cooperation.

The Mayor's public announcement calls attention to a project in which educational broadcasting stations have been interested for some time. However, it does not mean that all difficulties have been overcome or that the project has received the final approval of the National Association of Educational Broadcasters. Until the plan has passed muster with this body, it has no prospect of immediate and widespread application.

BEGINNING IN JANUARY, the thousands of listeners to the Smithsonian Institution's radio program, "The World Is Yours," receive each month *The World Is Yours* magazine, an innovation in educational broadcasting. The magazine contains maps, drawings, and other visual aids to complement the scientific articles written by Smithsonian authorities; a rotogravure section; a Smithsonian scientific story-of-the-month; and other valuable material to supplement the weekly programs. "The World Is Yours" is one of the five educational programs presented regularly over national networks by the Educational Radio Project of the U. S. Office of Education.

THE INSTITUTE OF PACIFIC RELATIONS has completed arrangements with station WIXAL, Boston, operated by the World-wide Broadcasting Foundation, to present a series of broadcasts on Pacific affairs which will be heard not only in this country but also in the Orient. Preparations have already been made for listening groups in China and other parts of the East.

## Dr. Tyson Retires from the Radio Field

ON JANUARY 19 the Board of Trustees of Muhlenberg College, Allentown, Pa., elected Dr. Levering Tyson to the presidency of that institution. Dr. Tyson will retire from his present position as director of the National Advisory Council on Radio in Education and will assume his new duties about July 1.

Muhlenberg is indeed fortunate in securing Dr. Tyson. Born in Reading, Pa., in 1889, he received an A.B. degree from Gettysburg College in 1910 and an A.M. from Columbia University in 1911. In 1930 Gettysburg College conferred upon him the honorary degree of Litt.D. *Who's Who in America* reviews his career from 1912 to 1930:

Gazetteer editor, *New International Encyclopedia*, 1912-15; alumni secretary and managing editor, *Columbia Alumni News*, 1914-20, editor, 1920-30; also served as secretary and president, Association of Alumni Secretaries; organizer, 1919, and first president, Alumni Magazines, Associated; appointed fellow, 1927, American Alumni Council [combination of Association of Alumni Secretaries and Alumni Magazines, Associated], also chairman, aims and policies commission; associate director university extension, Columbia University, 1920-30, organizing home study department; conducted study of radio broadcasting in adult education, 1929, for American Association for Adult Education and Carnegie Corporation of New York.

In 1930 Dr. Tyson became director of the National Advisory Council on Radio in Education. One of the principal purposes of that organization was to cooperate with commercial broadcasters in bringing to the American people the best educational programs obtainable. To this end Dr. Tyson organized committees of outstanding individuals in various areas of educational experience. Programs were prepared and broadcast without sponsorship on both chain and independent radio stations. This experiment was highly significant. If successful it would have done much to solve the problems of education on the air.

In spite of all Dr. Tyson's efforts, the experiment failed. The story is dramatically told in the report, *4 Years of Network Broadcasting*.<sup>1</sup> Altho the outcome was disappointing to most educators, the experiment was eminently worthwhile. All those connected with it are to be congratulated for the sincerity of their efforts and the frankness with which they stated the reasons why it failed.

Quite apart from his efforts to cooperate with commercial broadcasters, Dr. Tyson made notable contributions to education by radio. Thru the Advisory Council he published numerous pamphlets on many aspects of broadcasting, held annual meetings which constituted a public forum on radio problems and which were reported in a series of volumes entitled *Radio and Education*, and organized committees to canvass special areas of educational interest.

He was liberal in the time he gave to cooperation with other agencies. He held a conspicuous place, which it is hoped he may retain, in the Institute for Education by Radio, conducted each year at the Ohio State University, and in the Federal Radio Education Committee. He was one of the organizers of the First National Conference on Educational Broadcasting, held recently in Washington.

Dr. Tyson's retirement marks the end of an epoch in broadcasting. Had any way existed for education to cooperate with commercial broadcasters on the latter's terms, he would have found it. To many people his withdrawal can mean only that, if the cooperation in radio so much desired by educators is to be achieved, a new basis for it must be found. While the way out is not yet apparent, Dr. Tyson's efforts have done much to clear the path.

The National Advisory Council has not yet determined how its program will be affected by Dr. Tyson's retirement.

<sup>1</sup> *Education by Radio* 7:6, February 1937.

# Education

by **R A D I O**

A Bulletin to Promote the  
Use of Radio for Educational,  
Cultural, and Civic Purposes

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## Social Values in Broadcasting

**W**HAT DO THE EDUCATIONAL AND CULTURAL INTERESTS of the nation want from broadcasting? This question is asked frequently by commercial broadcasters, and with reason. Many radio station owners are sincere in their desire to cooperate with educational groups and are eager to learn the basis on which cooperation will be forthcoming. So far they have had no complete answer.

Perhaps there is no complete answer. However, some kind of a response to the question has to be made as a matter of common courtesy. Therefore this effort. While it does not represent an opinion with which all educators will be in agreement, it constitutes a challenge for those who take exception to it to formulate a more comprehensive statement.

To break the subject wide open at the outset, it is suggested that the educational and cultural interests must be concerned in seeing to it that the total program output of all the broadcasting stations in the United States constitutes a socially constructive force. This assertion will cause surprise in many quarters and will raise immediately many questions, such as: "Why should educators be concerned with programs which are not designed to be educational?" and "What is the meaning of 'socially constructive force'?"

The only reason for this broad concern on the part of educators is the fact that, regardless of the intent of their producers, all radio programs have some educational effect. They impart information. They tend to condition attitudes and influence judgments. This fact has been proven to the satisfaction of advertisers, else they would not continue to sponsor programs in the hope of financial gain. As the cultural implication of the situation is driven home to educators, they recognize that they must be vitally concerned.

The extent of educational influence of present day radio programs has never been determined. That must wait until some agency comes forward to finance scientific studies such as those made a few years ago in the field of motion pictures. In that area a group of eminent scientists, working in universities from Yale to Iowa State, did a piece of cooperative research in which they analyzed thoroly the influence of motion pictures on children and youth. The results, published in eight volumes, summarized under the title, *Motion Pictures and Youth*,<sup>1</sup> indicated that this great medium of communication actually affected children in the following ways: physically, as reflected in sleep; emotionally, as recorded by the psychogalvanic technic; mentally, as shown by records of learning from movies and by changes in attitude brought about by them; and behavioristically, thru patterns of conduct molded by movies.

It is likely that when equally comprehensive radio studies are

**N**EW RADIO BILLS introduced into the House of Representatives include the legislation proposed by Representative Celler of New York for a government-owned shortwave station, a resolution by Representative Connery of Massachusetts, and a bill by Representative Wearin of Iowa. Mr. Connery's resolution calls for the appointment of a committee of seven to investigate monopoly in radio broadcasting and the effect of such monopoly on radio programs, advertising rates, and the public in general. Mr. Wearin's bill calls for the complete separation of radio and newspapers. See page 11 for a more detailed statement of Mr. Celler's bill.

While little important radio legislation has been introduced into the Senate to date, it is expected that Senator Wheeler will soon introduce a bill to separate newspapers from radio stations.

**M**EN WHO MADE HISTORY, a weekly educational series designed for schoolroom listeners, was inaugurated over the NBC Blue Network on February 4 and may be heard every Thursday at 2PM, EST. This series was originally developed as part of the Ohio School of the Air by Meredith Page, supervisor of the Radio Workshop at the Ohio State University. Network acceptance of this program constitutes another recognition of the quality of some of the educational broadcasting now being done by school groups.

**T**HE CIVIC LEADER, a publication of the Civic Education Service, 744 Jackson Place, Washington, D. C., recently contained a series of three articles which should be very helpful to teachers and others desiring to make use of the radio for educational purposes. The articles and the issues in which they appeared are as follows: "The Use of Radio in the Schools," January 18, 1937; "The Use of Radio by the Schools," February 1, 1937; and "Sources of Information on Radio," February 8, 1937.

**S**TATION WHA, University of Wisconsin, Madison, is conducting a short course for "mike-shy" legislators. H. B. McCarty, program director of WHA is in charge of the course, which includes "Radio Speaking," "Radio Writing," and "Your Voice in Wax!"

<sup>1</sup> Charters, W. W. *Motion Pictures and Youth*. New York: The Macmillan Co., 1933.



# EDUCATION BY RADIO

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made, the influence of this medium will be found similar to that of motion pictures. If so, parents will have to be especially concerned about it because of the unique way it enters the home. In motion pictures the child has to leave home, go to the theater, and pay a price of admission. In many states there are laws which prevent children's attending theaters unless additional conditions are met. In radio there are no such barriers. A child in any home with a radio need only turn a switch to become a member of the audience, regardless of whether or not the program deals with experiences for which he is prepared. Against the expressed wishes of his parents he can listen in on conversations never intended for his ears.

It would be easier to ignore this influence. Parents, educators, and socially-conscious persons in general would find their problems simpler if they could be concerned only with those segments of human experience which bear the formal labels of education. Such an avoidance of reality is now impossible. Exploratory studies have gone far enough to indicate that certain out-of-school influences, of which radio is one, have a tendency to undermine and interfere with the results which schools are striving to achieve.

Dr. Vierling Kersey, director of education for the state of California, authorized a study in 1931 of the out-of-school influences in the lives of children. As a result of this study, it was pointed out that the chief of such influences were motion pictures, radio, books, magazines and newspapers, playgrounds, and comic strips. It was suggested that the combined influence of these media was probably equal to the influence of the schools themselves. In the face of such findings there can be no substantial support for the argument that those interested in education and culture are going outside their field when they give voice to their concern over the sum total of radio programs available in this country.

Unfortunately the evidence of need for concern about programs does not give any equally clear indication of what should be done about them. Of course, certain types of programs are clearly acceptable, while others are obviously not desirable. There is a great middle ground, however, where programs are neither good nor bad and where no one can be sure of what should be done about them. There is no possibility of securing educational scrutiny in advance for these programs because a word which is perfectly innocent in the script may be given an emphasis in its delivery over the air which changes its meaning entirely. There is no possibility of eliminating this condition by giving prizes for excellent programs because many of the users of radio are more interested in financial returns than in winning medals of merit.

The uncertainty as to the course of procedure does not mean that nothing should be done. Educators rightly look to government to develop program standards which will take into account the educational influence of radio as one of the factors which determine whether or not a station is operating in the "public interest, convenience, and necessity." They look to frequent conferences among those interested in educational and cultural affairs as a fertile source for ideas of what should be done. To the extent that they can demonstrate their competence, they also look to an increasing share in the preparation and production of the programs which constitute the output of this great educational instrumentality.

This expressed intention to prepare and present programs should not be confused with the question of who should own and operate broadcast transmission stations. The so-called American system of commercial radio has demonstrated its value and is apparently here to stay. Educators want to improve, not undermine, that system.

**T**HE WISCONSIN COLLEGE OF THE AIR, thru the facilities of state radio stations WHA and WLBL and the National Youth Administration, inaugurated on August 26, 1936, a radio group listening project. Since the project was organized there have been established 118 listening centers consisting of 306 listening groups with a total of more than 8,500 listeners. Of this number about 5000 are located in school centers, 2,500 among the youth of the NYA projects, and 1000 in community centers.

While the specific or central objective of the group listening project is to bring a high grade, educational opportunity to thousands of out-of-school youth who cannot continue their preparation, and to the adult population who desire to form listening groups, the educational possibilities for the classroom are not neglected, and a large number of schools thruout the state are receiving helpful assistance from the broadcasts.

The procedure for organizing radio listening groups is quite definitely set forth in two bulletins, which are sent to the organizer or sponsor wherever a listening group is being established. Where the groups are large enough to warrant it, an instructor is appointed from the list of available teachers in the Emergency Educational Division.

In addition to the information given thru the bulletins regarding procedures for organizing and conducting radio listening groups, carefully prepared study aids or lesson previews of all the College of the Air lectures are mailed to the group sponsors each week to guide them and their teachers in directing the discussions. At the end of the course an examination is provided for those who care to qualify for the certificate of achievement which is granted for satisfactory work.



They want to make their contribution to it in a way which will leaven the whole and make it more socially constructive.

As part of the present system of broadcasting there are stations owned and operated by educational institutions. These are used largely in the extension services of colleges and universities. They bring to extension education an increased effectiveness and a wider range of serviceability.

It is the purpose of education to keep these stations and to secure new ones whenever opportunity offers. Dr. John W. Studebaker, U. S. Commissioner of Education, has requested already that a portion of the shortwave bands, which are now being made available, be reserved by the Federal Communications Commission for the exclusive use of educational institutions. This is an outstanding recognition of the social value of broadcasting to schools. In addition to Dr. Studebaker's blanket request, there are at frequent intervals requests by educational institutions for facilities with which to accomplish specific purposes. The number of these requests may be expected to increase with the growth in appreciation of radio's possibilities and with the removal of education's present financial stringencies.

Quite apart from any question of educational ownership and use of station facilities for specific educational purposes, there is the great problem of what share educational and cultural interests should have in the general program service of the nation. That they should have a share is a matter of common agreement. The Communications Commission has accepted them as an important factor in determining the extent to which commercial stations are meeting the requirements of "public interest." Commercial stations proudly declare the amount of time given to education. Audience reactions have justified this interest.

A careful distinction should be made between a program designed for specific educational use such as broadcasting to schools and a program of informative or cultural content designed for a general audience. It is probably to be expected that programs on commercial stations, particularly those with chain affiliations, will be predominately of the latter character.

Perhaps, with these understandings, it may be easier to return to the question of what the educational and cultural interests of the nation want from broadcasting. It may now be possible to list a few of the safeguards which seem essential if the total program output of all the stations in the United States is to represent a socially constructive force.

In the first place, educators want some assurance that radio programs will be planned to serve a broad social purpose. Up to now they have been largely haphazard. Some subjects have been greatly overemphasized. Others have been ignored. There needs to be some comprehensive planning to avoid the present excessive duplication, to insure that, so far as possible, all subjects are given consideration in accordance with their importance, and to maintain the opportunity for the continuing use of radio in the service of education.

In all fairness it must be said that many aspects of the present general program service have been improved. Thru the self-interest of advertisers, the evening's program on almost any important station represents a carefully planned and varied program. There is no consideration, however, of the educational effect of such a program and cultural considerations are for the most part subordinated to commercial ends. Indeed, there is a real scarcity of periods among the more salable hours of the day when anything can be heard which is not primarily commercial.

REPRESENTATIVE EMANUEL CELLER of New York has introduced a bill authorizing the construction in Washington, D. C., of a high-power shortwave government broadcasting station to be known as the Pan-American Radio Station. In connection with his bill, Mr. Celler made the following statement: "The U. S. Commissioner of Education is instructed to provide programs of national and international interest. There is to be appropriated \$750,000 for the construction of such station. . . .

"The plan and purpose of such legislation has had the approval and encouragement of responsible officials of the Department of State, Department of the Interior, Department of Agriculture, Federal Communications Commission, National Committee on Education by Radio, and the Pan-American Union. Also, such project has already had the approval specifically of President Roosevelt, Secretary of State Hull, and Secretary of the Navy Swanson. It grows out of the radio resolution adopted January 1932 at Montevideo by the Seventh International Conference of the North, Central, and South American countries forming the twenty-one sister republics of the Pan-American Union.

"Each American nation participating at the Conference agreed to set up shortwave broadcasting stations and to broadcast such programs as to cement bonds of friendship and cultural understanding between the peoples of the twenty-one countries of the Pan-American Union. . . . In all the world there are no more unassigned or 'empty' channels for new shortwave broadcasting stations—except one; that is the channel pre-empted at the Montevideo Conference for exclusive use of Pan-American republics.

"President Roosevelt, in pursuance of such pre-emption, and in accord with our sister nations, issued Executive Order No. 6472, dated December 2, 1933, making available for the U. S. Government the following frequencies: 6120 kc., 9550 kc., 11730 kc., 15130 kc., and 21500 kc.

"In pursuance of such Executive Order, a station was to be set up in Washington, D. C., under the joint control and auspices of the State Department and Navy Department. The station was never set up. Many obstacles were thrown across the path of this much needed reform by misguided and selfish persons. It is feared that this would be the entering wedge into governmental control of radio. That is ridiculous. . . . One Pan-American shortwave station, set up in pursuance of the treaty in an unassigned channel on a non-competitive basis, will not in the slightest militate against private initiative. It will not lead to government monopoly. . . .

"Because of the pressure against carrying out the President's Executive Order I have introduced my bill. . . . Every nation in the world has a broadcasting station except the United States. . . . There are two million shortwave receiving-sets in this country and the number is mounting daily by leaps and bounds. Such increasing short-wave receptivity might well command a federal station.

"Such a federal-controlled station could be used [1] to create good will between this and other nations, [2] to eradicate international misunderstandings, and [3] to develop two-way trade between the United States and other nations."



THE BRITISH BROADCASTING CORPORATION, according to *The Listener* for January 20, 1937, is making an experiment to see if it is possible to find out what the listening public thinks of radio dramatic productions. Two hundred people have been asked to listen with special care for about two months. They are being sent a list of questions about each production and an analysis of the answers will be made. The listeners chosen are of all types and from all parts of the country and it is hoped that the replies will reflect the ordinary man's reasons for enjoying or not enjoying a radio play.

THE COMMITTEE has on hand a limited supply of the following free publications:

Tyler, Tracy F. *An Appraisal of Radio Broadcasting in the Land-Grant Colleges and State Universities*.

Tyler, Tracy F. *Some Interpretations and Conclusions of the Land-Grant Radio Survey*.

Requests will be honored in the order in which they are received. Address them to the National Committee on Education by Radio, Room 308, One Madison Avenue, New York, N. Y.

WALDO ABBOT, director of broadcasting service, University of Michigan, is the author of a *Handbook of Radio Broadcasting*, to be published this month by the McGraw-Hill Publishing Company, New York, N. Y. This handbook is written for students and teachers of speech and of broadcasting, for the teacher receiving educational programs in the classroom, for those who are in the radio profession, for the radio listener, and for the person who is or who may be a radio speaker or writer.

COMMANDER T. A. M. CRAVEN, chief engineer of the Federal Communications Commission, who has already made a report on the engineering aspects of the reallocation hearings held last October, is expected to report soon on the testimony concerning the economic and social aspects of broadcasting which was developed in the same hearing. This report will be the first of its kind to be prepared within the Commission.

LET FREEDOM RING, a new series of weekly educational radio programs dramatizing the struggle of the human race to win civil liberties, is being presented by the Educational Radio Project of the U. S. Office of Education. "Let Freedom Ring," the seventh series to be presented over the networks by the Educational Radio Project, began on February 22.

ALLEN MILLER, director of the University Broadcasting Council of Chicago, has been granted a fellowship by the Rockefeller Foundation for observation and training in network procedure at the NBC studios in New York.

In the second place, education, when it goes on the air, wants to be assured of a real opportunity to reach an audience. This is a fundamental problem, so far as chain broadcasting is concerned. Educators, told that they are to have a nationwide network, have checked up to find that their program was being carried by less than a dozen stations. The best report on the experience of educators in the use of networks for educational programs is contained in the pamphlet, *4 Years of Network Broadcasting*.<sup>2</sup> It justifies fears which many educators have had with respect to education on the networks.

In the third place, educators want for themselves in the use of radio the same kind of freedom which they enjoy in the classroom. This does not mean that they want to be free to follow any whim which may come into their minds. They are not free to do that in their teaching. They are used to subscribing to established policies. A professor of chemistry would not undertake to speak with authority on matters of psychology. In radio they are willing to accept reasonable limits within which to confine their discussions. However, they expect these limits, once set, to be respected by all parties to the agreement. They expect to feel as secure in the exercise of their rights as are the broadcasters in the exercise of theirs.

At the present time such freedom does not exist. The contract under which education is allowed to approach the microphone is largely unilateral. The broadcasters may stop the program at almost any moment on any one of a number of grounds. They may take exception to the script or to particular passages of it. They may take exception to the way in which it is presented. Furthermore, there is no effective recourse against their judgment.

Conceding fully that there are countless instances in which the criticism of broadcasters has helped to improve the quality of educational programs, educators can produce ample evidence that the broadcasters are not infallible enough to warrant arbitrary power in the exercise of their judgment. One significant and not particularly subtle bit of evidence comes from a contrast between the often reiterated statement that educators must put more showmanship into their programs and the comments which the officers of the Columbia Broadcasting System had to make when the Republican National Committee asked to buy time for the dramatization of politics. The following quotation appeared early in the correspondence between these two principals:

Our reasons for not allowing dramatizations are as follows: Appeals to the electorate should be intellectual and not based on emotion, passion, or prejudice. We recognize that even the oratorical discussion of campaign issues can be to a degree stamped with the aforementioned flaws, but we are convinced that dramatizations would throw the radio campaign almost wholly over to the emotional side. Then, too, we believe that the dramatic method by its very nature would tend to over-emphasize incidents of minor importance and significance, simply because of the dramatic value. While we realize that no approach to the electorate is absolutely ideal, we believe American voters have long been trained to discriminate among the assertions of orators whereas we do not believe they could discriminate fairly among dramatizations, so that the turn of national issues might well depend on the skill of warring dramatists rather than on the merits of the issue debated.<sup>3</sup>

It may be that the educational and cultural interests of the nation want from radio more than they have any right to expect and more than they have any possibility of getting. If so, these groups will be the first to make concessions, so long as there is no attempt to make them compromise on the fundamental proposition that broadcasting must constitute a constructive influence and that social values must be paramount in radio.

<sup>2</sup> *Education by Radio* 7:6. February 1937.

<sup>3</sup> Columbia Broadcasting System, *Political Broadcasts*. New York: CBS, 1935.



# Education

by **R A D I O**

A Bulletin to Promote the  
Use of Radio for Educational,  
Cultural, and Civic Purposes

Volume 7

APRIL 1937

Number 4

## So They Don't Want Educational Programs?

**I**N THE NEXT FIVE HUNDRED WORDS I will describe the puncturing of a myth of modern broadcasting. This myth, a frustrating fantasy, is worth killing because its execution may encourage the assassination of some of the more hideous monstrosities that crawl out of our loudspeakers.

What is this myth? You will find it wearing various guises. You will find both broadcasters and educators accepting it. You will find it cropping out in many of the speeches delivered at the recent National Conference on Educational Broadcasting. You will find it in the report of *4 Years of Network Broadcasting*.

Briefly, the myth asks you to believe that, "The majority of the American people want entertainment from their radios—they do not want education." Sometimes you find it couched differently. Prominent educators will say, "Of course we realize that educational programs can never be as popular as 'Amos and Andy' or Rudy Vallee, but they appeal to the minority and that minority should be served."

That myth, that conviction, that assumption is now dead. It has been slain in the last nine months; murdered by the combined strength of 300,000 American radio listeners.

Little did these 300,000 listeners realize that they were killing a modern myth when they wrote to the U. S. Office of Education. They thought they were writing in response to broadcasts presented by the Educational Radio Project, but their letters, flowing into Washington in an ever-increasing flood—ten thousand, fifteen thousand, twenty thousand *per week*—have introduced a new fact in American broadcasting, namely, that the public for education on the air is probably as large as it is for entertainment!

By what right can this claim be made? Three hundred thousand is small beside 4,200,000 letters recently received on a soap series. It is small beside the other records established by many commercial concerns. Yet 300,000 letters is probably more listener mail than any sustaining educational program not created by network broadcasters has yet rolled in. Considering the fact that prizes were not offered, it is very heavy. Few if any sustaining programs on NBC, CBS, or MBS can show listener response anywhere near that of the five network programs now being presented by the Office of Education.

What does this prove? It proves that millions of Americans want educational programs prepared to meet public tastes and interests. To those who have examined this flood of letters, there is clear evidence that educational programs, adequately financed and skillfully produced, can compete with any entertainment programs on the air. This evidence challenges the moss-covered assumption that the public demand is solely for entertainment and issues a clarion call for a new definition of "public interest, convenience, and necessity."

**A** SUGGESTED SYLLABUS for a course in radio education has been completed as a cooperative project of the National Committee on Education by Radio. A tentative draft of the syllabus, prepared by Dr. Cline M. Koon, U. S. Office of Education, I. Keith Tyler, Bureau of Educational Research, The Ohio State University, and S. Howard Evans, secretary, NCER, was subjected to criticism by a considerable number of competent reviewers. The final draft should be available shortly and will be sent without charge to interested persons. Address requests to: National Committee on Education by Radio, Room 308, One Madison Avenue, New York, N. Y.

**T**HE RADIO WORKSHOP of New York University is now accepting registrations for its summer session, July 6-August 14, 1937. A maximum of sixty students will be admitted and registration will close when that figure is reached. Requests for admission should include data concerning the applicant's training, experience, and present occupation, and must be accompanied by a \$5 registration fee. The cost to each student will be \$50 for the complete course. Applications should be addressed to: Dr. Carl E. Marsden, Radio Workshop, Division of General Education, New York University, 20 Washington Square North, New York, N. Y.

**D**R. LESTER K. ADE, superintendent of public instruction for Pennsylvania, foresees a day when every well-planned school will have a radio coach as well as an athletic coach. The radio coach would be expected not only to write and produce effective educational radio programs but also to instruct pupils in the art of radio.

**E**VERY ADDED POTENTIAL LISTENER adds to the responsibility which always follows the broadcaster, the responsibility of seeing that the program is worthy of its audience.—FRANKLIN D. ROOSEVELT.

**W**ILLIAM DOW BOUTWELL, chief, editorial division, U. S. Office of Education, and director, Educational Radio Project, is the author of the article in the adjoining column.

# EDUCATION BY RADIO

is published monthly by

## THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

S. HOWARD EVANS, *secretary*

One Madison Avenue, New York, N. Y.

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AT THE UNIVERSITY OF SOUTHERN CALIFORNIA the activities of the various schools and colleges on the campus have been correlated with the work of a radio staff. Musical programs, interviews, lectures, and dramatic presentations bring the various departments to the public. The present organization was set up in 1932. By actual participation in writing, announcing, and in operating equipment, as well as in producing programs, students secure knowledge of radio which they can gain in no other way while in school.

THE FIRST INDIANA RADIO CLINIC was held at the Indiana State Teachers College, Terre Haute, on February 13. The purpose of the clinic was to bring together representatives of high schools, colleges, radio stations, and others interested in educational radio broadcasts to consider mutual problems. Similar meetings might well be inaugurated in other localities and should not fail to foster a closer cooperation for the most effective use of the radio as an educational device.

G. W. RICHARDSON of the Canadian Broadcasting Corporation has made what seems to be the best study to date on the legal status of broadcasting in Canada. It appeared under the title, "A Survey of Canadian Broadcasting Legislation," in the *Canadian Bar Review* for February 1937. He concludes that while broadcasting is a business, it falls for obvious reasons within the public service type of organization.

## Radio at the New Orleans Convention

THE DISCUSSION OF RADIO at the meetings of the Department of Superintendence of the National Education Association held recently at New Orleans, Louisiana, was restricted to a single session of that great convention. That session was very significant, however, because it was the third of a series of meetings for the consideration of a public relations program for schools. The first meeting considered the question, "What Is the Public?" The subject of the second was, "Technics by which the Relations of School and Public May Be Clarified." To give radio special consideration in such a series was important recognition.

Dr. Arthur G. Crane, president of the University of Wyoming and chairman of the National Committee on Education by Radio, presided over the section on radio. He was assisted by a panel consisting of: William Dow Boutwell, director of the Educational Radio Project, U. S. Office of Education; I. Keith Tyler of the Bureau of Educational Research, The Ohio State University; Judith Waller and Franklin Dunham of the National Broadcasting Company; and Edward R. Murrow of the Columbia Broadcasting System.

A. Helen Anderson, chairman of the series of public relations meetings, had prepared the following questions for the consideration of the radio session:

[1] What essentials have educators failed to consider in preparing radio broadcasts?

[2] What is the place of the student forum in radio?

[3] Are educational programs, designed as propaganda, justifiable?

To these questions Dr. Crane added two more:

[4] Can programs of school business be made good publicity?

[5] Can broadcasts of instruction to the classrooms be made helpful in establishing good public relationships?

These questions created a framework broad enough for the admission of discussion on many general problems. They also opened the way for a pertinent and detailed recital of experiences which schools have had in the use of broadcasting.

After lengthy discussion, in which many people participated, it was agreed that radio has tremendous possibilities as a medium of acquainting the public with the schools. It was emphasized particularly that the picture of school work should be given realistically. This might be done in two ways: [1] by programs designed for classroom use but listened to by parents, and [2] by programs put on by the schools and designed specifically for parents.

There can be little doubt that the most penetrating and entertaining contribution to the discussion was made by Mr. Boutwell. Disclaiming all personal responsibility for statements made, he undertook to define some of the terms of educational broadcasting in accordance with the facts as they must appear to a disinterested but analytical observer. His remarks were so challenging that they are quoted at length:

To lay the basis for discussion I propose to present some definitions of the terms and names which I presume will be dealt with during the afternoon. I propose to define radio station, wavelength, school, publicity, public relations, and similar terms.

In offering these definitions I have tried to put them as a man from Mars might do. I ask you to consider these definitions not as coming from me as a member of the staff of the Office of Education, not as from a friend and associate of all the members of this panel. This is an attempt to attain an objective view of what we are about to discuss. Here are the tentative definitions of the man from Mars who is oblivious to the loyalties, emotions, and attitudes of humans:



**Schools:** Services, largely to youth, which society has decided to buy cooperatively, instead of thru the dividend-bonus corporation method; this service consists of implanting in newcomers sufficient of our curious habits and customs to warrant the admission of these newcomers to the great American social and pleasure club.

**Propaganda:** Organization and distribution of material and acts undertaken to bias public attitude and reaction to problems facing society.

**Publicity:** Use of various channels of information to familiarize the public with some plan, product, or activity, for example, a bond issue which a school board wants passed.

**Public relations:** Concerns the operations of an institution or organization to accomplish its objectives with utmost internal but more particularly external harmony. Sometimes those who engage in publicity call themselves public relations counsels in order to charge more for their services.

**Radio station:** A speculative, and to date, generally a profitable venture in real estate. Having obtained a public utility license to a wavelength by purchase or vague promises to the Federal Communications Commission, the speculator rents some rooms, caretakers, and some wires to advertising agencies which handle accounts for merchants. Time, which the station owner cannot sell to an advertiser, he fills with records and educational programs for which he pays little or nothing and cares less.

**Exception:** Some stations are acquired by newspaper proprietors in order to stifle the radio so it will not compete with the newspaper business.

**Wavelength:** A curious electromagnetic impulse, limited in variety, owned by the people of the United States. Wavelengths are given to commercial speculators by the Federal Communications Commission on condition that the speculators come back every six months and say, "Please, may I have it for six months more?" The Commission makes these six months gifts of public property on condition that the speculator use the gift in, as the law says, "the public interest, convenience, and necessity." But this is not as difficult a requirement as it may sound because neither the Commission nor Congress nor anyone else has decided what it means. Speculators take these gifts of public property and resell them to other speculators at handsome prices—sometimes more than \$1,000,000.

**Radio broadcasting:** This is one of the most absurd and inefficient methods by which sane persons have ever tried to communicate with one another. It is like trying to catch and hold the attention of a million blind persons, each of whom is occupied with something else at the time. It is such an inefficient method of communication that, as a rule, only a combination of skilled writers, skilled actors, and a large orchestra can effectively communicate with large numbers of listeners. And yet the unique distinction of radio, the ability to communicate with millions, instantaneously, in their own homes, is so desired by merchants and citizens themselves, that ways have been found to overcome the inefficiencies inherent in this form of communication. Limitations of radio broadcasting have compelled its use chiefly as a musical background for life and for short, swift, window-shopper units of information such as news, gags, and clambakes. Clambakes are variety programs. Radio broadcasting is particularly well adapted to the educational task of stimulating intellectual and cultural activities, but it has not been used for this purpose extensively for two reasons: first, because educators have not been able to collect or allocate sufficient funds to buy the skill necessary to use this queer method of communication; second, because advertisers don't want the thinking of listeners diverted into channels which might make them forget about the product advertised.

**Local station:** A radio station licensed to use a wavelength to serve the particular needs of local citizens, but whose owner has usually found it more profitable and a lot less trouble to be a chain store for a New York or Chicago distributor.

**Network broadcasting:** A scheme which was originally planned to promote the sale of tubes and radio sets thru the distribution to local outlets of programs created in New York and Chicago, which, it was thought, large numbers of people would like to hear. It soon became evident that assembling a network of stations for an advertising agency desiring national coverage was more profitable than the sale of tubes. Therefore the companies organizing the networks have become brokers between local distributors—radio stations—and national advertising agencies who create programs for the benefit of their clients. At present the scheme is so organized that local stations have to take an advertising agency program whether they want to or not and the advertisers take up practically all the time most adapted to communicating with the public. The local distributor, on the other hand, is under no compulsion to take a non-advertising program, such as an educational program, so when national education programs are offered to him the local distributor frequently sells that time to a local advertiser if he can. This is called operating radio stations in the public interest.

Those, my friends, are the definitions of the man from Mars who tries to be exact and truthful. You will at once recognize that his unfamiliarity with earthly affairs and his lack of proper background have led him to make some definitions with which you and I cannot agree. But if we don't accept his definitions, we can proceed to make our own.

A BILL has been introduced into the State Legislature of California for the construction of two 50,000 watt broadcasting stations to provide adequate radio broadcasting facilities for the extension division of the University of California. The bill provides that one station shall be located on the campus at Berkeley and the other on the campus at Los Angeles. Section 3 of the bill states that "the operation of said stations shall be under the supervision and control of the extension division of the university. The division shall prepare and broadcast a curriculum of education beneficial to those citizens who are unable to partake of the benefits afforded by actual attendance at a university. The division shall arrange to broadcast, directly or by remote control from various cities of the state, public debates and discussions on matters of vital interest to the people of the state of California. They may also arrange for the broadcast of such other matters and programs as they shall deem to be of educational or cultural value."

While no request for construction permits has been submitted to the Federal Communications Commission as yet, this expression of interest in educational broadcasting for Californians is timely and worthy of recording.

THE EIGHTH ANNUAL INSTITUTE FOR EDUCATION BY RADIO will be held in Columbus, Ohio, May 3-5. Features of the Institute this year will be a broadcast by Dr. Joseph E. Maddy, University of Michigan, on his weekly band lesson, an address on "Radio's Responsibility for National Culture" by Gladstone Murray, general manager of the Canadian Broadcasting Corporation, the first American exhibition of recordings of educational radio programs, and an address by Dr. John W. Studebaker, U. S. Commissioner of Education, on "The Governments' Responsibility for Educational Broadcasting." I. Keith Tyler of the Bureau of Educational Research, Ohio State University, Columbus, is in charge of arrangements for the Institute, which will bring together scores of leaders in radio, representing educational institutions and their radio stations, the chains, and commercial stations, as well as governmental agencies concerned with radio.

THE SCHOOL EXECUTIVE for March 1937 contains an article on "The Use of Radio in the Schools" by Dr. Arthur G. Crane. In his article Dr. Crane outlines a detailed program of experimentation designed to show school teachers and administrators how effective radio can be as a tool with which to improve teaching. Dr. Crane describes the kind of demonstration which he believes will do as much for education by radio as Lindbergh's solo flight over the Atlantic did for aviation.

ANNING S. PRALL has been reappointed by President Roosevelt to be chairman of the Federal Communications Commission for another year. His previous appointment expired March 11.



THE RADIO WORKSHOP of New York University, which is operated in cooperation with the Educational Radio Project of the U. S. Office of Education, will hold a two-day institute for classroom teachers, May 14 and 15. A unique and highly important feature of the institute will be a demonstration of radio equipment for school use. Those interested in further details should get in touch with Dean Ned H. Dearborn, Division of General Education, New York University, New York, N. Y.

WHERE THE NEWSPAPER and the broadcast station are separately controlled the listener may receive the full benefit of both. . . . He has more chance to decide for himself what is really happening, what its influence upon him, his family, his community, his country, is likely to be. Obviously the newspaper and the broadcast station cannot be checked against each other when both are under the same control.—IRVIN STEWART, member, Federal Communications Commission.

STATION WHAZ, Rensselaer Polytechnic Institute, Troy, N. Y., has made broadcast tests for several weeks on 1000 watts power to demonstrate to the Federal Communications Commission that its present power could be doubled without disturbing other radio channels. Following successful completion of the tests, various commercial interests are reported to be coveting WHAZ's facilities. WHAZ is a pioneer college experimental station and has been on the air since 1922.

EDWARD R. MURROW, director of talks for the Columbia Broadcasting System, is to become European director for Columbia beginning about the first of May. His departure from the position which was equivalent to educational director is to be regretted because both by educational background and inclination he was the most sympathetic friend education has had in the network offices. No announcement has been made as to his successor.

THE WOMEN'S NATIONAL RADIO COMMITTEE, organized in 1934 to represent various women's club groups in dealing with radio, has now undertaken to make radio program analyses for commercial organizations and at commercial rates. *Variety* asks how the committee will be able to avoid embarrassment "with advertising clients and clubwomen members all in one family."

RADIO EDUCATION has traveled a long road since its early pioneering. It has broadened its field and has slowly grown to a full recognition of its possibilities.—ANNING S. PRALL, chairman, Federal Communications Commission, in an address before the First National Conference on Educational Broadcasting, Washington, D. C., December 10, 1936.

## Guideposts for Producing Educational Programs

PROPOS MR. BOUTWELL'S CLAIM for the mass appeal of educational programs, some readers may want to know the guideposts by which such programs are prepared. They are of two kinds: those which have to do with educational objectives, and those which are concerned exclusively with the problem of attracting and holding an audience.

The following tentative educational guideposts have been suggested to writers connected with the Educational Radio Project:

- [1] Does the program have unity; that is, do the parts contribute to a central idea which, in turn, is a logical sector of a program series?
- [2] Is the subjectmatter selected educationally important? A good test of importance is whether or not the facts or anecdotes would be included in the curriculum of a progressive school system.
- [3] Will the program effectively induce a considerable proportion of listeners to explore the subject more completely by reading, by discussion, or other self-educative activity?
- [4] Is there a summary at the close to fix in the listener's mind the major points brought out by the script?
- [5] Is the selection and presentation of the material such that the voluntary interest of the "students" [listeners] will be aroused?

The guideposts for attracting and holding the attention of a radio audience are more numerous and perhaps less tentative. They include and supplement good practise in playwriting, which is almost a prerequisite for scripwriting. They are as follows:

- [1] Listener attention should be caught in the first twenty seconds. Methods: novelty sound, theme music, interest-challenging statement, or provocative dialog.
- [2] The first minute of the script should arouse the curiosity of the listener in what is to follow.
- [3] Direct the program to the audience most likely to be listening on the station or stations being used at the time allotted. Are they women, children, men tired from a day's work, city people, country people? Keep in mind what a majority of listeners are likely to be doing while you are seeking their attention. Try to fit your program to what you think their mental state is at the moment.
- [4] Limitations of listeners both in terms of vocabulary and experience should be kept in mind. Don't ask listeners to make mental expeditions too far beyond the range of their power.
- [5] The subject of the broadcast must be potentially interesting to a majority or a reasonably large proportion of listeners reachable at the time and thru the outlets available.
- [6] The presentation should include listener participation, if it is nothing more than keeping time to music, laughter, using paper and pencil, or even more important, an emotional response, a desire to "do something about it."
- [7] Visualize scenes and people before beginning action; that is, "set the stage."
- [8] Each voice or sound should be clearly established; that is, listeners should not be left wondering who a speaker is or what a sound is. All future behavior of a character should be motivated beforehand.
- [9] Each line of dialog should be as short as possible and to the point, without hurting characterization or dramatization.
- [10] The script should "flow." Even more essential than on the stage or in a moving picture, because of the limited time and holding power, the lines of a radio script should advance the plot or the subjectmatter steadily toward the climax.
- [11] Variety is essential. No actor or group of actors should be asked to carry a scene longer than interest in a particular situation can be maintained—about two minutes.
- [12] The script should continually remind listeners of others present in the scene even if they are not speaking.
- [13] Sounds and action should be properly prepared for in advance; that is, if the Indians are coming, anticipation of the sound of hoof beats must be built up in advance.
- [14] Characters should speak in character; residents of a particular place should speak like residents of that place.
- [15] If an address to which mail is to be sent is used, it should be repeated at least three times. The same holds true for the name of the school, agency, or company. Any offer used at the close of a broadcast should be prepared for at the opening.
- [16] Directions for the production director and music director should be ample and clear.



# Education

by **R A D I O**

A Bulletin to Promote the  
Use of Radio for Educational,  
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Volume 7

MAY 1937

Number 5

## Government and Radio

I AM VITALLY INTERESTED in the problem we now have before us because *I believe that radio is destined to affect the scope and progress of education and, therefore, our national life in general, with results quite as revolutionary as those which followed the invention of the printing press.* Radio's possibilities are yet but relatively slightly appreciated. The understanding necessary to make adequate educational use of it is now emerging as a genuine reality. The existence of the tremendous power of radio is a fundamental fact that has been abruptly thrust into our system of living and it deserves the most serious and intensive study. We approach it with no feeling of mastery but with a will to understand it, to learn better how to use it, to aid in finding greater use for it, and to determine the government's responsibility for its educational use, particularly as that responsibility should be discharged thru the federal Office of Education. . . .

I have examined carefully the Act creating the Office of Education. It seems clear beyond question that radio has an important role to play in achieving the broad purpose of the government in "diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems," and that it has perhaps a greater obligation to "promote the cause of education thruout the country."

We are seeing more clearly each day that we must have a scheme of educational organization modernized to fit the spirit and the practical needs of an inter-dependent society which demands swift-moving, cooperative effort. One of the cardinal virtues of democracy is that it provides more adequately than any other system of social organization for the sharing of ideas and experiences. . . . What I am suggesting, then, is the need for a much better scheme than has yet been developed by which, in the field of organized education itself and for the benefit of the public in general, this interchange of facts and ideas over increasingly wide areas may be accelerated; by which, with speed, regularity, and certainty the most outstanding successes of each state or local community, in its unique social, economic, and political ventures, skillfully and interestingly related and intelligently interpreted, shall become the successes of all; a process by which the rich heritages of the past may be woven into the personalities of the masses.

In this great realm in which national progress is sought thru more widespread, voluntarily accepted, common understanding, we cannot rely solely upon the "horse and buggy" methods of the simple life that is gone forever. Here we must bring to our aid a generous use of the power of the most modern devices for securing personal growth

DR. JOHN W. STUDEBAKER, U. S. Commissioner of Education, was the speaker at the banquet of the Eighth Annual Institute for Education by Radio. His address, entitled "The Government's Responsibility for Educational Broadcasting," was such a concise statement of the duties of the federal government, and particularly of the Office of Education, concerning educational radio, that it is being brought, in slightly condensed form, to the readers of *Education by Radio*. It begins in the adjoining column and continues thruout this issue. It will be published in full in *Education on the Air, 1937*, the proceedings of the Institute.

•

"THE FALL OF THE CITY" [a poetic drama by Archibald MacLeish] proved to most listeners that the radio, which conveys only sound, is science's gift to poetry and poetic drama; that thirty minutes is an ideal time for a verse play; that artistically radio is ready to come of age, for in the hands of a master a \$10 receiving set can become a living theater, its loudspeaker a national proscenium.—*Time*, April 19, 1937.

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THE EIGHTH ANNUAL INSTITUTE FOR EDUCATION BY RADIO was held May 3-5 in Columbus, Ohio. Approximately 250 persons, including both educators and representatives of the radio industry, took part in the three-day conference. A number of the notes in this issue refer to this meeting as "the Institute."

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MEREDITH PAGE, director of the Ohio Radio Workshop, is the author of a new handbook of suggestions for amateur radio groups. The booklet, entitled *Radio Script Duplication*, may be procured from the Bureau of Educational Research, Ohio State University, Columbus, Ohio. The price is fifty cents.

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IN NEW JERSEY a proposal for a state-owned and operated noncommercial radio station to be devoted in part to educational programs has been approved by the State Advisory Committee on Public Recreation.

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DEEMS TAYLOR, commentator for the New York Philharmonic Symphony Orchestra, during the final broadcast of the 1936-37 season on April 18, made some enlightening comments on what he had found out about his audience from the mail he has received. Mr. Taylor has concluded, first, that people do not listen accurately, and second, that they are intolerant. He made very clear his opinion of what he termed a "national educational racket," the habit high school and college students have acquired of writing to authors, commentators, artists, statesmen, and other public figures, expecting to receive a complete essay in response to a few questions, the answers to most of which the student could find out for himself in any library. Mr. Taylor suspects that teachers are abetting rather than discouraging this practise, since one letter stated that "My teacher says I may have an extra credit if you will sign your reply." The evidence that American men are taking an increasing interest in fine music makes Mr. Taylor feel very much heartened.

A FEW COPIES of the following two free publications, which are now out of print, are available on request:

Advisory Committee on Education by Radio. *Report*. Columbus, Ohio: The F. J. Heer Printing Co., 1930. 246 p.

Perry, Armstrong. *Radio in Education*. New York: The Payne Fund, 1929. 166 p.

Requests should be addressed to the National Committee on Education by Radio, Room 308, One Madison Avenue, New York, N. Y.

and mass civic enlightenment. No government can or will shirk that responsibility. The dictatorships of the world have eagerly capitalized the sweeping pervasiveness of radio for their peculiar purposes to restrict learning and to enforce beliefs. As our democracy enters new stages of its race with the forces which tend to destroy it, we must learn how to gear this powerful twentieth century instrument of mass communication to the high aims of a social order which is dedicated to the principle that the widest possible opportunity to learn will produce, in the long run, the soundest beliefs, and the greatest happiness for all. As the Office of Education in your federal government assumes its share of this responsibility it will be more than a clearing house; it will be a dynamic force in sustaining our democratic ideals and practises and in constantly elevating the general level of American occupational and cultural life.

The responsibility of the federal government for educational broadcasting, as I see the situation, falls within at least three areas, as follows: [1] to safeguard the use of radio frequencies to insure the maximum of public service; [2] to use radio to acquaint the public with the work of the government; and [3] to keep the public posted concerning the services it should expect of radio, and to persuade and assist broadcasters to provide those services.

**Safeguard radio frequencies:** Radio frequencies are recognized as public property by the Congress of the United States which has placed in the hands of the Federal Communications Commission the responsibility of securing the use of these frequencies in the "public interest, convenience, and necessity." The Commission, in turn, has set up certain regulations to govern the granting of licenses. Under these regulations, we find that approximately 97 percent of the frequencies within the regular broadcast band are being used by commercial companies which depend upon radio advertising not only to finance the construction and operation of the stations but also to gain financial profits on the original investments. To be sure, these stations have been charged with the responsibility of operating in the public interest, convenience, and necessity, and from time to time they are called upon by the Commission to submit evidence of the public service which they are rendering.

Phenomenal progress has been made in technical equipment under this system and no less phenomenal progress has been made in the technic of broadcasting. Stations and chains have spent large sums of money to create programs having the widest popular appeal, as they vie with one another for audiences. . . . It is hard to conceive, however, that nearly all radio channels in the broadcast band should be placed permanently in the hands of commercial companies even tho they are charged to use them in the public interest, convenience, and necessity.

I do not wish to be interpreted as criticizing the Federal Communications Commission or its predecessor, the Federal Radio Commission. They set up regulations to govern the granting of licenses. Commercial agencies complied with the regulations and were granted the licenses. Neither do I wish to be understood as criticizing the commercial broadcasters. They have entertained and enlightened the public, and made noteworthy advances in radio science and in the art of broadcasting. Public agencies were slow to grasp the educational significance of radio, and even slower to work out a sound financial basis for the construction and operation of high-grade stations. Altho much of the early advance in radio engineering emanated from colleges and universities, college radio stations, with few exceptions, have been inadequately financed and therefore backward in the development of the art of broadcasting.



Is it any wonder then that education on the air is rather generally recognized as one of the rough spots in our broadcasting system? The Federal Communications Commission, in its report to the President of the Senate of the United States on January 22, 1935, stated:

The Commission feels, in particular, that broadcasting has a much more important part in the educational program of the country than has yet been found for it. We expect actively to assist in the determination of the rightful place of broadcasting in education and to see that it is used in that place.

It is my opinion that, when broadcasting plays a "much more important part in the educational program," than at present, the result will have been brought about not only by increased cooperation between educators and broadcasters, but also thru a larger number of *public agencies operating stations on the public channels, exclusively in the public interest, performing public services over and above those which these agencies can perform by the use of commercial radio stations alone.* The executive departments of the federal government have not been satisfied to leave to commercial agencies the responsibility of carrying the government's point-to-point radio communications. Roughly, 25 percent of all radio frequencies now in use are assigned to the various departments of the federal government. I am reliably informed that the federal departments expect to use a considerably larger percentage of the ultra-high frequencies.

When the Federal Communications Commission held a conference last June to consider the allocation of the ultra-high frequencies among various agencies and for various services, I requested that a minimum of three megacycles be reserved for the exclusive use of local school systems for services in addition to those which they could normally expect commercial radio stations to perform. This request was for only about one twenty-fifth of the channels under consideration but seemed reasonably adequate to meet the needs of school systems and other educational agencies, since the portion of the frequencies requested would provide approximately seventy-five clear channels suitable for short-range broadcasting. No final decision has been reached in this matter but I confidently expect the Commission to make adequate allocation for this purpose. If it does, then the responsibility for constructing the stations and developing their maximum use in the public interest will fall upon local school officials and other educational groups. If they fail to take advantage of this opportunity within a reasonable length of time, the reservation on these frequencies will no doubt be removed and local school authorities will have missed their opportunity to use them in the performance of their services to the schools and the public. I am fully convinced that I would have been lacking in foresight and negligent of my duty if I had not pointed out the incalculable value to organized education and the general public interest which may come from a widespread and continuous educational use of ultra-high radio frequencies. . . .

**Inform public concerning government:** The legislative and executive departments of our federal government make a rather extensive use of the air to broadcast information about the government. Of course it seems proper that the President and the various federal agencies should use radio as well as other means of communication, for the diffusion of information intended to contribute to an understanding of national problems, to the solidarity of the nation, and to the happiness and well-being of the American people. . . .

According to the President, "The development of our economic life requires the intelligent understanding of the hundreds of complicated elements of our society." One way to develop this understanding is by means of public forums which I have long advocated. . . . As a basis for forum discussions, however, we need a great deal of infor-

**"A MYSTIC KING OF THE NORTH,"** one of the "Let's Draw" series of the Wisconsin School of the Air, received the award for the best program entered as a directed classroom activity in the First American Exhibition of Recordings of Educational Radio Programs, a feature of the Eighth Annual Institute for Education by Radio. In the dramatization class the award was presented to "Freedom of the Press," a program of the "Let Freedom Ring" series of the Educational Radio Project of the U. S. Office of Education.

Seven programs received honorable mention; as follows:

*Talks*—"How the Mind Grows in Infancy," from the series, "Radio Forum on Growth and Development of the Child," planned and produced by the National Congress of Parents and Teachers.

*Directed classroom activities*—"NBC Home Symphony;" "Maddy Band Lessons" from "NBC Instrumental Series;" and "NBC Music Appreciation Hour, Series B."

*Roundtables*—"Youth and National Policy," from series, "Youth and Problems of Today," planned and produced as part of the Wisconsin School of the Air by Station WHA, University of Wisconsin.

*Dramatizations*—"Appointment at Westminster" from NBC "Coronation Series," and "The Penny Auction," planned and produced by the Resettlement Administration, U. S. Department of Agriculture.

Programs submitted in the contest were classified under four headings—talks, directed classroom activities, roundtables, and dramatizations. An award and an honorable mention was to have been given in each class to a program entered by an educational organization and one entered by a commercial station, making eight possible awards and eight honorable mentions.

Ninety-five programs, totaling 39 hours, were submitted in the contest. A preliminary judging reduced the number to 23 programs, totaling 10 hours. The judges felt that only two programs, both of them noncommercial, were of a sufficiently high standard to be worthy of an award.

Judges of the contest were: Dr. Belmont Farley, director of publicity for the National Education Association; Felix Greene, American representative of the British Broadcasting Corporation; and Joseph Ries, educational director of station WLW, Cincinnati. Speaking for the judges, Mr. Ries said that after listening carefully and by no means unsympathetically, the judges had decided that the general standard of educational programs, as represented by the recordings submitted, was regrettably inadequate.

**T**HE EDUCATIONAL RADIO SCRIPT EXCHANGE of the U. S. Office of Education has recently issued Supplement No. 1 to its Script Catalog. The original catalog, published in January 1937, listed 53 scripts. Supplement No. 1 contains 47 additional scripts, making a total of 100 scripts now available free of charge. According to the latest report, more than 40,000 scripts have been distributed. To obtain the catalog or supplement send your request to the Educational Radio Script Exchange, U. S. Office of Education, Washington, D. C.



COMMISSIONER GEORGE HENRY PAYNE of the Federal Communications Commission has proposed a special tax on broadcast stations. He maintains that "the enormous profits made by the broadcast stations more than justify a special tax, as they now enjoy the use of a great national resource and it is the government that bears the burden of the regulation without which they could not exist." Commissioner Payne's plan calls for an annual tax of \$1 a watt for stations using 1000 watts or less power; \$2 a watt for stations using more than 1000 and less than 10,000 watts; \$3 a watt for stations using power in excess of 10,000 watts. Part-time stations would be taxed in proportion to the number of hours they are on the air. Government or state owned stations and stations operated exclusively for nonprofit purposes and broadcasting only unsponsored programs would be exempt from taxation. A bill based on Commissioner Payne's proposal was introduced into the House on April 15 by Representative Boylan of New York and has been referred to the Ways and Means Committee.

THE EXPERIENCE of the Cleveland Public Schools, as reported at the Institute by Assistant Superintendent H. M. Buckley, seems to indicate that the first requisites for successful radio teaching are: teaching merit, ability to visualize a specific classroom of pupils, and a knowledge of the subject from the standpoint of the students' reactions. Considerable classroom experience and a sense of timing are also considered essential. Scripts should be prepared by experts in the subjectmatter. The writer should be present during rehearsals and in a receiving classroom during the broadcast. The most successful subject is music, which lends itself more readily to radio, but teachers and students seem to think the elementary science broadcasts best. An outline of each broadcast, with specific directions to teachers, is sent out a semester in advance. Some advantages of instruction by radio are: it brings an expert teacher into the classroom; it brings a lesson on which many hours of preparation have been spent; it demonstrates good teaching methods to teachers.

STATION KFDY, South Dakota State College, Brookings, considers that its outstanding contribution during the past year has been its service in keeping the farm people informed concerning the AAA and other drought relief projects. Other well received programs were the daily "Farm and Home News" and a question box on farm problems. The work of KFDY has been so valuable to the people of South Dakota that the Farmer's Agricultural Conservation Convention passed a resolution to the effect that KFDY should be given more money and more time on the air. A program on the National Farm and Home Hour which attempted to clear up some of the misconceptions concerning South Dakota originated at KFDY. The best program at present is said to be a series on "Soil Science." KFDY is now planning to purchase recording equipment.

mation about public problems and the part the government is playing in their solution. Along with the press, the radio has come to be a powerful force in the diffusion of this information. Wisely and fairly selected and planned, this information is not only useful in organized public discussions but also in the provocation of informal discussion of national problems in every city and village thruout the country. This service is particularly useful to a democracy in a country like ours with its broad geographical expanse, its diversified physical characteristics and climatic conditions, and its population of many races of people from all parts of the world. Thru radio, space can be annihilated and our tens of millions of people made neighbors.

Believing that convictions should be followed by action, we secured emergency funds to launch the Federal Radio Education Project about a year and a half ago as an experimental demonstration in educational radio programs. Thru this project, we are now broadcasting five weekly series over coast-to-coast networks of the national chains. . . . We are broadcasting in an attractive and interesting manner a wealth of information about the government or collected by it. . . .

**Sensitize the public to higher standards:** For the past six years the Office of Education has maintained a radio service charged with the responsibility of collecting and disseminating information intended to facilitate the use of radio in education; to conduct studies; to encourage research intended to solve the basic problems involved; and to give information and counsel to both broadcasters and educators who wish to improve the use of the air for educational purposes. . . .

Realizing the seriousness of the problem of the proper educational use of radio and a responsibility for its solution, the Federal Communications Commission appointed the Federal Radio Education Committee to work out means within the present broadcast structure whereby the educators on the one hand and the broadcasters on the other can combine forces [1] to eliminate controversy and misunderstanding between groups of educators and between the industry and educators; and [2] to promote actual cooperative arrangements between educators and broadcasters on national, regional, and local bases.

There is no need for me to discuss the complex problems faced by this Committee. The Committee is of the opinion that a number of important studies should be made as a means of improving the cooperative use of the air for educational purposes. To date, sufficient funds for these studies have not been secured but they seem to be assured. I am firmly convinced that the returns on substantial investments in radio research and practical experimentation in educational broadcasting, conducted by the ablest minds in the radio and educational fields, will yield valuable dividends in terms of improved educational broadcasting service.

The federal government in assuming the responsibility of establishing a radio system to be operated in the public interest, convenience, and necessity will need to work out the basic problems in the system that are interfering with the maximum benefits to the public, the legal responsibility being vested in the Federal Communications Commission, and the educational responsibility in the Office of Education. Within the means at our disposal, we have no intention of being remiss in our duty. As a service to organized education, we should encourage teacher training in broadcasting, in the school use of radio, and in the teaching of radio-program appreciation, just as we encourage teacher training in other important fields. We also should help to keep educators, in particular, posted about and alive to the ways in which they can gain the greatest benefits from the use of radio. . . .



**Government's responsibility summarized:** May I now present a number of points for consideration in determining more definitely than I have done in this presentation, the future responsibilities of the government for educational broadcasting.

[1] There are thousands of programs broadcast annually by the Columbia Broadcasting System, the National Broadcasting Company, and other chains. A large percentage of these programs are commercial and have assured outlets which provide a certain and predetermined coverage. A plan for commercial broadcasting in this country has therefore been evolved which provides a *thoro and definite system* for such broadcasting. However, in the field of non-commercial educational broadcasting, there is no such parallel. Non-commercial, educational programs are merely offered by the chains but there is no assured coverage. The question therefore is: Under what policies and by what means shall this nation have available for use a *real system* for the national broadcasting of noncommercial educational programs?

[2] There is no socially sound reason why there should be adequate, systematic, and sustained provision for an assured, regular, national coverage for ideas concerning articles for sale, while at the same time there is no similar provision for the dissemination of knowledge, ideas, ideals and inspiration which serve the sole purpose of lifting the general level of enlightenment and culture.

It is as reasonable to argue that all radio advertising should be done independently by the many radio stations as it is to argue that the contribution which radio may make to the enlightenment and culture of the nation should depend wholly upon a multiplicity of individual producing groups and stations acting independently. The reason *national* broadcasting of articles for sale is popular is that, thru it, a given degree of excellence and effectiveness of a program may be created at less expense per individual consumer than if the same quality of program were prepared and produced by more than one unit of organization. In other words, in the field of the agencies for influencing human conduct or reactions radio readily lends itself to the purposes and economies characteristic of mass production in industry generally. Hence the growing use of network broadcasting.

[3] The rapid increase in the volume and complexity of knowledge and in the intricacies of human relationships creates a demand for the fullest possible use of the most effective and economical means of spreading knowledge and of creating an understanding of social problems. A democratic society, therefore, in the interest of public welfare and thru public agencies will persistently seek the use of those means of mass communication which are most efficient in the dissemination of knowledge and in the creation of keener and more pervasive social insights.

[4] By its very nature radio must operate on and thru the public domain and must be publicly regulated. For these reasons the public will never relinquish its control of radio, and for the reasons stated above, this control will probably tend to increase rather than to diminish. This policy and trend are expressed in the announced determination of the public thru Congress to insist that radio be operated in the people's "interest, convenience, and necessity." The severity of governmental controls will be lessened in the degree in which the radio industry makes controls unnecessary.

[5] For the reason indicated the future undoubtedly will bring increasingly critical examination of the performance of the radio industry with special reference to its service in behalf of the people's "interest, convenience, and necessity."

[6] Without question the public will steadily develop the feeling

THE STATE OF GEORGIA has enacted legislation creating a State Radio Commission. The Commission is to take over and operate station WGST and any other radio stations the state may acquire. Membership of the Commission includes the governor, the president of the Senate, the speaker of the House, the president of Georgia School of Technology, and three citizens to be named by the governor.

WGST was given to the Georgia School of Technology by the late Clark Howell, Sr. The school leased the station to the Southern Broadcasting Company to be operated commercially and the present lease has about three years to run, with the privilege of a ten-year renewal. Governor E. D. Rivers pointed out, however, that it was unfair to the people of Georgia to tie up the station so long when radio is expanding so rapidly, and that a law passed in 1931 gave the state title to all property owned by state institutions. For that reason the lease on the station could not be considered binding, since it was not approved by the legislature.

THE FRANK A. DAY JR. HIGH SCHOOL of Newtonville, Mass., has been a pioneer in the development of radio programs presented by pupils over the public address system of the school itself. The principal of the school, Russell V. Burkhard, has been the guiding hand of this enterprise. Beginning with the use of the public address system, Mr. Burkhard's pupils have had frequent occasion to use the facilities of broadcasting stations for the presentation of programs of state and national interest. The programs dramatize school situations and serve to interpret school life to the public. The scripts are prepared and presented by pupils under the supervision of a technical director who is assisted by the English department. The justification of the program as a student enterprise lies in its value in developing personality for all careers and as a first-class educational experience. According to Mr. Burkhard, some of the pupils have used their broadcasting experience as a basis for a selection of vocations.

AN ESPECIALLY INTERESTING FEATURE of the Institute was the talk on production given at the Wednesday morning session by Rikel Kent of Station WLW, Cincinnati. Mr. Kent's fame as a producer made his comments of particular value. He stressed the importance of allowing actors to interpret their parts in their own way rather than forcing them to follow rigorously the director's ideas. He felt also that directors should be more human in their handling of young people who appear for auditions. Even when they are unable to use the candidates they can at least find merit and give words of encouragement where they are deserved. He gave the impression that in his opinion an actor on a commercial program was in reality a salesman and, regardless of art or his own personal opinions, everything should be subordinated to the purpose of the program—sales. Mr. Kent's speaking in the manner of a director haranguing his cast added considerable to the effectiveness of his presentation.



ACCORDING TO Assistant Superintendent H. M. Buckley, the Cleveland Public Schools are planning the installation of an ultra-shortwave transmitter to be used in reaching all of the schools in their system. It is felt that the public schools will be served best by securing channels in that part of the spectrum where they can work without conflict with commercial stations. Considerable study has been given to this proposal both as regards its effectiveness and the costs of installation. It is probable that a single receiving set will be installed in each school building so that programs can be distributed within the building over the existing public address system. All broadcasting by the Cleveland Public Schools is designed for classroom reception. If Cleveland carries out its plan, it will be the first city school system to take advantage of the ultra-shortwave band which the U. S. Commissioner of Education requested set aside for educational use.

SIX MEMBERS of the staff of the Detroit public schools were registered at the Institute. As a result, those attending the section Monday evening devoted to broadcasting in the schools learned a great deal about the educational broadcasting program being carried on in Detroit. In brief, the programs, which are in the nature of dramatizations presented by school pupils, are planned, tried out, and presented by means of a cooperative effort between pupils, teachers, and the members of the supervisory and administrative staffs. An important factor in the Detroit plan for school broadcasting is a principals' radio committee, of which Owen A. Emmons, principal, Cooley High School, is chairman.

THE REGIONAL ITALIAN CIVIC PROJECT of the Connecticut Congress of Parents and Teachers is a very worthwhile experiment in adult education by radio. "Community Responsibilities," "Citizenship," "Health," "Religion," "Delinquency and Crime," "The Child's Patrimony," and "Youth Problems" are some of the topics which have been treated in the weekly broadcasts, all of which are given in the Italian language. Thru the use of three Connecticut stations, WICC, Bridgeport, WBRY, Waterbury, and WTIC, Hartford, and station WOV, New York, N. Y., it is estimated that more than 60 percent of the Italian population in the United States is being reached.

RADIO STATION KFKU, University of Kansas, Lawrence, will celebrate its twelfth anniversary on June 12, 1937. The director of the station feels that the most significant advance made during the past year has been the contacts with the public schools. KFKU is contemplating establishing a School of the Air to broadcast directly into the classrooms of secondary schools. Lessons in Spanish, French, and German are being broadcast, the French lessons having been especially well received. KFKU's music appreciation course has been on the air for twelve years.

that the industry is not properly fulfilling its obligation to the people's "interest, convenience, and necessity," as long as public-service or "educational" broadcasting—that is broadcasting clearly designed *adequately* to spread knowledge and create social understanding—must continue to take its chances in the confusion and irregularities of an unsystematic, uncoordinated scheme of rampant individualism of networks and stations, a situation in which there is no planned program that guarantees certainty of sustained coverage.

In spite of the relatively accidental methods now used for mass communication of knowledge and social understanding, radio, together with other vigorous agencies of education, has contributed so largely to a general diffusion of culture that the American people will not be satisfied with any policy for the radio industry which allows it to be used too largely as an advertising agency. In a fundamental sense the general culture of our people may be measured by the extent to which they increasingly insist that such a powerful instrument as radio should *add* to that culture. It may be expected, therefore, that our developing civilization will incline steadily toward a larger rather than a smaller proportion of systematic, nationwide educational broadcasting of a high degree of excellence.

Certainly no one will claim that at the present time we have achieved the highest possible level of civilization in the United States. This being the case, if the people in the future do not insist upon greater cultural contributions thru radio, their failure to do so will be clear evidence that the personal tastes and social aspirations of the people are declining. Such a result is surely not to be desired even tho it might relieve the radio industry of a critical attitude that would insist upon a constant elevation of standards. If, on the other hand, the forces for the positive development of our people increase in effectiveness [and radio is one of these forces] naturally the people will tend to expect still greater contributions from such forces until it is very evident that the limits of effectiveness in creating cultural advancement have been reached. Of course, these limits never will be reached.

**A challenge:** May I say again that the government's use of authority in exercising its responsibilities for educational broadcasting will be great or small depending upon the degree to which the broadcasters serve the public welfare. The primary values represented by a broadcasting company are based upon the use of the public domain. The people of this country will, therefore, not lose sight of the fact that the broadcasters and advertisers are using public property. As long as it is generally understood that the airways belong to the people and the right to use them can be taken away by the people's agency of government as easily as the right is given, we may expect careful consideration of the meaning of "public interest, convenience, and necessity" by the broadcasters and the general public alike. I consider it one of the responsibilities of government to keep that sense of ownership fresh and clear in the minds of the people. That is one of the positive methods of exemplifying the principle that "eternal vigilance is the price of liberty." It is an essential safeguard for the future.

With the great power of the owners of the equipment and radio organizations on the one hand and the supreme power of the people acting thru their government on the other hand, we have a balance which may well provide a freer employment of radio for the public welfare than seems possible in any other system. It is the government's responsibility fairly to represent the public at large in its desires to have its property used to as great a degree as possible for its educational benefit.



# Education

by **R A D I O**

A Bulletin to Promote the  
Use of Radio for Educational,  
Cultural, and Civic Purposes

Volume 7

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## Eighth Institute for Education by Radio

**T**HE EIGHTH ANNUAL INSTITUTE FOR EDUCATION BY RADIO, held in Columbus, Ohio, May 3-5, by the Bureau of Educational Research of the Ohio State University, was a fitting climax to the series of meetings which have preceded it. It proved again that the Institute has found its place in radio and is prepared to make an annual contribution of lasting value.

The function of the Institute seems to be that of evaluating the specific procedures which are being developed to meet special problems of educational and cultural broadcasting. So far as possible, the differences between the educational and the commercial approach to radio are forgotten while the common problems of method are stressed. This year particularly, conflict seemed to be at a minimum, while much emphasis was being placed on the possibilities of cooperation.

As a background for a discussion of technics, there is always some consideration of the philosophy of educational broadcasting. This year that aspect of the program was covered largely by the speeches of Major Gladstone Murray, general manager of the Canadian Broadcasting Corporation, and Dr. John W. Studebaker, U. S. Commissioner of Education. Dr. Studebaker's speech has already been reported in this bulletin.<sup>1</sup> Major Murray's contribution was equally fundamental. He emphasized that the responsibility of radio for national culture is one of the most important considerations of this generation; that this cultural responsibility must extend to all programs; and that radio should assume the role of a ministry of the arts. He stressed the importance of radio in adult education. He said that there was probably too much broadcasting and that quality was to be preferred to quantity. Major Murray's speech was the keynote of the conference and its influence carried thru the meetings.

The first session devoted to specific problems dealt with the subject of the educational broadcasting station. First there was a rollcall of the various stations, each reporting the outstanding achievements of the year. These reports were followed by a careful defense of the educational station made by H. B. McCarty of station WHA, University of Wisconsin, president of the National Association of Educational Broadcasters and representative of that organization on the National Committee on Education by Radio. Mr. McCarty went back over the history of the educational broadcasting stations to point out that the early stations were interested in technical experimentation, not in the dissemination of knowledge. Many of those stations went out of existence with satisfaction that their purpose had been achieved and that their record was one

**A**RMSTRONG PERRY, for five years director of the service bureau of the National Committee on Education by Radio, was one of the passengers injured when the plane in which they were flying from Brazil to Caracas, Venezuela, crashed in a Venezuelan jungle on April 22. The five injured passengers waited fifteen days in the jungle for the aid which the three uninjured went to seek. Mr. Perry is said to have been very seriously injured and unconscious for nine days. According to the latest report, the survivors were rescued on May 7 and Mr. Perry is recovering in a Caracas hospital. Since leaving the National Committee on Education by Radio in January 1936, Mr. Perry has devoted himself to freelance writing and was in Venezuela collecting material.

**T**HE RADIO COMMITTEE of the Montana Society for the Study of Education, of which Boyd F. Baldwin is chairman, has issued a report recommending that the Society lend its support to the plan for organized educational broadcasting on a statewide basis. The plan is the one advanced by the National Committee on Education by Radio and calls for the establishment of state or regional radio boards which will enable civic organizations to pool their resources in order to secure the assistance of expert radio production staffs and the cooperation of broadcasting stations.

**D**R. IRVIN STEWART, vicechairman of the Federal Communications Commission, whose term expires on June 30, has notified President Roosevelt that he will not be a candidate for reappointment to the Commission. He will retire from the Commission to become director of a new Committee on Scientific Aids to Learning of the National Research Council. Dr. Stewart is chairman of the Telegraph Division and a member of the so-called "liberal" wing of the Communications Commission.

**S**TATION WOSU, Ohio State University, Columbus, celebrated its fifteenth anniversary on June 3. A broadcasting license and the call letters WEAO were acquired on that date fifteen years ago, but a "wireless station" had been in existence on the campus for a decade previously. The station changed its call letters to WOSU in 1932 in order to identify itself more thoroly.

<sup>1</sup> *Education by Radio* 7:17-22, May 1937.

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**R**ADIO STATION WILL, University of Illinois, Urbana, has begun operating on its new frequency of 580 kc. and new schedule of 8AM-5:45PM six days weekly. Two 325-foot directional antenna towers have been erected and the station's listening area is reported to be increased 125 percent. An additional studio has been constructed and underground cables run to thirty pickup points about the campus for remote broadcasts of lectures and musical productions. According to Jos. F. Wright, director of WILL, the new schedule provides a 75 percent time increase and a variety of educational presentations is planned. Talent will be drawn almost exclusively from the 1500 professors and the 11,000 students. Among the most popular of the programs from classrooms are those giving instruction in foreign languages.

**G**IAN-CARLO MENOTTI, young composer whose opera, "Amelia al Ballo," was very well received in New York, has been commissioned by the National Broadcasting Company to write an original opera for radio. The Columbia Workshop also has been experimenting with materials written especially for radio, as contrasted with adapted materials. Archibald MacLeish and Stephen Vincent Benet are two of the wellknown persons whose radio scripts have been produced by the Workshop. The apparently growing realization that materials must be written especially for the radio in order to use the medium to the fullest extent of its potentialities is an encouraging trend. It is to be hoped that more and more experimentation will be carried on with writers of proven ability.

of success. According to Mr. McCarty, the stations today are interested almost exclusively in education. Most of them have become arms of the extension departments of their universities and are rendering a farflung service to the public. Mr. McCarty's opinion was that full academic freedom in radio could be preserved only by having educational institutions own and operate their own facilities.

H. Clay Harshbarger of the State University of Iowa, who spoke later on the program, suggested in forthright fashion that the transition from technical experimentation to a concentration on the dissemination of knowledge had not been accomplished as yet by all the educational broadcasting stations. He made some very specific suggestions of ways in which the educational stations might hasten their full maturity.

On the subject of broadcasting to schools there was a wide range of opinion among the members of the Institute. Some felt that radio was a boon to all education. Others were of the opinion that thru the use of recordings all the advantages of radio could be given to the schools with much more adaptability and effectiveness. While these variant points of view were never completely reconciled, they stimulated a very spirited discussion at two roundtable meetings devoted to the subject.

To the extent that there was agreement, it seemed to be somewhat as follows. Both radio and recordings are aids to study and nothing more. They are to be used by the teacher when and only when they contribute to the educational process. Therefore the teacher must be the one to write the specifications and the broadcaster or maker of recordings must be prepared to meet those specifications. This means that increasingly such aids must be prepared for particular local situations and cannot be successful if broadcast nationally. For certain teaching purposes where repetition may be desirable, as, for instance, in the teaching of music appreciation, recordings have special advantages. On the other hand, for reporting occasions such as the inauguration of a president or the coronation of a king and for bringing outstanding living personalities into a classroom, there is no substitute for the radio. It became evident that specific problems such as the objectives of broadcasting to schools, the integration of broadcasts with the curriculum, and the most effective use of broadcasts in the classroom, were especially in need of study.

Russell V. Burkhard, principal of the Frank A. Day Junior High School, Newtonville, Mass., gave a splendid exposition before the entire membership of the Institute of the uses to which broadcasting can be put in a particular school system. He emphasized that the experience of broadcasting even over the loudspeaker system of the school had numerous values for the children. First, it is an excellent educational experience in the development of personality. Second, it gives training in script writing and in the expression of ideas. Third, it is a definite help in vocational selection.

The radio workshop was another subject which received much attention at the Institute. The term is still used to cover a variety of activities, ranging from special efforts in voice training to a complete producing unit for radio. Perhaps its greatest service in most cases is in the selection and training of talent. Dean Ned H. Dearborn of New York University, who reported for the workshop committee of the National Advisory Council on Radio in Education, emphasized that one of the big functions of the workshop was to do experimental work looking toward the discovery and exploitation of the fullest possibilities of educational broadcasting.

Thruout all the discussions, technics were being emphasized. Whenever a problem was raised, those in attendance, most of whom



were specialists in one field or another, began to consider methods of dealing with it. This process culminated in the programs of the last day when the morning was given over to a discussion and laboratory demonstration of studio technics and the afternoon was reserved for the report of the judges of the First American Exhibition of Recordings of Educational Radio Programs. The awards given at the Exhibition were announced in the May issue of this bulletin.<sup>2</sup>

One of the perennial sources of difficulty in the Institute has been the question of educational broadcasting over commercial facilities. Each succeeding year the question has been discussed with less emotion and increasing evidence of a sincere desire on the part of all groups concerned to find a satisfactory solution. While this year's meeting did not produce any final answer, it went a long way toward an accurate statement of the problem.

The situation seemed to be something like this: The educators are confident that they possess materials of high potential value for radio but they are aware that to date they have not in the main presented these materials effectively. The commercial broadcasters feel that they have a real need for educational programs but they want these programs to be brought to them ready for professional radio production. This leaves a gap between the educator with materials but ineffective organization for presentation and the commercial stations with their available facilities but standards of presentation which for most educators are prohibitive.

At one of the roundtable sessions it was pointed out that responsibility for bridging this gap rests jointly with educators and commercial broadcasters. The way to bridge it seems to be to set up special production units under the supervision of educators to give to educational materials the professional radio presentation needed for successful use on commercial stations. This method has already been demonstrated to be effective in the Ohio School of the Air, the University Broadcasting Council in Chicago, the radio project of the U. S. Office of Education, and local school systems including Rochester, N. Y., Cleveland, Ohio, Indianapolis, Ind., and Detroit, Mich. To date, the financing of such production units has been left largely to education, altho it is generally conceded that commercial stations are in a position to increase their contributions to the cost.

Perhaps one of the solutions which will be applied to this problem in the not too distant future is the cooperative radio council plan which has been developed by Dr. Arthur G. Crane, president, University of Wyoming, and chairman, National Committee on Education by Radio, and which was discussed at the roundtable on regional organizations. At that meeting it was generally agreed that a much more intelligent use of radio facilities and available program material could be made if the various educational institutions and citizens organizations in any given region would set up a cooperative organization thru which to mobilize and organize their assets for radio. Such a cooperative organization could set up a single producing unit which might serve a number of participating organizations with an increased efficiency and at a reduced cost. It might give to educational materials the kind of professional production upon which commercial broadcasters are so insistent. This would commend itself not only to the broadcasters who want to enhance the value of each program they put on the air and to the educators who want their programs to have a maximum of effectiveness, but also to the listener who is both judge and jury in passing on all radio performance.

<sup>2</sup> *Education by Radio* 7:19, May 1937.

**S**UMMER COURSES in some phase of radio education will be given at the following institutions during the summer of 1937:

University of Florida, Gainesville  
Northwestern University, Evanston, Illinois  
Butler University, Indianapolis, Indiana  
Purdue University, West Lafayette, Indiana  
University of Wichita, Wichita, Kansas  
University of Michigan, Ann Arbor  
University of Montana, Missoula  
Columbia University, New York, N. Y.  
New York University, New York, N. Y.  
Ohio State University, Columbus  
Waynesburg College, Waynesburg, Pennsylvania  
University of Texas, Austin  
Southern Methodist University, Dallas, Texas  
Baylor University, Waco, Texas  
University of Washington, Seattle  
West Virginia University, Morgantown  
University of Wyoming, Laramie

**H**ARLEY A. SMITH, Louisiana State University, and George E. Jennings, radio station WILL, University of Illinois, have been awarded fellowships by the Rockefeller Foundation for advanced study in radio broadcasting with the National Broadcasting Company. On May 5 they began their study of all phases of broadcasting technic, including methods of planning and producing programs, script writing, and network management. Mr. Jennings is the production director of station WILL and an instructor of broadcasting at the University of Illinois. Mr. Smith has been a radio instructor at Louisiana State University for the last four years and has directed numerous programs presented by the university over cooperating stations.

**S**TATE-OWNED RADIO STATION WLBL, Stevens Point, Wisconsin, is completing work on the installation of a new 5000 watt transmitter in a more favorable location. A vertical radiator of 450 feet, the tallest in the state, has been erected and a spacious station house built. This improvement gives the state of Wisconsin two 5000 watt daytime stations. WHA in Madison serves the southern half of the state and WLBL reaches central and northern areas. Programs originated at the university and state capitol by WHA are carried simultaneously by WLBL. The stations can never render adequate service, however, until granted nighttime broadcasting licenses.

**T**HE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS held a business session at Columbus, Ohio, on May 3 in connection with the annual Institute for Education by Radio. H. B. McCarty, program director of radio station WHA, University of Wisconsin, presided over the meeting, which was devoted to a spirited discussion of Association affairs, including transcription equipment routings, radio guild plans, objective interpretations, and plans for the annual convention.

THOMAS R. ADAM, author of Report No. 1, "A Radio Experiment," published in March 1937 by the California Association for Adult Education as part of its Survey of Adult Education in the Los Angeles Metropolitan Area, is an assistant professor of history and government at Occidental College, Los Angeles. At the present time, he is on leave from Occidental College and is engaged in work for the American Association for Adult Education in New York. A slightly condensed version of his report appears in the adjoining column.

FRIEL HEIMLICH of station WOSU, Ohio State University, and Leora Shaw, station WHA, University of Wisconsin, have received promotions since completing their training in the NBC studios. Both received fellowships last fall from the General Education Board to spend several months in the chain headquarters studying broadcasting technics. Mr. Heimlich has been appointed program manager of WOSU and Miss Shaw has become chief of the script writing department at WHA.

IN THE APRIL 1937 ISSUE of the *Journal* of the National Education Association Dr. John W. Studebaker, U. S. Commissioner of Education, lists as one of the crucial issues in education which are not being met by programs or plans which are adequate or satisfactory, "The responsibility of the federal government and the radio industry for the *educational* use of radio as the most powerful twentieth century development for mass communication."

THE NATIONAL FARM AND HOME HOUR is presenting a series of programs originating on the campuses of outstanding colleges. The Association of Land Grant Colleges and Universities and the U. S. Department of Agriculture cooperate in producing the series. Some of the colleges already visited are Rutgers University, Washington State College, North Carolina State College, and Iowa State College.

FIVE HUNDRED STUDENTS at Mound Junior High School, Columbus, Ohio, were given the opportunity to hear parts of the Coronation of George VI during their history and science periods. The students were prepared for the listening periods by a review of the history surrounding the Coronation events. Wall cards, maps, and posters were also used to aid the listeners.

EDUCATIONAL STATIONS, a brochure depicting the activities of the various non-commercial radio stations, may be obtained free from the office of the National Committee on Education by Radio, Room 308, One Madison Avenue, New York, N. Y.

## California Experiments with Radio Education

THE CALIFORNIA ASSOCIATION FOR ADULT EDUCATION, in January 1935, commenced a survey of the nature of the instruments for adult education in certain districts in Southern California. The American Association for Adult Education granted us a sum of money for this purpose. The survey covered a period of six months.

Before the survey commenced, radio stations KFI and KECA called a meeting of Southern California educators to consider the desirability of a five-day-a-week educational program of general public interest. The California Association agreed to undertake this task as part of our general survey of educational instruments. The stations agreed to grant suitable time for the broadcasts and also to undertake production. Professional radio actors were obtained under a government relief project. Our main responsibility lay in the preparation of suitable scripts for dramatic presentation.

We decided on dramatic sketches as the form most truly suited to the medium. We endeavored to dramatize intellectual, not emotional interests. The distinction is an important one and vital to the proper use of radio by educational authorities. The radio, with its reliance on dialog and its inability to distract its audience by emotional appeals to the eye, is probably more suited to convey intellectual drama than either the stage or the screen. The circumstances of radio reception, the peace of the fireside, fit into the mood of thoughtful meditation more readily than the crowded gaiety of theater or picture house.

Our program consisted of five dramatic sketches a week, for twenty-one weeks, broadcast over station KFI in the afternoon and KECA in the evening. The type of dramatizations presented was continuously altered in the light of practical experience.

In our five separate programs we covered the fields of literature, history, anthropology, the social sciences, art, and later oceanography. In dealing with the field of literature, we did not feel competent to make adaptations or venture critical commentaries. Our object was to present as closely as possible the original work of great authors. Radio, curiously enough, creates an opportunity to present literature once more to the general public in its truly original and perhaps most effective form—that of oral recitations of brief extracts, phrased in dramatic terms. Given proper nourishment, radio could take the place in modern times of the medieval bard.

Our literature dramas were given daily listing in the press among the five or six entertainment dramas presented by the stations and commercial sponsors. The willingness of the station officials and radio editors to give our dramatic sketches equal rating with commercial entertainment may be taken as a favorable sign. A tendency exists to place all educational programs in an inferior category of their own. In order to make any headway educational dramas must compete for public interest on an equal basis with commercial entertainment. The authority and discipline of the classroom cannot be translated into the field of radio.

In constructing our history programs we sought to evolve a new form for the historical drama. On the assumption that history could only interest the general public if its relation to everyday life was made clear, we determined to concentrate on the economic and social, rather than on the political and military aspects of past events. Our general objective was to recreate history as it would have been lived by an ordinary middleclass family. The radio is



particularly suited to quietly dramatic episodes of family life. The economic and social developments of history can probably be presented more competently in this manner than in any other form of broadcasting. Our experiment has at least shown that radio listeners are willing to listen to historical dramas based on something more substantial than "glamour." The form we have evolved could be refined by the continued experiments of competent men into a powerful instrument for mass education. The first practical step that must be taken to accomplish this end is the creation of a national editorial board to give assignments and secure publication and dissemination of material. The effectiveness of the educator in the field of radio depends upon the instruments that can be built up for cooperative effort on a national scale.

We presented a series of dramatic sketches touching upon problems in the social sciences. The technic of these dramas was somewhat similar to that of our historical series. The objective was to illustrate the working of political and economic policies on the life of the average family. An obvious danger existed in that the use of the dramatic form would give our renderings of current problems a controversial or even propaganda bias. We avoided this, to some extent, by illustrating the working of social policies thru scenes from foreign countries where these policies had reached their fullest development. This technic permitted American listeners to take a more detached view of the situation involved.

The anthropology programs took the form of dramatic sketches reenacting actual field expeditions in which exciting discoveries had been made. The educational content was excellent and the subject-matter adapted itself naturally to dramatic treatment. The encouragement and coordination of this type of scientific education, thru the radio, could best be undertaken by the creation of regional editorial boards. These boards could assign fields to the various institutions in a locality and give editorial assistance and approval in the preparation of scripts.

In the oceanography series dramatic sketches were presented dealing with marine expeditions and discoveries. In this case, as with anthropology, the local interest was stressed.

The aim of the art broadcasts was to stress popular education in the field of artistic appreciation. We were unable, however, to devise any dramatic form suitable to popular art education and accordingly substituted the program on oceanography for the art series at a later stage in the experiment.

The writing of scripts is the heart of broadcast presentations. Commercial sponsors rely on an anonymous "grub street" of overworked underpaid script writers. It is only natural that the quality of work produced is ephemeral and lacking in imaginative content. Script writing for educational purposes would require to be placed on a very different basis. The scripts should be written not for one broadcast alone but for innumerable repetitions over the smaller stations thruout the country. They should have at least the quality of good magazine articles. The fact that they are devised to spread information by their intrinsic merit and content, places them on a different basis from sketches designed wholly for entertainment.

The second requisite of attractive educational scripts is competent editorial selection and supervision. Commercial stations have seldom a staff capable of judging the soundness of an educational drama. A national editorial body or regional editorial boards would have to be set up by educational authorities.

The type of dramatic sketch that can be properly presented in the conventional fifteen or twenty minutes must necessarily be

**S**OUTHERN METHODIST UNIVERSITY, Dallas, Texas, thru its downtown Dallas College division, will conduct a Radio Workshop, or training school of the air, from June 3 to July 15. Taught by B. H. Darrow, director of the Ohio School of the Air, the course will be the first of its kind in the southwest. Mr. Darrow will personally supervise classes in script-writing, radio acting, classroom use of radio broadcasts, and all phases of building and producing radio programs. The course is designed for school superintendents and teachers who take part in school radio broadcasts, for classroom teachers who use radio broadcasts in the classroom, and for all persons interested in radio work.

Mr. Darrow, whose salary is being paid by the National Committee on Education by Radio, will also conduct a six-weeks summer course at the University of Texas.

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**G**LENN VAN AUKEN of Indianapolis, Indiana, has been granted a construction permit by the Federal Communications Commission to erect a one kilowatt daytime station at Indianapolis. Mr. Van Auker stated in his application that he proposes to form a community radio council composed of representatives of the Chamber of Commerce, Better Business Bureau, service clubs, public schools, Parent-Teacher Association, Department of Conservation of Indiana, and other organizations, the purpose of which would be to coordinate service clubs employing radio facilities, to determine civic programs best suited to meet the needs of the community, and to secure the best talent available for the production of such programs.

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**O**NE OF THE YEAR'S MOST THRILLING EVENTS for more than a thousand school children in Wisconsin was the Radio Music Festival held on the University of Wisconsin campus on May 1. It climaxed the year's activities of Prof. E. B. Gordon's "Journeys in Music Land" broadcasts of the Wisconsin School of the Air. Boys and girls from classrooms thruout the state gathered in Music Hall and sang together the songs Prof. Gordon taught them over the radio. This year marked the fourth festival held in connection with this popular radio program and the completion of Prof. Gordon's sixth consecutive year of broadcasting with the Wisconsin School of the Air.

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**"T**HE WORLD IS YOURS" series, which is presented by the Educational Radio Project of the U. S. Office of Education in cooperation with the Smithsonian Institute, has been changed from Sundays at 11:30AM, EST, to Sundays from 4:30-5PM, EDT, in order to add other stations to those of the Red Network of the National Broadcasting Company which have been carrying the series. During the past several months nearly 150,000 persons have written to the Office of Education about the series.



**S**TATION KWSC, State College of Washington, Pullman, reported in answer to the roll-call of educational stations at the Institute for Education by Radio, that it has moved into new and improved quarters with offices and studios adjoining. It is serving a greater audience than at any time in its history. An interesting program is "KWSC Salutes," given by college students, in which a high school is saluted each week. The radio station is now a separate department of the college and employs twenty-five students thruout the year. The appropriation for the station has been doubled in the last year. A great loss was experienced thru the death on January 17, 1937, of Dr. Frank F. Nalder, long the director of the station. Dr. Nalder was a pioneer in the field of educational broadcasting. His was a constant struggle for better facilities and larger appropriations for KWSC, and it is largely due to his enthusiasm that the station is as active as it is today.

**R**ADIO STATION WBAA, Purdue University, West Lafayette, Ind., celebrated its fifteenth anniversary on April 4, 1937. During the past year the station has more than doubled its pickup points on the campus and, as a result of audience demand, the number of broadcasts from classrooms have been increased. A unique program is based on a class in public discussion. Students from the class are sent out to conduct forums in local communities. A special series of programs is designed for reception in the Lafayette schools. In 1933 a noncredit course in radio was inaugurated. This summer it will become a credit course under the direction of Blanche C. Young, supervisor of radio education, Indianapolis Public Schools.

**T**HE NATIONAL SCHOOL ASSEMBLY, a commencement program prepared by the U. S. Office of Education, was broadcast on Friday, May 14. The purpose of the program was not only to present recent facts on occupational trends for the benefit of high school and college graduates but also to provide a commencement program for the smaller schools which ordinarily could not obtain speakers with a national point of view. Harold L. Ickes, Secretary of the Interior; Dr. John W. Studebaker, U. S. Commissioner of Education; Dr. Walter B. Pitkin, author and professor at Columbia University; and Edward A. Filene, philanthropist and merchant, were the speakers.

**T**HE WORLD FEDERATION OF EDUCATION ASSOCIATIONS presented a program in commemoration of World Goodwill Day on May 18. Speakers on the program, which originated in Washington, D. C., were Willard E. Givens, executive secretary of the National Education Association; James L. Fieser, assistant secretary-general of the American Red Cross; Selma Borhardt, of the American Teacher's Federation, and Dr. J. W. Crabtree, acting secretary-general of the World Federation of Education Associations.

limited to few characters. Four to six characters are ample if the listener is not to be confused in the recognition of voices. Sound effects and expensive production accessories have no true place in the educational drama.

If scripts of this nature were prepared and published, it is likely that educational sketches would become the most attractive dramatic offerings on the air. The quality of these scripts, because of the competence of their authors and careful editorial work, would readily surpass the hastily written products of professional script writers. The radio public has had very little opportunity to show its reactions to skillful educational dramas. From the limited experience of our rather pioneering work it appears that the public has a true appetite for even crude efforts in this direction.

If the major difficulty of obtaining sound scripts is overcome, obstacles in the way of production are of lesser moment. In our experiment we obtained the ready cooperation of government relief organizations. There is little reason why this valuable educational project could not be organized on a national scale and afford real assistance to unemployed dramatic performers. An alternative method of production, particularly suited to smaller communities and stations, would be to organize the dramatic clubs of universities, colleges, and high schools to carry out such programs. The formation of radio clubs for dramatic performances would of itself be of great value as an educational force among the participants. Amateur organizations of this nature, given trustworthy scripts, could present excellent renderings.

Whether in a large or small community, a slight coordination of existing forces would suffice to create the machinery for the production of radio dramas. Effective scripts, however, must be provided either from a national or regional authority. Nothing could be more damaging to the future development of radio education than the production of hastily written amateur dramas by untrustworthy authorities. The quality of work required cannot be produced by local communities, each working on its own initiative.

An analogy may be drawn between modern scholarship ignoring the popular instruments of press, magazines, and radio, and medieval scholarship clinging obstinately to the Latin tongue. Radio lies open to any group of men who can produce material of real interest to the general public, or to any substantial section of that public. The commercial organization of radio stations does not bar interesting material from the air. On the contrary, stations are eager to secure programs that will appeal to listeners.

There is reason to believe that the public will give wholehearted support to educational material on the radio when it is presented in a form suitable to the medium and the general taste. Scholars are the only people capable of devising the proper garments in which to present their knowledge to the public. The field of radio has been almost wholly neglected by scholars because of the lack of any organization mobilizing their talents for this purpose. The organization of universities and colleges is necessary before professors can lecture. In the same way, some institution must undertake the responsibility of directing learned men into the field of radio.

Justification for a national organized use of the radio in educational matters must lie in the duty of men of learning to maintain their right to the public ear. The radio has opened up a new avenue for irresponsible influences. Negative protests are of little value. The only way to combat worthless material is to produce work of intellectual integrity in an equally attractive form. This has been the traditional task of men of learning in any civilization.



# Education

by **R A D I O**

A Bulletin to Promote the  
Use of Radio for Educational,  
Cultural, and Civic Purposes

Volume 7

JULY 1937

Number 7

## The Radio Panorama

**A**S THE SCHOOL YEAR CLOSES and the educational doldrums of the summer months approach, it may be well to make an assessment of the general situation in radio, particularly as it relates to educational broadcasting. This calls for the consideration of conditions in Washington, the center of control over all radio. It offers the opportunity for an appraisal of the present situation in educational broadcasting and makes possible some speculation concerning the future.

A feeling of uncertainty seems to pervade all radio. If educators are conscious of their limitations as they approach this new medium and are wondering how to adjust themselves to it, they are in the same position as everyone else. Congressmen, members of the Communications Commission, the commercial radio industry, and the representatives of philanthropy are also trying to find the course they should pursue.

In Congress there are specific proposals dealing with various aspects of broadcasting. Representative Emanuel Celler has introduced a bill authorizing the construction of a high-powered short-wave government broadcasting station for service to the member nations of the Pan American Union. Representative Otha D. Wearin is the author of a measure to prevent the ownership of broadcasting licenses by newspaper interests. Representative John J. Boylan has introduced a bill to tax all radio broadcasting stations sufficiently to make the federal license a source of revenue to the government. There is also the resolution offered by the late Representative William P. Connery, Jr., calling for a special investigation of the Federal Communications Commission.

While the fate of all this legislation is in doubt, a very considerable pressure has been built behind the Connery resolution. On March 23, Representative Wigglesworth of Massachusetts made a strong appeal to the Rules Committee of the House during which he said:

The evidence indicates that all of the forty so-called clear channels are owned, operated, or affiliated with the big three broadcasting chains. Ninety-six percent of the broadcasting stations with full time or substantial power are said to be owned or in some way tied in with the three big chains. Of 2,500,000 watts of full-time night power allocated to the industry, less than 60,000 watts, or 3 percent, is available to stations which are not affiliated with the big three. No independent full-time station is licensed to operate at night with a power of more than 1000 watts in contrast to some two hundred stations affiliated with the big three, many of which have 50,000 watts, one of which has 500,000 watts.

In the Senate fewer bills have been introduced but this fact denotes no lack of interest. Senator Burton K. Wheeler, chairman of the Senate Committee on Interstate Commerce which has juris-

**R**EPRESENTATIVE WILLIAM P. CONNERY, JR., of Massachusetts died in Washington, D. C., June 15 following an attack of food poisoning. Mr. Connery was chairman of the House Committee on Labor and sponsor of a resolution demanding a Congressional investigation of "irregularities in or pertaining to the monopoly which exists in radio and the activities and functions carried on under the Communications Act of 1934." The chances for the authorization of a Congressional investigation of broadcasting during the present session have grown dim since Mr. Connery's death.

**T**HE COMMITTEE ON SCHOOL BROADCASTING of the Wisconsin Education Association this spring staged two radio institutes to acquaint teachers with the use of radio in the schools. The first was held at Janesville and the second at Stevens Point. The success of the institutes and the experience the committee gained thru these experimental meetings promise a continuation of similar sessions in other cities. The committee aids in the planning of the curriculum and courses of the Wisconsin School of the Air, a regular presentation of station WHA, University of Wisconsin, Madison.

**A**RMSTRONG PERRY, former director of the service bureau of the National Committee on Education by Radio, is recovering nicely in a hospital in Caracas, Venezuela, from injuries received in a plane crash on April 22. According to a letter received June 22 from Mrs. Perry, who is in Caracas with him, he had a bad head wound but that has healed and he is regaining his strength.

**B.** H. DARROW has resigned as director of the Ohio School of the Air to take a position September 1 as educational director of station WBEN, Buffalo, N. Y. Thru his withdrawal the Ohio School of the Air loses one of the outstanding figures in education by radio.

**S**TATION WRUF, University of Florida, Gainesville, sponsors the University of Florida Radio Guild, an organization of students which is devoted to the broadcasting of radio plays.

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## THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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LOUISIANA STATE UNIVERSITY, Baton Rouge, offers three courses in radio. An introductory course covers the general principles of microphone technic. The intermediate course teaches the students to write and present a variety of material, and requires each student to appear over the local station at least twenty-five times during the semester. The advanced course, open to seniors and graduates, is a writing course. Each student prepares an outline of a series of thirteen educational programs and writes one of the programs for his series.

The university broadcasts approximately fifteen programs each week. Two new bureaus have been opened during the past year, the Radio News Bureau and the Radio Script Bureau. The Radio News Bureau prepares bulletins embracing material of an educational nature, which are being used by nine stations in Louisiana and three in other states. The Script Bureau has a file of scripts written by radio students that are available for schools or other organizations wishing to present radio programs. The Bureau serves two purposes: supplying the community with desirable scripts, and giving the students many opportunities for writing.

STATION KOB, formerly a project of the New Mexico College of Agriculture and Mechanic Arts, joined the NBC network on June 15. The station began broadcasting early in 1920 when a 50 watt voice transmitter was installed. The college lost the station in August 1936, but continues to present programs two evenings a week from 8:30-9.

diction over radio, is known to favor a Congressional investigation. He has been on record for more than a year as an advocate of the separation of newspapers and radio stations. His defense of this latter position is that control over both these media by any single interest represents an influence so powerful that it cannot be tolerated in a democracy.

Senator Wallace H. White, one of the co-authors of the Radio Act of 1927 which established the original Federal Radio Commission, made a speech in the Senate on March 17, 1937, which has been declared by some to be the outstanding pronouncement on the subject of radio made in Congress this year. Senator White said in part:

I do not want to reflect unwarrantably upon any member of this [Federal Communications] Commission. In past years I have given much attention to the problems presented and have some appreciation of the difficulties inherent in the situation. I feel justified, however, in general comments on the Commission's work.

In the first instance, every Senator knows that the air is full of reports that cases have been decided not alone on the evidence presented and the merits of the issue, but that political pressure has been often exerted, and that it has been determinative in many instances. There is, I believe, a public impression that applicants before the Commission should and must seek political aid. The Commission ought not to be subjected to such influences. Its decisions ought not to be under suspicion to the extent they now are because this or the other person of political power has intervened. I know of no more certain means of re-establishing the Commission in public respect than to turn on the light of publicity and thereby to stop these attempts to improperly influence a quasi-judicial and regulatory body of the government.

There is a persistent report that the Commission, in the consideration of cases and in the determination thereof, disregards its own procedural rules and its established engineering standards. Is this true? If there is justification for the belief, what is the justification for the Commission's acts?

There is a greater volume and persistence of criticism of the Commission than of any other bureau or commission of the government. Is there warrant for this? I think the Congress should free the Commission from unjustified suspicion or it should act if its policies and purposes and the standards which ought to guide a regulatory body of the public importance of this Commission are being disregarded. Only a searching inquiry will give the answer to these questions.

Criticism of the Federal Communications Commission has become a rather frequent subject of comment in the Washington newspapers. The *Washington Daily News* ran a series of articles beginning on June 4, under the title, "Radio Becomes a Problem Child." The *Washington Herald* published a story on June 8 to the effect that the administration was considering a drastic shake up within the Commission in an effort to remove the cause of criticism.

Another criticism of the situation in Washington is contained in the article, "Scandal in the Air," by Paul W. Ward, which appeared in the April 24, 1937, issue of *The Nation*.

While the administration is painfully aware of the radio problem now resting on its doorstep, it seems reluctant to act. The Federal Communications Commission is a creature of its own creation and the administration is not eager to admit the Commission's faults even tho their origin can be traced back to the former Radio Commission. The impression among informed persons seems to be that the administration does not relish a Congressional investigation with attendant publicity but is determined to correct conditions by working quietly from within. If the bill for the reorganization of the government is passed, the Commission will become closely affiliated with one of the regular departments of government and reorganization can take place easily when that change is made.

So far as the Communications Commission itself is concerned, a majority of the members appear to be more interested in silencing criticism of the Commission than in eliminating the fundamental causes of that criticism. Some of the problems yet to be faced were



suggested in a series of articles which appeared in this bulletin last year.<sup>1</sup>

Among the present problems pending before the Commission are some of special interest to educators. In June 1936 the Commission held a hearing on the use of ultra-high radio frequencies. John W. Studebaker, U. S. Commissioner of Education, appeared at that hearing on behalf of education and asked that a specific band of ultra-high frequencies be set aside for noncommercial educational use. To date the Commission has neither affirmed nor denied the request. It has begun to open up the ultra-high frequencies to experimental use, however, and the possibility exists that desirable wavelengths will be preempted before the claims of education can become recognized and established.

In October 1936 another hearing was held by the Commission to consider the question of the reallocation of facilities within the present broadcasting band. At that hearing consideration was given both to the engineering factors and the social and economic factors. The National Committee on Education by Radio and the National Association of Educational Broadcasters appeared on behalf of education.

The task of sifting the evidence and reporting back to the Commission on both phases of the hearing was assigned to Commander T. A. M. Craven, chief engineer of the Commission. Under date of January 11, 1937, Commander Craven made a preliminary report on the engineering evidence. To date no report on the social and economic implications of the evidence has been announced.

In the preliminary report on engineering, Commander Craven set up an entirely new classification of broadcasting stations. The description of those classes was stated in rather technical terms in the report.

On April 5, 1937, Commander Craven, as chairman of the American delegation to the Regional Radio Conference held in Habana, Cuba, March 15-29, 1937, made another report, this time to the U. S. Secretary of State, in which he restated the six classes of stations as they were written into the agreement between Canada, Cuba, Mexico, and the United States. The various classes were described in that report as follows:

Class I: A "clear channel station" using Class A or B clear channels and designed to render primary and secondary service over extended areas and at relatively long distances. Those stations of this class operating on Class B channels shall not be permitted to use more than 50 kw. power.

Class II: A "clear channel station" using Class C clear channels and designed to render primary and secondary service over relatively wide areas and at relatively long distances. They may operate with not more than 50 kw. power and must use directional antennae or other means in order to avoid objectionable interference with other stations of the same class using the same channel.

Class III: A "limited clear channel station" using Class B or Class C clear channels and designed to render service to a portion of their normal primary service area which, according to the power used, may be relatively large. The power of these stations shall not exceed 50 kw. and they must use special measures or otherwise be located at a sufficient distance to prevent objectionable interference to the service of the clear channel stations regularly assigned the same channel as is used by the "limited clear channel station." A "limited clear channel station" is subject to the interference it may receive from the clear channel stations using the same frequency.

Class IV: A "regional station" using a regional channel and designed to render service primarily to metropolitan districts and the rural areas contained therein and contiguous thereto. Their power may not exceed 5 kw. and their service areas are subject to mutual interference in accord with agreed upon engineering standards.

Class V: An "urban station" using a local channel and designed to render service primarily to cities and towns and the suburban areas contiguous thereto. The power of "urban stations" may not exceed 1 kw. and their service areas are subject to mutual interference in accord with agreed upon engineering standards.

<sup>1</sup>Education by Radio 6:33-39, 41-43, 45-48, October, November, December, and December Supplement, 1936.

BOYD F. BALDWIN, chairman of the radio committee of the Montana Education Association, has just completed a canvass of groups and individuals interested in radio education to determine the desirability of a new organization to promote the use and study of the radio as an educative device. It has been suggested that the new organization be perfected within the framework of the National Education Association.

Specifically the proposal would set up a committee consisting of a chairman and forty-eight members, one appointed from each state. The representative from each state is expected to head a state committee, created from within the membership of his state association. Approval of the plan coming from twenty-seven states and from individuals who furnish radio leadership brought out the following objectives of committee organization:

[1] To establish an agency for reaching down into the constituent membership of the National Education Association with current developments in radio education.

[2] To provide a channel for the lay educator thru which he may influence radio education.

[3] To bring to fruition the annual resolutions of National Education Association representative assemblies.

[4] To facilitate dissemination of information about current radio developments with emphasis on state and local interests.

[5] To become a far-flung structure thru which the problems of radio education may be accurately isolated.

[6] To concentrate on the schoolroom use of radio, a field not now covered by any national committee.

[7] To encourage greater utilization of existing facilities.

[8] To act as a clearing house for state committees already in existence.

[9] To promote the development of information and experience already available.

THE UNIVERSITY OF WYOMING, Laramie, held a conference on the school use of radio, motion pictures, and other visual aids from June 28-July 1. The conference was of particular value to teachers, school officials, and community leaders interested in the educational use of these modern means of instruction. Those in attendance had the benefit of lectures by nationally known leaders, exhibitions of recent educational films, demonstrations of the school use of radio, displays of various types of visual aids, group discussions, and individual assistance.

LASH HIGH SCHOOL, Zanesville, Ohio, publishes a biweekly radio sheet entitled "Ether Waves." The school has a radio staff consisting of juniors and seniors interested in broadcasting. In addition to publishing "Ether Waves" the radio staff has prepared and produced over station WALR an average of twelve fifteen-minute programs each week. Robert C. Horn, a member of the faculty, directs the pupils in their broadcasting activities.

THE PUERTO RICO SCHOOL OF THE AIR, a project of the Department of Instruction of Puerto Rico, has just completed its second year of broadcasting. Established in 1935 thru a \$17,000 grant from the Carnegie Corporation, the School of the Air was carried on during 1936-37 by a \$15,000 appropriation from the legislature. Twenty-four different series of programs are presented including art appreciation, music, history, literature, vocational guidance, social and economic problems, safety education, and other subjects. All programs are in Spanish with the exception of the "Adventures in Biography" series which is in English. An English language course is also given and a manual is available to aid the students in preparing their lessons and following the broadcasts. Persons completing the twenty lessons receive certificates.

The Puerto Rico School of the Air includes programs of interest to young children, high school children, and adults. Some of the programs are intended to be used by the teacher to supplement the classroom work while others are designed for adult education. It is felt that the radio, by taking the school into the home, offers the easiest means of improvement for the largest number of illiterates.

PLAYS BY THE JUNIOR LEAGUE of Dayton, Ohio, are now a part of the regular school curriculum for 53 classes in 13 high schools of that city. The radio provides the means of bringing into the classroom dramatizations of the classics being studied by the English classes. This program, presented by a group of Dayton Junior Leaguers trained in radio technic, was made possible thru the cooperation of the Dayton school superintendent, the English teachers, and radio station WSMK. As the program is a sustaining feature, the expenses, including scripts and a director's salary, have been assumed by the radio station. The scripts being used were written by G. W. Batchelor, who for the past three years has adapted classics for the Ohio School of the Air.

STATION WOI, Iowa State College, Ames, conducted a series of fifteen broadcasts to Iowa high schools giving occupational information for educational and vocational guidance. The program each week was devoted to a particular vocation as described by an authority in the field. Listeners were supplied with notebooks containing outlines to be filled in with information gained from listening to the broadcasts and also lists of references for further study.

TRANSRADIO PRESS announced on June 10 the settlement out of court of its \$1,700,000 suit against the major networks and press associations. The suit, which charged conspiracy in restraint of trade, had been pending more than two years. Altho terms of the agreement were not announced, it is known that the networks agreed to recognize Transradio as a regularly established news organization.

Class VI: A "city station" using a local channel and designed to render service primarily to cities and towns and the suburban areas contiguous thereto. The power of these stations may not exceed 250 watts and their service areas are subject to mutual interference in accord with agreed upon engineering standards.

While this new classification of stations may be perfectly sound from an engineering standpoint, it is subject to definite criticism on the grounds of its social and economic implications.<sup>2</sup> There is also some question about the desirability of writing it into an international agreement before the probable results of its national use have been explored. Upon examination, the United States may desire to repudiate the classification. Such a procedure might prove embarrassing in view of the commitment made by Commander Craven in his April report in which he said:

Six classes of stations defined very much along the lines of the Federal Communications Commission's engineering department's January report were adopted. These do not materially change our existing practise and are in accord with our necessities.

The ultimate disposition of the new classification of stations will depend upon the conclusion finally reached with regard to the social and economic effects of the existing broadcasting structure. Commander Craven's report on that subject is eagerly awaited.

Before turning from the Washington situation, there are two more activities deserving of consideration. Both have to do with Dr. John W. Studebaker and the U. S. Office of Education. One is the Federal Radio Education Committee, of which Dr. Studebaker is chairman, and the other is the educational radio project which is being conducted with WPA funds under the Office of Education.

The Federal Radio Education Committee, consisting partly of commercial broadcasters and partly of representatives of education, has been in existence for approximately two years. Its program has been reported in this bulletin.<sup>3</sup> Dr. Studebaker hopes to announce in the near future a comprehensive program of research and demonstration. Earlier announcement of the program has been delayed by problems of finance. This delay has brought some criticism to Dr. Studebaker and has caused his committee to be called a "smoke-screen" for the industry. The best answer to such charges is Dr. Studebaker's address at the recent Institute for Education by Radio.<sup>4</sup>

The radio project of the Office of Education, which has been putting on programs over the facilities of both NBC and CBS, continues to report increasing mail response from listeners and a growing demand for the mimeographed scripts available thru its script exchange. At this particular time, the annual question of a renewed appropriation is up for consideration. The future of the project is by no means assured.

Leaving Washington and continuing the rounds in order to get an overview of other aspects of the radio problem as it affects education, it can be reported that in New York all three of the chain broadcasting companies are contemplating changes in their educational operations. Some of the changes may be far-reaching, including personnel as well as policy.

Apparently the commercial broadcasters are receding from their intrenched legal position. They are no longer claiming that they have a legal responsibility for what is broadcast from their stations and a willingness to meet this responsibility without help from educators. They are seeking ways to develop cooperation. The educational groups seem disposed to meet them at least half way.

<sup>2</sup> *Education by Radio* 6:6-7, 30-36, March and October 1936.

<sup>3</sup> *Education by Radio* 6:31, September 1937.

<sup>4</sup> *Education by Radio* 7:17-22, May 1937.



The radio manufacturers also seem to have reached the point where they are ready to invest money in the improvement of educational broadcasting in an effort to increase sales of radio equipment. Their openly avowed commercial incentive should not obscure the fact that they can be extremely helpful. Just what form their assistance may take is still uncertain.

While the commercial interests in radio are making more of an effort to have their contributions acceptable to education, schools thruout the nation are making great progress on their own. They are beginning to write and produce radio programs for use on central sound systems as well as for broadcasting over the air. They are learning how to use radio programs in the classroom. Summer schools are putting on teacher training courses in radio. A syllabus on the school use of radio has become one of the most popular of the mimeographed documents available at the office of the National Committee on Education by Radio.

In Cleveland the public school system has made a preliminary investigation of the ultra-shortwave possibilities and is said to be preparing to apply to the Federal Communications Commission for a license to broadcast over those bands. If this plan goes thru, Cleveland will become a pioneer in ultra-shortwave broadcasting, just as educational broadcasting stations connected with colleges and universities pioneered in the regular broadcast band.

As efforts for the improvement of educational broadcasting continue, other efforts aimed at the evaluation of what has been done are getting under way. Frank E. Hill, well known as a writer, has been retained by the American Association for Adult Education to survey broadcasting thruout the nation and report back to the Association with recommendations. Mr. Hill has travelled over most of the nation and his report promises to be comprehensive as well as penetrating.

The Regents' Inquiry into the Character and Cost of Public Education in the State of New York has retained Elizabeth Laine to investigate broadcasting as it relates specifically to schools and to the classroom. Miss Laine has visited most of the centers of school broadcasting and will be reporting soon.

From the point of view of a general public interest in radio, perhaps the most interesting announcement is that a committee representing the sponsoring organizations of the First National Conference on Educational Broadcasting is now at work preparing a proposal for a second national conference to be held in Chicago early in December of this year if funds are forthcoming.

Another far-reaching development of interest to a more specialized group of people is the announcement that a Committee on Scientific Aids to Learning has been appointed by the National Research Council. Members of the committee are as follows: James B. Conant, president, Harvard University, chairman; Vannevar Bush, vicepresident and dean of the School of Engineering, Massachusetts Institute of Technology; L. D. Coffman, president, University of Minnesota; Frank B. Jewett, vicepresident, American Telephone and Telegraph Company; Ben D. Wood, associate professor of collegiate educational research, Columbia University; Bethuel M. Webster, attorney and counselor at law, secretary; Ludvig Hektoen, chairman, National Research Council, *ex officio*.

The committee has already secured the services of Dr. Irvin Stewart, who is retiring as a member of the Federal Communications Commission to become director of the project. Dr. Stewart reports that the field of interest of the committee covers broadcasting, the mechanical recording of sound, motion pictures, and photog-

TELEVISION, an accomplished fact abroad, with regular program schedules in London, remains the great American radio mystery.

Delay in making television available to the American public is variously explained. "Laboratory tests" go forward, aimed at a finer definition which it is announced has been achieved. "Field tests" from the Empire State Building and the Chrysler Building, both in New York City, impend. Televised programs are to be sent out under "actual operating conditions."

This is all very interesting, but the American radio listener, like the hungry small boy fidgeting around the kitchen door, wants to know: "When do we eat?"

It is announced that advertisers will be expected to pay the television bill, and there is little remarkable in the announcement, because at present advertisers are expected to pay the bill directly and collect, indirectly, from the listening public.

Television, because of technical complications, will be very expensive, it is indicated. Is it possible that advertisers are finding tentative charges too high?

Television receivingsets, it is expected, will retail for far more than those that receive sound alone. Is it possible that recovery has advanced so tardily that there is fear the American listeners cannot pay for television receivers?

It is time for those who bring radio to the American public to make a frank answer to this question: With television a fact abroad, why is it not available to the American listener?—*The Microphone*, May 1, 1937.

RADIO LISTENING GROUPS are being organized in eight localities in eastern Kentucky in connection with the radio listening centers established by the University of Kentucky. A supervisor for the listening groups has been employed thru the National Youth Administration. She will spend one week in each of the eight selected centers, returning every two months for a week's work at each of the centers. Local listening groups will discuss such subjects as current events, parent-teacher work, health, and music appreciation.

The University of Kentucky has about twenty-five radio listening centers established in remote mountain communities. Thru radio the people are kept in touch with the world outside. A program originating in one of the listening centers was broadcast over a national network on May 3.

MIMEOGRAPHED COPIES are available of the following recent addresses by persons connected with the National Committee on Education by Radio: "Universities and Radio," Dr. Arthur G. Crane; "Public Opinion and the Radio," S. Howard Evans; and "Why the Educational Station?" H. B. McCarty. The first two may be secured from the office of the Committee, Room 308, One Madison Avenue, New York, N. Y. Mr. McCarty's paper may be secured directly from him at Radio Station WHA, University of Wisconsin, Madison, Wis.



THE NEW YORK STATE COLLEGE OF AGRICULTURE, Cornell University, Ithaca, N. Y., is broadcasting regularly over twenty-five radio stations programs which are intended to be of special interest to farmers, gardeners, and homemakers. Charles A. Taylor is in charge of the radio programs. Recently a survey was made to determine the preferences of listeners, their regularity of listening, and place of residence, i. e., rural, suburban, urban. Results of the survey were based on replies to 1500 letters of inquiry. In spite of the fact that the broadcasts place much greater emphasis on agricultural topics than on homemaking, the number of women found to be listening nearly equalled the number of men. Sixty-two percent of the replies were from rural residents, 17 percent from suburban, and 21 per cent from urban.

It was found that rural and urban men listen more regularly than suburban men, whereas rural and suburban women listen regularly. Outstanding preferences were for "Seasonal Advice and Reminders" and for "Experiences of Farmers and Homemakers." "New Scientific Discoveries" found especial favor with suburban listeners.

Professor Taylor has also been experimenting with shortwave in broadcasting agricultural programs for reception in other countries. Purposes of the shortwave broadcasts are to build up goodwill, especially between educational institutions in the different countries, and to explore the methods and possibilities in agricultural broadcasting by shortwave to other countries. Professor Taylor reports that they are finding out many interesting things that nobody seems to have known about international interests in agriculture.

STATION WNAD, University of Oklahoma, Norman, is broadcasting from beautiful new studios on two floors of the Union Tower on the campus. The tower and studios were built with the aid of Federal funds thru the Works Progress Administration. They represent the finest in acoustical and engineering treatment, are beautifully decorated, and are equipped with the latest word in broadcasting equipment. WNAD is now broadcasting thirteen hours each week, and estimates that approximately 150 students go before the microphone during this period. A course in radio announcing was inaugurated this year, and the demand was so great that candidates for admission to the class had to pass a strenuous audition.

RADIO AS AN AID IN TEACHING, a new pamphlet by I. Keith Tyler and R. R. Lowdermilk, contains the following five articles reprinted from *The Ohio Radio Announcer*: "Using Radio News," "Radio in the Social Studies," "Music and Radio," "Radio and English," and "Radio and Science." Since the usefulness of these articles was by no means confined to Ohio readers it seemed desirable to make them available to a wider public than that represented by the mailing list of the *Announcer*. The pamphlet may be secured without charge from the Bureau of Educational Research of the Ohio State University, Columbus, Ohio.

raphy. The committee will canvass developments in these fields and set up experiments and demonstrations in each. In this way it will explore possibilities and stimulate progress. The offices of the committee will be in New York, N. Y.

Other specific developments are worthy of mention in this overview of broadcasting, but for the moment it seems well to focus attention on a general problem of increasing importance.

There is a growing feeling in this country that, just as citizens' groups are participating more actively in politics, such groups should have a larger participation in broadcasting. Leaders of these groups feel that they represent resources of program materials which are worthy of a place on the air. They demand time for their programs.

Broadcasters have not yet developed a satisfactory pattern for handling such claims. Radio is new. Its leaders have sometimes made the mistake of considering themselves engaged in a strictly private enterprise. They have dealt with citizens' groups as tho they had a minimum of public responsibility. They have aroused unnecessary antagonism and suspicion.

A pattern for handling such problems exists. It has been developed by the National Committee on Education by Radio out of the experience of thousands of educators. Education is old. Its administrative leaders are accustomed to demands being made upon them by citizens' groups. These leaders have always recognized that they have a public responsibility. While they cannot accept the dictates of any group, they have been forced to find a formula which gives to all groups a satisfactory hearing and the sense of a real opportunity for participation in the educational program of a community.

On the basis of this educational experience the NCER has developed a cooperative plan which is available to commercial broadcasters as soon as those representatives of the industry are ready to make use of it.<sup>5</sup>

It is only a matter of time before the logical aspects of such cooperative organizations will compel their acceptance. The only question about which real uncertainty continues to exist is the form which they will take when they finally arrive. The answer to that question will be determined largely by the source from which comes the financial support.

One possibility is that such organizations may be financed by the government. The beginnings of such a pattern already exist in the radio project now being operated by the U. S. Office of Education. That organization is finding necessary the creation of special committees for the checking of its work. It may have to establish a general supervisory committee for the review of its whole program. Then it will be in essence an equivalent of the program advocated by the National Committee on Education by Radio.

Another possibility lies in a cooperative organization financed by private groups. The pattern for this kind of organization is established in embryo in the University Broadcasting Council of Chicago. The expansion of that plan to include not only colleges but also important citizens' groups is inevitable. There are other patterns being developed, notably one for the Rocky Mountain region. Any number could be set up on short notice if necessary financial support were in sight.

The plan is certain to materialize. Whether it comes under the aegis of government or thru the initiative of private groups depends upon the convictions of the holders of the pursestrings as to which procedure is most in keeping with the requirements of radio and the needs of American democracy.

<sup>5</sup> *Education by Radio* 6:2-3, 13-15, 45-48, January-February, June, and December Supplement, 1936.



# Education

by **R A D I O**

A Bulletin to Promote the  
Use of Radio for Educational,  
Cultural, and Civic Purposes

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## Detroit's Plan for Educational Broadcasts

FOR THREE AND ONE-HALF YEARS the members of the Advisory Committee on Visual and Radio Education of the Detroit Board of Education have supervised the educational radio programs of the public schools. These seven men, with the first assistant superintendent as chairman, meet at regular intervals and determine all policies, make all station contacts, and schedule programs. All radio activities of the thousand students who appeared in musical programs last year were cleared thru this committee.

Various members have specific duties. A committee member from the department of instruction reviews the instructional bulletin which is sent to each elementary school a week previous to the broadcast of "Our World Today," the program designed to bring learning experiences to students in the fifth and sixth grades. Since this bulletin not only outlines the program but suggests preparatory and resultant activities for English, social science, art, music, shop, and auditorium classes, the committee member in charge is responsible for checking with the department heads all activities to make certain that they correlate with the general educational philosophy. He also checks the book list and the page of interesting facts included in each bulletin.

Another member of the committee directs the activities of the radio units that have been established in each high school and intermediate [junior high] school in the city. These radio units are, for the most part, extracurricular groups, open to all students interested in radio projects. Some radio units are very active in presenting school programs over the public address systems, and all units have an opportunity to appear once a semester on the "Public School Talent" program, designed primarily to provide experience to the students in the art of broadcasting. The most experienced and talented members of these units are eligible for membership in the Detroit Public School Radio Players, who enact the character roles in the programs planned for direct reception in the schools.

The radio staff is under the direct supervision of another member of the Advisory Committee. Members of the radio staff write the scripts, select or approve the musical programs, and for the most part direct the rehearsals of the programs, "Our World Today," "Occupations on Parade," and "Public School Talent," for presentation on the air. Some of these rehearsals are with the students of particular schools, and some with the Detroit Public School Radio Players. Permits for absence from school to appear on the broadcast, blanks for written permits from parents, and transportation of various groups are checked by members of the radio staff. These radio staff members also provide the musical selections and select the students who are to "try out" and present the characters in the

STATION WRUF, University of Florida, Gainesville, has inaugurated a program of broadcasting the various industrial and agricultural activities carried on within the state of Florida. Broadcasters go to the various plants and give all the information as well as eye-descriptions of the operation of the industries. The first broadcast of this nature was from the Wilson Cypress Company in Palatka and started out by following a raft of logs down the St. Johns River, describing their progress thru the mill, and following them thru until, as the finished product, they were put on box cars to be shipped. The next broadcast was the 4-H Club Camp and recreational program in the Ocala National Forest, followed by a thirty-minute broadcast of the business of maintaining and operating a national forest. On July 15 there was broadcast from Tampa a full description from the largest cigar manufacturing concern in the world. Such a program of information and education as has been undertaken by WRUF seems to be a very appropriate activity for a state-owned broadcasting station.

B. H. DARROW, former director of the Ohio School of the Air, is now conducting a six-weeks course in radio education at the University of Texas. During the preceding six weeks, Mr. Darrow, whose services are being furnished by the National Committee on Education by Radio, conducted two courses at Southern Methodist University. The morning class was given primarily for teachers who were making use of radio programs in their teaching. The work in the evening was a combination of the classroom use of radio and the radio workshop.

At the close of the classes at Southern Methodist University the students organized the Darrow Radio Guild. Members of the Guild plan to establish radio workshops in the high schools with which they are connected. In addition, they plan to hold frequent meetings and put on a definite program.

ANNING S. PRALL, chairman of the Federal Communications Commission, passed away July 23 at his summer home, Boothbay Harbor, Maine. Mr. Prall's death, together with the resignation of Dr. Irvin Stewart which took effect July 1, leaves two vacancies on the Communications Commission.

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KOAC, the state-owned station at Corvallis, Oregon, reports that radio playwriting is now a statewide activity among the 40,000 4-H Club members. Starting in 1935, when a few plays were written for presentation by county groups over KOAC, the practise has now developed into a statewide contest with summer school scholarships and cash prizes offered annually as awards for the most outstanding scripts. This year eight plays were chosen from the large number submitted. KOAC arranged with 4-H officials for daily rehearsal periods for the students participating in the nightly county broadcasts. To meet the growing interest in radio playwriting three elective classes were provided the students. Girl authors had previously predominated in the classes until two play demonstrations were offered before the assembled 1700 club members. Boy clubbers then became interested to the extent that they now outnumber the girls in the special course.

Lincoln W. Miller of the KOAC staff is in charge of the annual 4-H Club contest. He has offered to provide interested persons with copies of the plan for organizing statewide 4-H play writing contests.

THE RADIO INSTITUTE held in Dallas, Texas, July 7 was attended by approximately 150 persons from all parts of the state. This meeting, the first of its kind in the southwest, marked the beginning of plans for a statewide program of radio education in Texas. Dr. L. B. Cooper, director of research for the Texas State Teachers Association, is now perfecting the plans.

drama on the variety program, "March of Youth," which is presented weekly by a local station with the cooperation of the Detroit public schools.

A member of the Advisory Committee guides the municipal university's radio programs. This year the "Wayne University School of the Air" featured reviews of books high in current interest. These reviews, written by members of the faculty or English teachers in the high schools, were read by "Wayne University's Voice of the Air."

The second program, "Wayne University Students," a variety program, provided Wayne students an opportunity to appear "on the air."

The first draft of each script in the "Our World Today," "Public School Talent," and "Occupations on Parade" series is sent to members of the Advisory Committee for evaluation. The regular broadcast is also evaluated by this Committee.

Some of the new experiments inaugurated and carried out this year by the Committee were as follows:

"Occupations on Parade," a program offering vocational information, was broadcast into the intermediate and high schools. Leaders in various professional and industrial fields in Detroit gave interviews, talks, or helped in dramatic episodes to make more clear the needs and conditions of the occupational fields they represented.

"Our World Today," a weekly program designed to supplement and integrate the work of social science, general science, and literature in the schools, was continued from last year and broadcast into the elementary schools. To make this program more effective, the first draft of each script was submitted for evaluation to [1] a member of the Advisory Committee, [2] a member of the script writing department of the commercial station broadcasting the program, [3] a school principal, and [4] a specialist in the field featured. In addition, the first draft was read to a group of students and reactions to vocabulary, content, and interest noted. The second draft incorporated as many of the valuable suggestions received as possible. Each week a different school was visited during the actual broadcast and reactions noted. One broadcast in a school was observed by four members of the Advisory Committee. Students, teachers, and principals were encouraged to write in their criticisms of script and production and suggestions for future broadcasts. In every case the district visited personally displayed greater interest or greater energy in writing to tell of the effects of the programs. Astronomy clubs, signal apparatus built by a father and son after a broadcast on "Smoke Puffs to Dots and Dashes," auditorium plays inspired by a program on Handel, requests to use radio programs as part of school pageants for the younger children, and skits prepared "on the spot" were some of the results noted by teachers.

Our "Public School Talent" program, alternating music and drama, altho addressed to adults, has slowly worked its way into the schools, and the request has been made that this program be broadcast directly into the classrooms. This program also serves to interpret the schools to the community because the music is a direct outgrowth of classroom work and the drama programs are selected by the students from classics studied in the English classes.

The five regular weekly programs, reduced by the Advisory Committee from the ten of last year, have each been given careful attention. Whether these shall be continued or new programs presented is only one of the problems in educational broadcasting being considered at this time by the Advisory Committee on Visual and Radio Education in Detroit.—KATHLEEN N. LARDIE.



# The Contribution of School Broadcasting

IT IS IMPORTANT that school broadcasting should not be viewed in isolation. On the one hand, it is a section of general broadcasting; on the other, it must be seen in its proper perspective as one of the elements in modern education. Education is passing thru a stage of rapid development; the boundaries of the school are receding, and as they recede the responsibilities of the teacher are increasing. It is the avowed object of the educator today to prepare children for life, both in work and play. In fact, the school is, or should be, part of life. The teacher has no longer to be content with instructing his pupils in classroom subjects; he is all the time seeking ways in which he can link up classroom teaching with life outside the school. Broadcasting is an important outside influence on the development of the child. The teacher who brings it into the school is drawing into his service something which is part of the normal experience of home life today. And, furthermore, apart from what the child learns in the process, he has his first experience of listening under guidance. He is likely to spend many hours of his adolescent and adult life listening to the radio. The teacher has a chance of doing something to train his power of selection and, incidentally, his power to concentrate on what is being spoken.

Broadcasting is, therefore, something very much more than a convenient classroom aid to teaching. It is something which for social considerations it is impossible for a modern educator to ignore. We have long been accustomed to accept the printed word as the teacher's principal aid in education. Broadcasting brings in the spoken word in a new form, but, tho it uses a mechanical device, it is something more than a mechanical aid. In order to give its full service, it must be vitalized at both ends, at the microphone and in the classroom, by a human personality. No broadcast talk can replace the interplay of personality between teacher and pupil, but at the microphone men and women give their experiences in some form not available to the school thru the usual medium of lesson or textbook, and the success of the broadcast will depend a good deal on how far the broadcaster can "get across" a sense of personality. At the other end, the teacher uses the material of the broadcast as one element in a scheme of work he has designed for his own purpose. The broadcast by itself is not a lesson. It gives the teacher, who has skill to develop it, new and invigorating material to use with his class.

The essential demand, therefore, which a teacher makes of a broadcast is that it should provide something he himself cannot give, and supplement the work of the school on the imaginative side. It may bring history to life in the form of dramatizations. It may bring the traveler with first-hand experience to tell his tales in the classroom. And it may record commentaries on actual happenings in the world such as the launching of a great liner. Even without the aid of sight, sound can often suggest a vivid picture, as when a recent speaker took the listeners into a spinning mill in Lancashire and recorded what was going on. At the least, the broadcast can help the teacher who lacks special knowledge of, say, music or gardening, to get fuller value from those subjects. Thruout, the broadcast, if it is successful, will enrich the curriculum and bring into the school a breath from the world outside. It is for the teacher to choose which particular broadcast, or combination of broadcasts, can make the best contribution to his particular needs.—*Broadcasts to Schools, 1937-38*. London: Central Council for School Broadcasting, 1937. p6-7.

WALLACE H. WHITE, JR., Republican, Maine, on July 6 introduced into the Senate a resolution calling for the Committee on Interstate Commerce to make a thoro and complete investigation of the broadcasting industry in the United States and of the acts, rules, regulations, and policies of the Federal Communications Commission with respect to broadcasting. Senator White, a coauthor of the Radio Act of 1927, sums up as follows the reasons why he believes an investigation of broadcasting is necessary at this time: "It has been charged among other things and is believed by many persons that rights in frequencies beyond the terms of licenses are being asserted by the holders thereof and recognized by the Federal Communications Commission; that licenses, tho in form limited in time as provided by law, and the frequencies therein granted are being treated by the holders and the users thereof and by the Commission as tho granted for much longer terms than designated in the licenses; that the licensing authority has in effect recognized vested property rights of great value in licenses and in frequencies contrary to the letter and spirit of the law; that by various devices and means control of licenses and of frequencies has passed to others than the original licensee without the written approval of the Commission or with Commission approval given in disregard of Congressional purpose; that persons and companies have been engaged in the acquisition and sale of broadcasting stations, licenses, and frequencies; that the licensing authority has permitted concentration of stations in some parts of the country and has failed to give equitable radio service to the people of the several states and the communities thereof; that with the approval of the Commission there has come about a monopolistic concentration of ownership or control of stations in the chain companies of the United States; that thru exclusive traffic arrangements and otherwise, monopolistic control of the facilities of foreign communication by radio is being accomplished, and that the acts and attitude of the Commission are aiding and encouraging such monopoly; that the Commission in its decision of causes disregards its own rules and standards; that in the determination of matters before it the Commission has been affected and controled by political and other influences not contemplated by statute and not entitled to consideration by a regulatory and quasi-judicial body; and that it has failed to observe and effectuate the purposes of the Congress and the laws enacted by it in the foregoing and other respects."

RADIO—GOODWILL AMBASSADOR, an article appearing in the July 1937 issue of *The School Executive*, explains the role of radio in securing increased public support for education. The author, William B. Levenson, is director of radio activities at West Technical High School, Cleveland, Ohio. Mr. Levenson not only sets forth the advantages of using the radio to promote goodwill for the schools, but also gives complete instructions for presenting a radio program and outlines a series of fifteen programs which may be easily adapted for use in almost every community.



**I.** KEITH TYLER, in the May issue of *The Ohio Radio Announcer*, a publication of the Bureau of Educational Research, Ohio State University, outlines a method of selecting suitable programs for classroom use. He suggests as the first step the statement of the specific objectives of the course or courses with which the teacher wants to use radio. Next, check off those objectives on the list which radio could do little toward accomplishing. This will leave a list of the objectives appropriate for the use of radio. It will be discovered that there are some things which cannot possibly be accomplished by any other means than radio, with its unrivaled ability to offer teaching materials of freshness, rarity and variety. The third step is to check off the remaining list those objectives which could more readily be accomplished by other means within the resources of the local school and community.

With the final list of teaching objectives in mind select from any available source of radio program information those programs which seem to offer the greatest promise of contributing to the attainment of those objectives.

Mr. Tyler also states five steps for the measurement of the contribution of radio listening to the attainment of the objectives set up. They are: [1] Define each of the objectives of the final list in terms of student behavior; [2] Collect situations which will reveal, for each pupil, whether or not each objective has been accomplished; [3] Present these test situations to the students; [4] Evaluate the reactions of the pupils in the light of each objective; [5] Try to make the entire testing procedure as objective as possible.

**B**ROADCASTING AND THE AMERICAN PUBLIC was the subject this year of the statewide *ex tempore* speaking contest among Pennsylvania high-school students. In writing of the outcome of the contest, C. Stanton Belfour, executive secretary of the Pennsylvania Forensic and Music League, stated that this subject proved to be one of the most interesting they have used in recent years, as radio is a subject which the students can identify with their everyday lives. He also stated that "*Education by Radio* was one of the most valuable references for the topic."

**A**RMSTRONG PERRY, former director of the service bureau of the National Committee on Education by Radio, arrived back in the United States from Venezuela July 19. He is recovering nicely from injuries received in an airplane accident in Venezuela in April and expects to be able to resume his literary work in a month or two.

**G**UGLIELMO MARCONI, inventor of radio, died in Rome, Italy, July 20. He died of a heart attack at the age of 63 after an illness of only a few hours. At the time of his death he was experimenting in the fields of television and the ultrashort waves. His work will be carried on by his associates.

## Radio as a Classroom Device

**B**OYD F. BALDWIN, chairman of the Montana State Radio Committee, is the author of a series of four articles published under the title, "An Evaluation of the Radio as a Classroom Device," which appeared in the February, March, April, and May 1937 issues of *Montana Education*.

Discussing individually radio's contribution to each of the six mental functions which constitute improvement of individual conduct—the general aim of education—Mr. Baldwin concludes that radio is an excellent assistant in the acquisition of knowledge and the development of social competence. He classifies it as a good aid in building the individual's ability to solve problems and in developing creative activity and esthetic experience, while in the acquisition of skills its utility is only fair.

In evaluating the radio as an educative device, Mr. Baldwin finds that, while learning by the auditory route has only slight superiority over the visual, the listening function is of particular importance in learning. It has been determined that in learning thru communicative situations, an individual spends 42 percent of his time in listening, as compared to 32 in talking, 11 in writing, and 15 in reading.

The radio learning situation is not found to be superior to the teacher-student situation. The function of the radio is to increase interest by the addition of variety and supplementary information. It is quite possible for radio curricula to be fashioned upon the principles of learning and it has been demonstrated that a majority of subjects may be taught effectively by radio. Subjects taught by radio rank in the following order as to effectiveness: current events, geography, nature study, social studies, music, health, literature, sciences, mathematics, and foreign languages.

Mr. Baldwin does not feel that radio has been satisfactorily adapted to the task of disseminating culture. He believes, however, that in order to supply adequate radio curricula for classroom use the same sort of philosophic and psychologic planning we accord to other education will be necessary.

Radio can be classified as a classroom method and as such ranks third among other methods; first rank being given to projects or individual methods of study and second to student evaluation of materials, oral reports, problems, and individual instruction.

Taking up the administration of radio curricula, Mr. Baldwin concludes that in order for radio curricula to be supplied on dependable bases it will be necessary for the control of broadcasting to be shared with those who seek to propagate culture. The major responsibility for radio curricula is now assumed by national networks, which, being organized for profit, "are hardly in a tenable position to render dependable educational service on a universal scale." He recommends that federal and state authorities should participate in the direction of radio in order to insure adequate and educationally sound radio curricula for all classrooms. He also recommends that there should be in each state one or more powerful nonprofit state-owned broadcast stations available to all state educational agencies.

In order that school and radio schedules may be correlated, the crying need is for broadcast regularity and advance information.

The practical sound system for the average school, according to Mr. Baldwin, is a combination of radio, phonograph turntable, and microphone, with a loudspeaker in each room. For such equipment he estimates the cost for a twenty room building as \$57 per room; for forty rooms, \$37; and for sixty rooms, \$27. He points out particularly that radio's utility is six times its cost.



# Education

## by **R A D I O**

A Bulletin to Promote the  
Use of Radio for Educational,  
Cultural, and Civic Purposes

Volume 7

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Number 9

### Another Perspective on Broadcasting

**A** CHANGE IN PERSPECTIVE, always interesting and stimulating, is particularly appropriate in radio broadcasting. The subject is still new. None of us quite understands it. While it represents a combination of both art and science, most of us approach it from one or the other of these viewpoints, not both. We can profit occasionally by using another perspective on broadcasting as a challenge or corrective to some of our existing ideas.

If the proverbial "Man from Mars," were to be asked for his evaluation of broadcasting, how would he respond? Certainly he would be too honest to beg off on the grounds that he was not an expert. He would have very positive convictions as has every lay person who has thought about radio at all. Either he would be too polite to express his ideas or he would make some very pointed observations.

On the assumption that he might speak out, it is logical to expect that his first consideration would be the relationship between broadcasting and the purpose it is intended to serve. He would surely recognize that the purpose of both technical radio transmission and broadcast program service is to be of use to the listeners.

He would unquestionably be interested in comparing the ways in which broadcasting systems in the various countries serve their listeners. In making such a comparison he would be free from all our prejudices, both patriotic and economic. However, he might find himself unable to come to any clear conclusions because under some of the governmentally owned systems he would find a vicious political propaganda being spread, while under our commercial system he would find an advertising propaganda equally incapable of squaring with scientific fact.

With the best that each system is capable of producing, the "Man from Mars" probably would be pleased. He might conclude that the most realistic test of the various systems is the extent to which they are capable of creating and maintaining a high standard of program service. With such a realistic approach he would find room for improvement in every system. Would he find an accompanying capacity for making the improvement?

In facing such a test the American system of broadcasting would have a number of positive qualities and at least one negative. The negative factor would be its philosophy of quantity before quality. For reasons of commercial competition broadcasting is a twenty-four-hour-a-day business in some of our cities. The Federal Communications Commission requires every licensed station to make full use of its facilities. More than fifty different programs are frequently broadcast by a single station in one day's continuous operation. Such a service places tremendous demands upon both program ideas and production talent. A new idea is no sooner developed than

**P**ROSPECTS for a searching Congressional investigation of radio are still strong altho no action in that direction was taken by Congress before its adjournment. At the close of the session demands for an inquiry were more insistent than at any previous time.

In the Senate, the Committee on Interstate Commerce, of which Senator Wheeler of Montana is chairman, reported favorably on the resolution of Senator White of Maine for a thorough investigation of broadcasting in all its phases. The Committee report becomes part of the unfinished business of the Senate when it reconvenes either in a special session or in the regular session next January. The resolution probably will be called up for early action.

In the House of Representatives, there are a number of resolutions of similar intent. The one originally presented by the late Representative Connery of Massachusetts calls for an investigation of the development of a radio monopoly. On August 18 Representative Wigglesworth of Massachusetts introduced a resolution asking the Federal Communications Commission to furnish the name or names of any member, agent, or employee financially interested in any radio company. Just before adjournment, Representative Bacon of New York offered a resolution calling for an investigation of the radio lobby and its ramifications in Washington.

The transfer of Frank R. McNinch from the chairmanship of the Federal Power Commission to the chairmanship of the Communications Commission, even tho temporary, was interpreted in some quarters as an effort to straighten out the Commission from within and to make unnecessary any Congressional investigation which might have unfortunate political repercussions. Mr. McNinch, drafted by the President for his new post, is known as an uncompromising reformer in the finest sense of that term. He may be able to correct conditions enough to make an investigation unnecessary. However, many observers are of the opinion that public confidence in the Commission will not be restored until its difficulties have been aired openly by some Congressional body.

**T**HE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS will hold its annual convention September 13 and 14 at the University of Illinois. Jos. F. Wright, director of station WILL, the University of Illinois station, is in charge of program arrangements.

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**M**EMBERS OF THE WISCONSIN STATE LEGISLATURE are participating in a series of civic education programs broadcast each day from the capitol over the state-owned stations, WHA, Madison, and WLBL, Stevens Point. Time is available to all legislators without censorship or obligation for the discussion of affairs of state. Law-makers go before the microphone to give citizens an intimate understanding of problems confronting them. Listeners become better acquainted with their representatives. The programs are heard at 1PM, CST, each day while the legislature is in session.

**A**RADIO INSTITUTE was held August 16 in Austin, Texas. The Institute was organized under the direction of B. H. Darrow, former director of the Ohio School of the Air, who has been teaching a radio workshop course this summer at the University of Texas. Among the speakers were Dr. L. B. Cooper, director of research for the Texas State Teachers Association, and Mrs. J. C. Vanderwoude, radio chairman of the Texas Congress of Parents and Teachers. The Institute was similar to the one conducted by Mr. Darrow in Dallas, Texas, July 7.

**T**HE NBC MUSIC APPRECIATION HOUR, conducted by Dr. Walter Damrosch, will inaugurate its tenth season of weekly broadcasts on Friday, October 15. The broadcasts will be presented Fridays from 2-3PM, EST, over both the Blue and Red Networks.

its possibilities are worked in almost every direction until they are exhausted. Under such conditions, to keep the show going is an achievement of merit. To improve programs seems almost beyond the realm of reasonable expectation.

To improve quality while maintaining quantity is a challenge which has been accepted readily at least by the better stations of the nation. In the first place, there is a constant search for new ideas. Advertising agencies, commercial sponsors, station managements, and even the makers of noncommercial programs are offering every kind of incentive for new possibilities.

Secondly, there is an effort to adapt old ideas in ways which will give them a new effectiveness. This is especially noticeable in radio comedy. A few years ago joke books were the great source of comedy ideas. Today that source has been exhausted. Comedy laughs are coming from humor developed in situations created especially for that purpose.

Thirdly, programs are being improved by more intelligent planning. Recently a commercial station in Detroit announced its intention of planning each evening's entertainment as a single program. For the sake of variety a period of talk is to be followed by a period of music or drama. Both classical and popular music will be provided, each in its proper place. Sponsors will no longer have a free hand in selecting their programs but will be expected to follow the general lines of planning laid out by the station. In some instances this may result in the loss of a few clients and a reduction in revenue. On the other hand, if carried out intelligently, it is almost certain to increase the good will of listeners and make time on the air more valuable for other clients.

In the fourth place, the American stations have a great advantage in their financial position. Most of our broadcasting stations are highly profitable, especially those with favorable assignments from the Federal Communications Commission which enable them to reach large numbers of people. Some of these stations have an annual net profit of almost 100 percent of their capital investment. Others which show lesser profits are often paying large salaries to officials who are also stock holders. Such strong financial positions enable broadcasting stations to take forward-looking moves even if these result in a temporary loss of revenue. Some of these stations are also finding that they can well afford to make larger concessions of both time and service to local public welfare groups.

In the fifth place, many stations are doing experimental work which has great promise. Perhaps the most widely known of these experiments has been the adaptation of Shakespeare's dramas for radio production. One of the particularly important pioneering efforts was the production of "The Fall of the City," a poetic drama written expressly for broadcasting. The laboratory programs put on by the Columbia Broadcasting System under the direction of Irving Reis are outstanding experiments.

The radio workshop, largely a development of educational broadcasting, ought to exert a far-reaching influence over the future of programs. It has a freedom which makes it perhaps the finest of all places for radio experimentation. If it is tied in with an educational institution, it has great resources of talent, both actual and potential, among which it can conduct a process of selection and training. It also has facilities for scientific evaluation of methods and results. Such evaluation is essential to future improvement.

The selection and training of talent deserves additional emphasis. Originally broadcasting was almost entirely in the hands of engineers. Today it is largely under the control of entrepreneurs. While



these men may be interested in the improvement of programs, they are not equipped to direct progress in that direction. They are dependent upon the personnel with which they may be able to surround themselves. This personnel may be recruited from the show business, the advertising agencies, the fields of writing or music, or from some other area to which radio is related. Generally speaking, it does not represent the ability and training which the future of radio deserves.

In England it has been traditional for years that the ablest of her college graduates should seek careers in the public service. Today many of these young people are going to work for the British Broadcasting Corporation. We need to develop some system of selection and training which will lead equally qualified persons in this country to follow radio as a career.

Could the "Man from Mars" strike off a balance sheet on the basis of the factors which have been considered thus far? Probably not. He would want to give consideration to other factors, chief among them being the Federal Communications Commission. The Commission has such complete control over the very existence of stations that its influence must be given the greatest weight.

The Communications Commission has continuously held that it can have no general concern with broadcast programs lest it violate the provision against censorship of the Communications Act of 1934. The Commission has taken the position that no program is to be criticized before it goes on the air, altho, once broadcast, it may be given consideration to determine whether or not the originating station should be allowed to continue in operation.

Probably the "Man from Mars" would not be interested in such legal technicalities. His present concern is the improvement of programs. He is faced with the question of whether or not the American people can get the improvement to which they are entitled if the Commission continues its policy of "hands off." His decision will not rest on what may be desirable. His concern is with what will be necessary.

Every move so far made in the control of broadcasting has been dictated by necessity. Congress passed the Radio Act of 1927 as the only means of correcting a chaotic situation, not as a desirable step in the broadening of governmental powers. The Commission in turn established certain engineering standards as the only method of supplying the listener with satisfactory service when a large number of stations were operating simultaneously on the limited number of broadcast channels.

Necessity also dictated the establishment of a classification of various kinds of stations to render different types of service. The adoption of such a classification put the Commission in the position of making unequal grants of power and creating unequal competition between its licensees.<sup>1</sup> The introduction of such inequalities would never have occurred except under a theory of necessity. Even such compulsion has not been enough to justify the partiality of the government. One of the chief functions of the Senatorial investigation now imminent will be to find a new formula which will supply different types of listeners with the transmission service needed without creating unfair competition.

The "Man from Mars" seems to feel that further necessities are developing in radio which will compel the federal government to be concerned actively with the quality of broadcast programs, a concern which will present problems much more difficult than classifying stations for purposes of technical operation. He sees many

FRANK R. MC NINCH and T. A. M. Craven were appointed August 17 by President Roosevelt to fill the existing vacancies on the Federal Communications Commission. The appointment of Mr. McNinch is temporary in nature, as he is on leave of absence from the chairmanship of the Federal Power Commission. He has been commissioned by the President to produce order out of the chaos which seems to have developed within the FCC.

Commander Craven has been raised to the rank of Commissioner from his position as chief engineer of the FCC. As chief engineer, he was assigned the task of making two reports on the reallocation hearings held by the Commission last October, one dealing with problems of technical transmission and the other on the subject of the social and economic implications of the hearings. The technical report has been made. To date no report on social and economic implications has been announced. It is hoped that in his new position Commander Craven will have time to complete his studies and make a public report on this most important subject.

MRS. J. C. VANDERWOUDE, radio chairman of the Texas Congress of Parents and Teachers, reports that 1000 organized listening groups heard the PTA programs during 1936-37. Of that number, 658 were located in rural districts and 342 in the cities. According to Mrs. Vanderwoude, six or eight PTA members, who live near enough to each other to make the plan practical, get together to listen to the program, one of their number being designated to bring the gist of it to the next PTA meeting. The Texas Congress of Parents and Teachers presented 28 programs over 24 stations during 1936-37, the subjects of some of them being: "The Handicapped Child," "What Price Discipline?" "The Problem Child," "Delinquency," "The Child as a Constructive Leader."

POISONS, POTIONS, AND PROFITS, by Peter Morell, fills the need for an up-to-the-minute consumers' handbook to take the place of the justly famous *100,000,000 Guinea Pigs*. It differs from the latter book in that it concentrates upon radio-advertised products. The chapters on "Radio as a Cultural Agency" and "In the People's Interest" are especially recommended to readers of *Education by Radio*. Published by Knight Publishers, Inc., New York, N. Y., the book sells for \$2.

H. M. PARTRIDGE, program director of the New York University radio committee, has been granted a fellowship by the General Education Board for advanced study in radio broadcasting at the NBC studios. Dr. Partridge has received the third such fellowship granted this year, the other two going to Harley A. Smith of Louisiana State University and George Jennings of the University of Illinois.

<sup>1</sup> *Education by Radio* 6:6-7, 34-36, March and October 1936.



THERE SEEMS TO BE some question as to what constitutes a chain. If you are an advertiser and are willing to pay a considerable amount of money for the kind of propaganda which advertising represents you can make legal contracts for the delivery of a certain number of stations for a particular period at a specified time and be reasonably sure of getting them. The number of stations does not have to be the same in every case. You get what you pay for.

But suppose for the moment you are not an advertiser. Suppose you are a women's club group which wants to put on a national program. What can you expect when you are promised a chain? My understanding is that you may expect anywhere from two to fifty stations. A ready explanation is forthcoming. It is that member stations of any chain have a great deal of freedom in their choice of whether or not to carry chain programs. If they are under contract and are being paid to carry a program, they must carry it. At other times they are free to take or refuse any program offered by the chain. This allows stations to sell time locally and to make a little extra profit.—S. HOWARD EVANS, in an address before the Maryland Federation of Women's Clubs, Baltimore, Md., April 14, 1937.

THERE IS A RESERVOIR of material on the air that can be most effectively used for purposes of realistic civic education if the teachers of the social studies will provide the necessary guidance for their students. Unless our younger generation is taught to cope with the radio on something like even terms, intellectually speaking, this remarkable instrument of twentieth century civilization may well prove to be a serious obstacle to social progress.—MICHAEL LEVINE, *Seventh Yearbook*, National Council for the Social Studies, 1937.

THE CELLER BILL for a government-owned international shortwave broadcasting station and the Boylan Bill proposing an annual tax on commercial stations of \$1 to \$3 per watt according to power both met their death with the adjournment of Congress. Both bills were suggested originally by Federal Communications Commissioner George Henry Payne and were vigorously opposed by the commercial broadcasters. For a detailed account of each of the bills see *Education by Radio* 7:11, 20; March and May 1937.

JOSEPH J. WEED, president of Weed & Co., New York station representatives, who returned recently from a six-weeks tour of Canadian stations, is reported by *Broadcasting* to have said that in his opinion Canada leads America in the standard of its daytime programs and in its brand of radio humor. He stated that daytime programs are not treated as fill-ins in Canada and that because of expert programming there are probably more daytime listeners proportionately in Canada than in the United States.

signposts which to him are indicative of this trend. Recognizing that these signs are subject to different interpretation by others and not wishing to become involved in inconclusive argumentation, he refuses to cite them and instead rests his case on a single set of facts which seem to be conclusive.

These facts have to do with television, the bringing into the home of broadcast pictures. While we have in this country a tradition of free speech which prevents all censorship by government of either speech or sound, we have an equally well established tradition of censorship of pictures. If we have recognized a necessity of censorship over motion pictures when they are shown in theaters from which we can keep our children, will we not insist doubly on the censorship of pictures which appear upon screens in our own homes and from which we cannot easily protect our children?

The censorship of motion pictures was not half so easy as will be the censorship of television. Censorship of motion pictures was originally on a state basis. Standards were not exact, with the result that one state would pass what another state excluded and vice versa. State boards were hard pressed to defend their actions. State censorship began to break down.

At this point citizens' groups began to take the matter into their own hands. The Legion of Decency was organized, composed of millions of citizens pledged to boycott those pictures which were an offense to good taste or morals. The boycott was cumbersome and only strong support by the Catholic Church in the United States sustained it. But it was successful and established a censorship which may well be permanent.

When television comes, no such roundabout methods of censorship will be necessary. There will be a single federal agency which will license every television broadcasting station. That agency, the Federal Communications Commission, is charged with insuring that every station operates in the public interest. It cannot avoid responsibility for the control of broadcast pictures, including, as that control traditionally does, censorship. If the Commission seeks to avoid its responsibility, the Legion of Decency will have an easy target upon which to focus all the power of the public opinion at its command. Direct action will supersede boycott. The Commission will be overwhelmed.

With television on the way, the Federal Communications Commission will have to be concerned necessarily with the quality of broadcast programs. The case is built upon an analysis from which there seems to be no escape. It does not criticize the Commission because a majority of the members prefer to erect a legalistic barrier to their participation in the control over programs. It simply points out that such a barrier must fall of its own weight in the face of circumstances which are developing.

Let us go back to the "Man from Mars" and try to discover the preparation which he thinks to be imperative against the day when the development of standards for broadcasting shall become a public responsibility. Dare we impose upon him to the extent of asking specific suggestions? Perhaps if he considers it impolitic to make suggestions he will oblige us with a few general observations.

Recognizing his keen interest in the listener, we should not be surprised if he stresses the need for a more careful distinction between programs designed for a mere public acceptance and those constructed to be worthy of full public confidence. Most broadcasting has an acceptance today. However, much of it is unworthy.

In purely entertainment programs nothing more than acceptance and enjoyment is desired. But numerous such programs are used as



vehicles for advertising. Some of this advertising is false or misleading. Certainly where such fraudulent advertising is part of an entertainment program the whole is contaminated and must be viewed as not in the public interest.

Frequently the Federal Trade Commission takes action against advertisers who have used radio to mislead listeners. But this punishment always comes after the offense has been committed and is generally inconsequential. While it may penalize the offender, it leaves the public subject to further imposition.

As a disease produces its own immunity, so the public, in time, will develop a discount for exaggerated or false claims in radio advertising. Such a discount, once matured, is almost certain to be applied indiscriminately to all the advertising on the air. It will reduce the effectiveness of the medium and may cut its revenues. The contingency should be anticipated and avoided now, before it reaches the epidemic stage.

Much more important than the correction of advertising abuses is the problem of maintaining public confidence in the broadcasting of informational, educational, and cultural programs. It is in this area that certain foreign nations have failed by stooping to political propaganda. It is here that our system will break down unless a complete integrity is established and maintained.

There are two ways of insuring the integrity of American broadcasting. The first is thru the development of program standards by the federal agency of regulation, the Communications Commission. This is not censorship. It does not consist of the examination of individual programs nor the blue penciling of passages offensive to a censor. Instead of that, it is the analysis of program service from the six hundred odd stations now broadcasting in order to classify different types of materials used and to determine their effect upon listeners. After sufficient experience has accumulated, it should be possible to determine the types of programs to encourage and those to discourage.

In answer to those who argue that such standards could not be developed, it may be well to restate the suggestion of how a beginning can be made. It has been proposed that as part of the application now made for renewal of license, stations be required to state the basis on which they habitually select programs to be broadcast. This would allow the Commission to test the stations by their own declaration of standards. It could also be used as a basis for competition between stations seeking licenses or renewals. Even if it were never carried to the point where the Commission saw fit to make pronouncements on programs, the consequent self-regulation imposed upon stations would be greatly in the public interest. If carried far enough to bar dishonest or debasing programs, it could give the needed guarantee of integrity to our present system of broadcasting.

The second way of insuring the integrity of American broadcasting is by a change in the auspices under which informational, educational, and cultural programs are produced. This statement is a strong one and needs to be examined at length because it seems to imply a criticism of organizations which are putting on programs at the present time.

To the "Man from Mars" who looks at all groups with a cold impartial eye, there is not in the whole field of broadcasting the kind of unbiased sponsorship worthy of full public confidence. This is not to deny that many programs now on the air are entirely trustworthy. It is to say that the auspices under which they are produced rest upon foundations which are not, in themselves, a sufficient guarantee of integrity.

THE SECOND NATIONAL CONFERENCE ON EDUCATIONAL BROADCASTING will be held at the Drake Hotel in Chicago, Ill., November 29, 30, and December 1, 1937. The objectives of this second national conference have been outlined as follows: [1] To provide a national forum where interests concerned with education by radio can come together to exchange ideas and experiences; [2] To examine and appraise the situation in American broadcasting as a background for the consideration of its present and future public service; [3] To examine and appraise the listener's interest in programs that come under the general classification of public service broadcasting; [4] To examine the present and potential resources of education thru radio; [5] To examine and appraise the interest of organized education in broadcasting; and [6] To bring to a large and influential audience the findings that may become available from studies and researches in the general field of educational broadcasting, particularly such studies and researches as may be conducted by the Federal Radio Education Committee.

THE CARTHAGE COLLEGE MUSIC HOUR is a daily feature of station WCAZ in Carthage, Ill. It has been maintained steadily since its inception in September 1932. The programs are given by special radio ensembles—band; orchestra; mixed, treble, and male choruses; and assisting soloists. These groups are not the college musical organizations—they are especially selected for this purpose with separate rehearsals under faculty direction. The announcers and continuity writers are students also. Elmer Hanke, head of the department of music at Carthage College, feels that this program is direct education *for* radio, since this experience helps graduates to find positions in the radio profession, and that, by a careful selection of programs, it becomes education *by* radio as well.

THE AMERICAN MEDICAL ASSOCIATION will inaugurate on Wednesday, October 13, a series of thirty-minute programs designed as a supplement to classroom teaching of health. The programs will be heard weekly at 2PM, EST, over the NBC Red Network. While it is intended to furnish graphic supplementary material in health education for teachers and students in the junior and senior high schools, the programs will be of interest also in the elementary schools and to parents listening in their homes.

GEORGE JENNINGS, production director at station WILL, University of Illinois, has resigned to become head of a new department of radio at the Cornish School, Seattle, Washington. Mr. Jennings, who is completing a training period at the NBC studios in New York under a fellowship from the General Education Board, will conduct a radio workshop at the Cornish School.



THE NUMBER OF SCHOOLS in Australia equipped for the use of school broadcasts has been steadily increasing, according to the annual report for 1936-37 of the honorary secretary of the School Broadcasts Advisory Council. The report attributes the growth of interest in school broadcasts to a number of causes, such as the lifting of the depression, which was in full effect when the school broadcasts were inaugurated in 1933; a growing confidence in the value of the contribution of school broadcasts; a steady improvement in the quality of the broadcasts; the fact that music has been made a compulsory subject for all departmental secondary schools and has led to a wide recognition of the service broadcasting can render in this field; improved reception in country districts thru the installation of several new relay stations; and technical advice rendered to schools seeking to install receiving-sets.

The improvement in the quality of the school broadcasts can be attributed to the fact that the resources of the Australian Broadcasting Commission have been more and more placed at the disposal of the School Broadcasts Advisory Council; that expert volunteer workers have rendered unpaid service; that publicity has been increased and the "School Broadcasts Booklet" revised; and that school broadcasting technic has been improved thru the constructive criticisms and varied suggestions of the listening teachers.

JAMES ROWLAND ANGELL, retiring president of Yale University, has accepted the position of educational counselor to the National Broadcasting Company. He will take up his new duties in September at a salary of \$25,000 a year. Dr. Franklin Dunham, educational director of NBC, will work in cooperation with Dr. Angell. In accepting the position, Dr. Angell said, "I am accepting the invitation with great enthusiasm and in the hope that the opportunity given me will allow me to render a real public service. The educational possibilities of radio are but just beginning to be fully appreciated and I trust I can make some small contribution to increasing its significance for young and old alike."

THE FLORIDA ASSOCIATION OF BROADCASTERS has passed a resolution condemning super-power stations unless they provide a non-duplicating program service. The Florida broadcasters believe that any station granted 500 kilowatts power should produce and broadcast its own original programs and not merely rebroadcast network pickups into signal areas covered by other stations with the same programs. It is their opinion that super-power should stand on its own feet and justify its privileges.

DR. CLINE M. KOON, senior specialist in radio and visual education of the U. S. Office of Education, resigned his position September 1.

Consider first the case of the industry. The argument here was stated at some length in this bulletin more than six months ago and has never been contradicted.<sup>2</sup> It was built upon the theory that the commercial formula which makes possible the financing of American broadcasting ties the hands of station owners so that they are not free to deal impartially with informational and educational matters.

But what about the individuals and organizations of unquestionable integrity who put on particular programs and are given free rein for the purpose? The answer lies in a consideration of the status of these groups and individuals. They are being given without cost an access to the public which is valuable and obtainable thru few sources. They offer a service which could be displaced or duplicated readily. They are without bargaining power. They broadcast on the terms of the industry. The best record of experience in operating on that basis is contained in the pamphlet, *4 Years of Network Broadcasting*, published by the National Advisory Council on Radio in Education. If it had been possible to cooperate with the industry on its terms, that organization would have succeeded in doing so. The retirement of Dr. Levering Tyson from the directorship of the Advisory Council<sup>3</sup> is ample evidence that it simply can't be done.

What about organizations interested in radio but without broadcasting commitments? The principal ones are the Federal Radio Education Committee<sup>4</sup> and the National Committee on Education by Radio.<sup>5</sup> The latter is thoroly representative, each of its nine members being selected by one of the educational associations which constitute the committee. However, the National Committee has been so determined in its defense of the rights of education in radio that it is definitely not acceptable to certain groups whose cooperation will be needed in establishing impartial auspices.

The Federal Radio Education Committee is composed about equally of educators and commercial broadcasters. However, its members have been selected as individuals and represent officially only themselves. This committee has been subjected to the criticisms that it is too close to the government, that it has too much industry representation, and that its program does not inspire confidence. Perhaps all of these criticisms are unfounded. However, the committee has yet to prove its right to leadership.

Since no single organization now exists thru which to secure the cooperation of all parties involved and at the same time to guarantee protection to the public, a new organization seems to be needed. When such an organization is set up it must be noncommercial. The great educational and cultural agencies thruout the country must be represented upon it. Its membership must be appointed by these agencies and subject to no other control. It should have an educational home where it will have the same freedom as any college or university. It should be financed adequately to employ administrative officers and a staff of radio specialists capable of superior work in every phase of program preparation and production. It should have all the facilities of a radio workshop to select and train talent and to do experimental work.

Does all this sound Utopian? Probably it is. Certainly its full attainment can come only as the result of growth. However, it should be pointed out that until it does come or until provision is made for its growth, governmental regulation offers the only possibility of a broadcasting service in which we can have full confidence.

<sup>2</sup> *Education by Radio* 6:41-43, December 1936.

<sup>3</sup> *Education by Radio* 7:8, February 1937.

<sup>4</sup> *Education by Radio* 6:31, September 1936.

<sup>5</sup> *Education by Radio* 6:29, September 1936.



## How Much Clean Up?

**T**HE NEED FOR A CLEAN UP in radio broadcasting is now admitted on every hand. The final and conclusive evidence was the transfer of Chairman McNinch from the Federal Power Commission to the Federal Communications Commission for the specific purpose of effecting reform. The only remaining question is how far the clean up should go.

The editors of this bulletin, who think they performed a constructive service in emphasizing the need for a clean up, now feel the responsibility for a further effort to be constructive by suggesting some of the changes required if the reform of broadcasting is to be basic and lasting.

The problem facing those charged with the clean up may be stated very simply: Will changes in the administrative machinery of the Commission suffice or must there be changes in the theory as well as the practise of broadcasting regulation? The evidence seems to be conclusive that, while the so-called American system of broadcasting need not be destroyed some of the assumptions on which it rests must be altered.

The theory behind the present system of broadcasting has been stated as follows:

[1] The government shall license to private interests that number of stations which can make most effective technical use of the comparatively few air channels available for broadcasting.

[2] Station owners shall be allowed to create among themselves a system of commercial competition for advertising revenue. This private competition can be depended upon to keep them operating in the public interest.

[3] The public as the listening audience will determine the outcome of the competition by tuning its receiving sets to stations according to the excellence of their programs.

[4] Under such a system broadcasting will achieve a greater freedom and usefulness than is possible under more stringent government regulation.<sup>1</sup>

The fallacy of this theory was pointed out at the same time. It is this. When the government licenses one station for 50,000 watts and a competitor for only 100 watts, it is doing more than facilitating a system of private commercial competition. It is determining the outcome of that competition. By favoring high-powered stations, it is encouraging station owners to seek favors from the Commission. Does not this open the way to corruption or at least to the charges of corruption in broadcasting which have been made by members of Congress?

Before permanent reform is possible, then, some way must be found to eliminate the fallacy of our present theory of broadcasting regulation or to develop a new theory. If the present theory is to be retained, some method must be found for equalizing the competition prescribed by it.

**T**HE CHICAGO BOARD OF EDUCATION devised a unique program of education by radio during the recent poliomyelitis epidemic when the opening of the elementary schools in that city was postponed several weeks.

Seven radio stations donated time in fifteen minute periods thruout the day. Six newspapers carried a daily digest of each lesson to be broadcast, including directions, questions, and assignments for pupils. These digests served as texts in the absence of books.

Mathematics, English, science, and social studies for grades from 3B to 8A inclusive were the subjects chosen. Broadcasting began on Monday, September 13, at 7:15AM with a health and physical education program which was a daily feature. Lessons in social studies and science for the various grades were given at intervals thruout the day, the last period being from 6:45-7PM. On Tuesday lessons in English and mathematics were given. Wednesday's programs were the same as Monday's and the alternation continued thruout the week.

A committee of three was appointed in each subject to select material suitable for use over the radio, to plan the continuity of the lessons, and to be responsible for the broadcast. A committee of two principals was appointed to listen in to all broadcasts and to make suggestions for improvement.

Pupils were instructed to keep all of the work done in connection with the radio lessons and present it to their teachers when school opened. A committee in each major subject was appointed to work out a test to be given to the children at that time. The results of this test will determine the credit each child will receive for his work. These same committees made provision for make-up work for those children who did not have radios, or who were kept outside of Chicago during the epidemic.

The number of children listening to the radio lessons and using the newspaper texts has been estimated at 315,000.

The Board of Education is convinced that the plan was followed by both parents and children with earnestness and enthusiasm. Sixteen teachers, called in to supplement the staff at the central office, were unable to take care of all the calls received from parents who were distressed that they could not get a certain station on the radio and some child had missed a lesson, or because some speaker had given directions a little too fast and the child did not get them. A thousand questions were answered on the first day of broadcasting, and five extra teachers were added the next day.

<sup>1</sup> *Education by Radio* 6:6, March 1936.

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MEMBER EDUCATIONAL PRESS ASSOCIATION  
OF AMERICA

THE NATIONAL EDUCATION ASSOCIATION has completed arrangements with the Columbia Broadcasting System for a series of coast-to-coast current events broadcasts. The new programs, entitled "Exits and Entrances," will be broadcast Mondays from 2:30-3 P.M. EST, as a feature of the American School of the Air. They are intended especially for secondary school students of the social studies. In addition to the series over Columbia, the Association's Saturday morning program for teachers and Wednesday evening program for the general public will be continued over an NBC network.

A RECENT CONTROVERSY in Detroit over excessive commercial announcements during baseball broadcasts sponsored by Wheaties, involved radio stations, the client, newspapers, and listeners. It is expected that the result will be a noticeable limitation of advertising. According to *Variety*, "Most of the agency men and clients contacted have expressed themselves as frankly alarmed over the situation, declaring they never before had realized listeners' dangerous reaction to the 'blurb' system."

THE MOUNTAIN RADIO LISTENING CENTER SYSTEM of the University of Kentucky is described fully in an intensely interesting twelve-page illustrated booklet. Copies of the booklet may be secured without charge from Elmer G. Sulzer, director, publicity bureau, University of Kentucky, Lexington.

The difficulty in equalizing competition is a bit hard to explain. It grows out of a conflict between the technical and the economic purposes which broadcasting serves. Technically, unequal grants of power are necessary to serve different geographical areas of the nation. Fifty kilowatt stations are licensed to serve "rural and remote areas." Hundred watt stations are for service to local communities. Technically, therefore, the different classes of stations are not in competition.

Economically, they are in direct competition. They sell their "circulation" to advertisers. The advertisers buy service, not to listeners in remote areas where reception is at best uncertain, but to the audience within the good service areas immediately surrounding the stations. That is why commercial stations are located at or near centers of population.

Until last October the Commission had been issuing its licenses on the basis of technical considerations only. Then, at the reallocation hearings in October 1936, it took cognizance of the existence of economic and social as well as technical implications of broadcasting. It instructed Commander T. A. M. Craven, then chief engineer of the Commission and now one of its members, to prepare two reports, one dealing with the technical implications and a second dealing with the economic and social aspects of the problem of allocation.

The technical report has been rendered. It emphasizes the need for more rather than fewer classes of stations and actually paves the way for increases in inequalities between stations.

The economic and social report has not been submitted. It may never be prepared. However, the Commission has recognized at least that such problems exist. Ultimately it will have to come to grips with them. It will have to reconcile the economic and technical conflict if the present theory of broadcasting is to be preserved.

What are the possibilities of reconciliation? They seem to be excellent. There are certain conditions which must be met, however, and these should be given consideration before any statement of a solution for the problem is attempted.

The limitations on the number of available wavelengths and the facts about the technical operation of stations create certain realities to which all proposals must conform. In the nature of radio it is impossible to give high power to all stations. There must always be 100 watt stations or their approximation. On the other hand, there must also be high-powered stations to serve the rural population.

The problem, then, is not that of equalizing technical grants. It is rather that of ironing out the economic unfairness which results from the use of these facilities in advertising competition. What is necessary is to find a way of making high-powered stations compete only among themselves while the low-powered stations likewise are allowed to compete only against each other.

In one sense every station must compete for the attention of listeners with every other station in its locality. Listeners tend to favor the higher powered stations because they normally give better reception. Hence, unequal grants of power tend to make this competition unequal. Where a distinct difference in the types of program service is created, however, audience tastes will split listeners into groups large enough to give economic support to each of the several services. It is this psychological phenomenon which enables small daily or weekly newspapers to thrive in the delivery area of some of our great metropolitan papers.

A first step, then, is to see to it that the types of program service are carefully differentiated. There seems to be room for a national, a



regional, and a local service in most communities. Stations rendering these different types of service should lose all identity except that to which their service is dedicated. A national station should have no local identity, at least so far as program service is concerned. Regional and local stations should confine themselves likewise to special types of service.

There may be many ways in which this separation of functions can be achieved. Two possibilities will be discussed here. One has to do with the creation of superpower stations, each of which can serve the total area to which its service is dedicated. The other deals with the synchronization and simultaneous operation of a group of stations concerned with a single type of program service.

Experimental work is already being done with the superpower station. WLW at Cincinnati has been operating with a power of 500,000 watts for about two years. The expense of operating such a station is so great that it could never compete with a strictly local station. Its advertising rates have to be too high. Its programs are heard over too wide a range of territory to be confined to the type of service a local station ordinarily gives.

A clear channel survey conducted by the engineering section of the Federal Communications Commission indicated that WLW was the favorite station of rural listeners in thirteen states. Under favorable conditions it can be heard in almost any part of the United States. Engineers have proposed that a complete national coverage during nighttime hours might be provided by a single station such as WLW if it were centrally located and if "booster" stations were erected to reinforce the signal of the station in areas where reception was not clear.

Such an arrangement would never be entirely satisfactory. In the south, particularly during the summer months, reception would almost certainly be inferior. Conditions might develop in almost any part of the country under which reception would be poor. Nevertheless, it would provide a kind of national service which would present no economic dangers to regional and local stations.

Synchronization presents another and perhaps more promising possibility of differentiating between various types of service. This method of broadcasting has been frowned upon by engineers, altho they admit its technical validity. Therefore, it may be well to introduce some technical evidence as to the possibilities of synchronization.

In a release dealing with synchronization issued March 2, 1936, by the Communications Commission, appears the following paragraph:

Common frequency broadcasting [synchronization] is in successful commercial use in several countries. Thus, in Great Britain a network of a dozen or more stations is operated on the same frequency. In Germany there are two networks, one in the north and one in the south, each comprising several stations. The United States, altho in the forefront from the standpoint of technical development, has lagged behind in the commercial application of common frequency broadcasting. There are at present in operation in this country only three pairs of synchronized stations.

An exact report on American experience with synchronization is contained in another release, written by L. McC. Young, supervisor of synchronization, station WBBM, Chicago, and issued by the Commission March 9, 1936. The concluding paragraphs of the report are as follows:

The general results have far exceeded the predictions of the most optimistic technical experts concerned with the project. The total mail of the two stations [WBBM and KFAB] containing adverse criticism has been insignificant. In the investigation of these few cases none had any just basis for criticism against the

TO STUDY THE VALUE OF RADIO as an aid to classroom instruction, the University of Wisconsin will conduct during the next two years a special research project in school broadcasting.

The plan provides for a staff of radio specialists and educators, with facilities for experiments, demonstrations, school visits, and objective evaluation. Thru careful observations, tests, and measurements an attempt will be made to discover the place of radio in the school and to appraise its importance in classroom education.

The research project, financed by a special grant, is backed by the interest and support of leading educational agencies of the state. These include the State Department of Public Instruction, the Wisconsin Education Association, the State Board of Normal School Regents, and state broadcasting station WHA, in addition to various departments of the university.

Experimental broadcasts will be set up with definite objectives in harmony with those of classroom instruction. The evaluation will be in terms of the realization of those objectives. During the first half year the research project will be concerned mainly with preliminary studies, planning and preparation of experimental broadcasts, and setting up the machinery for evaluation.

Direct supervision of the research project is in the hands of an executive committee appointed by Dean E. B. Fred of the graduate school of the university, under whose general direction other university research projects are conducted. The work of experiment and research is being carried on by the following staff: Lester Ward Parker, radio education specialist; Lee Howard Mathews, research specialist; and Gordon Hubbel, script editor. Several graduate students are working as research assistants.

THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS held its annual convention in Urbana, Ill., September 13 and 14. Carl Menzer, director of station WSUI, State University of Iowa, was elected president for 1937-38, succeeding H. B. McCarty who has served as president during the past two years. Mr. Menzer will replace Mr. McCarty as the NAEB's representative on the National Committee on Education by Radio. Harold A. Engel, promotion manager of station WHA, University of Wisconsin, was elected vicepresident and W. I. Griffith, director of WOI, Iowa State College, treasurer. The new executive secretary is Frank Schooley of WILL, University of Illinois.

STATION WHAZ, Rensselaer Polytechnic Institute, Troy, N. Y., observed its fifteenth anniversary on the air Monday evening, September 13, coincident with the reopening of the Institute for its 113th collegiate year.

DR. LEVERING TYSON, former director of the National Advisory Council on Radio in Education, was inducted into the presidency of Muhlenberg College, Allentown, Pa., on October 2.

**THE SECOND NATIONAL CONFERENCE ON EDUCATIONAL BROADCASTING**, to be held in Chicago, Ill., November 29, 30, and December 1, will have as presiding officer at two of its sessions Dr. George F. Zook, president of the American Council on Education. Dr. Walter Dill Scott, president, Northwestern University, and Dr. Robert M. Hutchins, president, University of Chicago, will preside at the other two. Merrill Denison, writer; Dr. T. V. Smith, professor and state senator; Philip Barbour, South American specialist; Edwin W. Craig, director, radio station WSM; Dr. Levering Tyson, president, Muhlenberg College; and Dr. Lyman Bryson, Teachers College, Columbia University, have all agreed to speak. Section chairmen will be: Harry D. Gideonse, University of Chicago, aided by Sterling Fisher, Columbia Broadcasting System; William Dow Boutwell, director, educational radio project, U. S. Office of Education; Carlton Washburne, superintendent of schools, Winnetka, Ill.; Dr. Arthur G. Crane, president, University of Wyoming, and chairman, National Committee on Education by Radio; and H. M. Buckley, assistant superintendent of schools, Cleveland, Ohio.

**THE EDUCATIONAL BROADCASTING SECTION** of the World Federation of Education Associations meeting held in Tokyo, Japan, August 2-7, 1937, was attended by two or three hundred interested teachers, representing many different countries. Harry A. Carpenter, a specialist in science connected with the Rochester, N. Y., public schools, was America's representative on the program of the broadcasting section. His topic was "Curriculum Teaching in Science." On August 8 Mr. Carpenter broadcast to America over station JOAK a summary of the program of the Educational Broadcasting Section. His talk from the Japanese station was rebroadcast in this country by NBC.

**CLARENCE E. DAMMON**, director, radio station WBAA, Purdue University, Lafayette, Ind., is teaching a beginning class in the fundamentals of broadcasting and an advanced class in program production at the Indiana Extension Center in Fort Wayne. The class is using the facilities of station WOWO. There is also a class in radio technic at the Indiana Extension Center in East Chicago.

**LISTEN AND LEARN**, a 231 page book by Frank Ernest Hill, was published September 17 by the American Association for Adult Education, 60 East Forty-second Street, New York, N. Y. Copies are on sale at \$1.25.

**POPULAR PSYCHOLOGY** and club program planning are two new study group broadcasts scheduled for the fall series of women's programs over KOAC, the state-owned station in Corvallis, Oregon.

synchronous operation. For the past thirteen months I have spent the major portion of my time observing the operation of these stations. I have traveled over 25,000 miles in a '34 Chevrolet Coach which has been equipped as a field car with a Field Intensity Measuring Set, an Esterline Angus Recording Meter, a high fidelity Philco 800 auto radio receiver, and a standard high quality Philco 18 receiver. Daytime field strength measurements and fading records at night of synchronous operation and of WBBM alone have been made in seventy towns and cities in the area between Columbus, Ohio, and Denver, Colorado, Duluth, Minnesota, and Tulsa, Oklahoma. During July of 1934, Iowa was combed in search of the expected mush area. Continuous observation, using the high fidelity auto receiver, was made in the field car, travelling over 1400 miles during the night periods of synchronization and common programs. No mush area was found. Very little fading to poor quality was noticed. However, during many of the observations, several entire fifteen minute periods would remain without appreciable fading dips, while one or both of the individual station identification announcements at the intervening breaks would show fading.

This fact, itself, indicates that in the middle area between the stations the service has been materially improved. Other observations show that the service areas of both stations have been increased.

The details of how synchronization might be applied on a nationwide scale are too technical for consideration here. Competent engineers have indicated that it can be done. While it might involve a considerable reallocation of facilities, it would also differentiate national programs so completely as largely to eliminate the economic unsoundness of the American system of broadcasting as it exists at present.

If synchronization were to be used on chain programs, it would mean that each network would be confined to three or four channels instead of the dozen or more channels used today. This might open the way to an increase in the number of national services or to an amplification of the present use of channels in regional and local service. It would probably result in the ownership of all the synchronized stations on any one chain by a single corporation. It would also result in a complete national coverage for all programs, non-commercial as well as commercial.

Synchronization might be used not only for national service but also for regional purposes. Single superpower stations might also serve regions. This latter alternative would seem particularly appropriate in areas where a single state had a particular public service which it chose to render by means of its own publicly-owned station. Clearly such a station, supported by public funds, would be assumed to be more in the public interest than any commercial station seeking the same facilities. Obviously, the power of such a station should be great enough to serve all the people who, as taxpayers, would be contributing to its support.

Local stations would remain much as at present, each with low power to serve a given locality. There might well be an increase in the number of these stations. They would have to depend for their economic survival on the highly individualized service they could render to their community.

So much for the reallocation proposal. Now for some precaution as to the way in which it should be used. If applied immediately and arbitrarily it would almost certainly throw broadcasting back into the chaos of its early days and deprive the listeners of the present program service which for many people is entirely satisfactory.

Many problems are involved. There must be an adjustment of the holdings of such stations as may be absorbed in a synchronous system, to prevent loss on an investment presumably incurred in good faith. There must be careful study of the social and economic implications of the change. While giving up one system which is unsound, we must take every precaution against allowing new unsoundness to develop. This clean up may well be permanent and it must have foundations worthy of permanence.



## A Public Broadcasting Service

**A**FTER NEARLY TWO YEARS OF EFFORT to develop a constructive plan for the cooperation of all groups interested in the improvement of broadcasting programs, the National Committee on Education by Radio, thru its chairman, Dr. Arthur G. Crane, has prepared a specific proposal for experimentation in this direction. The theory behind the proposal has been outlined on two previous occasions.<sup>1</sup> The detailed arrangements for testing it, which will be outlined here, are of more recent development.

The complete prospectus of the plan of the National Committee is too extensive to be set forth here. Only the high lights can be reproduced in this report. They will give some indication of the need for the plan, its objectives in general, and the specific machinery which has been created in two regional areas to apply the principles as a means of solving their particular problems.

**The need:** Private enterprise has succeeded in making exceptionally fine broadcasts available to American listeners on twenty-five million receiving sets. On the other hand, there are great gaps in the broadcast program. Formal use of radio for improving instruction in schools for thirty million youthful citizens has been almost wholly neglected. Advertising, which furnishes the essential revenues, has necessarily determined the type of broadcast, giving preference to the mass audiences to the neglect of minority groups. Regional needs have been unavoidably subordinated to national programs paying revenues. Potential producers of socially desirable broadcasts have not been in a position to make the best contributions because of lack of finances or available time and facilities. An unpleasant controversy has been waged between transmitting agencies and producers of noncommercial, socially desirable broadcasts. At times the controversy has been heated. This plan has been designed to remove difficulties and make possible more harmonious cooperation between all parties concerned.

The proposals made in this plan are comprehensive. They accept the basic assumptions of the present system of broadcasting. They recognize the need for flexibility to allow for adjustment to different conditions in various parts of the country. They outline a plan which can be used nationally, regionally, or locally. They present specific proposals for demonstration of the proposed pattern in the state of Texas and in the Rocky Mountain region.

**Objectives of the plan:** *To promote cooperation*—The first step is to increase beyond anything that has been attempted in radio the number of cooperating agencies and the range of represented interests. The aim of this cooperation is to create a working organization thru

**T**HE FIRST STEP in the reorganization of the Federal Communications Commission by its new chairman, Frank R. McNinch, is the abolition of the three divisions—broadcast, telephone, and telegraph—into which the Commissioners were divided by Commission Order No. 1 adopted July 17, 1934. Under the division system two of the seven Commissioners were assigned to each division, with the chairman acting as the third member of each.

According to Chairman McNinch, "Some of the reasons underlying this fundamental change of organization policy are that experience has shown that to subdivide a small Commission has a divisive effect and tends away from cooperation and mutual understanding. The assignment of such important work as has heretofore been handled by divisions theoretically composed of three Commissioners, but in fact functioning with two Commissioners because of the impracticability of the Chairman's keeping himself currently informed and attending meetings, has resulted in two members of the Commission carrying an unnecessary load of responsibility and exercising an undesirably large portion of the power and functions of the Commission, while at the same time denying the other Commissioners any practical opportunity to participate in decisions. When such major phases of the Commission's work, as broadcasting, telephone, and telegraph, have been committed to the handling and decision of only two members, these two members have been denied opportunity to exchange views with and profit by free discussion and expression of opinions by the other Commissioners. Commissioners not on a particular division have felt a natural reluctance to inquire into the work committed to others, hence, they were denied effective expression of their views upon pending matters. Furthermore, the segregation of Commissioners into units, with power to act, unavoidably requires that they specialize in their thought and action upon limited phases of the Commission's work and this, with other reasons above mentioned, prevents a rounded development of every Commissioner's knowledge of and experience in the whole field of the Commission's work."

The new plan of organization will go into effect November 15.

**G**EORGE HENRY PAYNE, a member of the Federal Communications Commission, will speak in Boston November 13 to the Alumni of the Sacred Heart. His subject will be "Decency in Radio Programs."

<sup>1</sup> *Education by Radio* 6:13-15, 45-48; May and December Supplement 1936.

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One Madison Avenue, New York, N. Y.

### Committee Members and Organizations They Represent

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JAMES E. CUMMINGS, department of education, National Catholic Welfare Conference, 1312 Massachusetts Avenue, Washington, D. C., *National Catholic Educational Association.*

J. O. KELLER, assistant to the president, in charge of extension, Pennsylvania State College, State College, Pennsylvania, *National University Extension Association.*

HAROLD B. McCARTY, program director, state broadcasting station WHA, University of Wisconsin, Madison, Wisconsin, *National Association of Educational Broadcasters.*

CHARLES A. ROBINSON, S. J., St. Louis University, St. Louis, Missouri, *The Jesuit Educational Association.*

AGNES SAMUELSON, state superintendent of public instruction, Des Moines, Iowa, *National Council of State Superintendents.*

WILLIS A. SUTTON, superintendent of schools, Atlanta, Georgia, *National Education Association.*

H. J. UMBERGER, VICECHAIRMAN, Kansas State College of Agriculture and Applied Science, Manhattan, Kansas, *Association of Land-Grant Colleges and Universities.*

GEORGE F. ZOOK, president, American Council on Education, 744 Jackson Place, Washington, D. C., *American Council on Education.*

MEMBER EDUCATIONAL PRESS ASSOCIATION  
OF AMERICA

"POOR RECEPTION has ruined many a good radio program!" The causes of poor reception are varied, some easily remedied, and others difficult to control.

Select a receiver which is designed to give ample volume and tonal quality for comfortable listening in a large room.

Keep the receiver in good working order. Tubes and other parts will wear out. Have the set checked over by a competent radio service man at the beginning of each semester, and any other times when it does not work properly. Your service man can help in tracing down other difficulties such as a poor antenna, overloading, electrical interferences, and poor loudspeakers.

Avoid "extra" sets which well-meaning friends would give the school. If a receiver is not good enough for home use, certainly it is inadequate for classroom listening.

Do not require a class to listen unless you have good reception. Interference, distortion, and lack of volume rob listening of the pleasure which should always accompany a classroom broadcast. *Insist on good reception.*—*Wisconsin Journal of Education* 70:44; September 1937.

THE SECOND NATIONAL CONFERENCE ON EDUCATIONAL BROADCASTING, to be held at the Drake Hotel in Chicago on November 29 and 30 and December 1, will devote each general session to a significant theme. Speakers at each session will include a spokesman for the listener, for the industry, and for education. Dr. Lyman Bryson will serve as discussion chairman for the entire conference.

which educational institutions and agencies, service departments, and citizens' groups can mobilize their broadcasting resources, raise the standards of their presentation, and demonstrate a cooperative method of maintaining working relationships between broadcasting stations and the producers of noncommercial programs. This can be done on local, regional, or national bases.

America excels in successful cooperative projects. It is strange that more complete and effective cooperation by the groups interested in broadcasting has not appeared more rapidly and more extensively. Both advertisers and educators are desirous of furnishing the American listener with the most attractive and most useful broadcasts within their resources. One group desires attractive broadcasts for the purpose of getting the attention of business customers. The other desires the attention of listeners in order to convey things socially desirable. There should be no serious conflict between these two objectives. Both groups desire the attention of the American listener to be secured by high grade programs. The plan aims to secure, first, cooperation between the producers of sustaining programs, and, second, cooperation between this group and the transmitting group.

*To discover resources*—The second step is to inventory the various kinds of resources of all cooperating agencies which can be mobilized for broadcasting purposes. This includes an analysis of the kind of assistance the various groups will need in order to utilize their resources most effectively.

Preliminary survey in the two regions selected reveals a surprising aggregate of broadcasting resources in the number and variety of cooperating agencies, in talent, and in public contacts and confidence.

*To establish integrating organization*—The third step is to set up on the basis of information gathered in the inventory an administrative organization and a technical staff to assist the cooperating organizations. This integrating machinery would constitute the equivalent of what is frequently called a radio workshop. It would serve as a center for script writing and production. It would also be provided with a transcription service to record and reproduce programs. It would facilitate the collection and interchange of meritorious broadcasts. It would stimulate and guide the production of programs by the cooperating agencies.

The plan proposes the formation of cooperative councils composed of representatives of cooperating agencies. Each council will direct the policies which it adopts thru the medium of a smaller executive body, which in turn will engage and direct an expert professional staff.

The administrative organization in each region would be entirely democratic and strictly noncommercial. Its procedures would be determined by the constituent members. The administrative and technical personnel would be under its control. Listeners could accept its programs with full confidence and with every assurance that complete freedom of speech existed.

The plan proposed can be effected without disturbing the present set-up of commercial broadcasting, without additional transmitting stations, without reallocation of channels or frequencies, thus giving each listener an opportunity to turn to a sustaining program designed solely to be attractive and useful to him. The plan makes possible better local and regional programs, avoids monopoly control, stimulates centers for the training of broadcasters, and provides the transmitting stations with better broadcasts than they are now receiving from educational sources.

The plan contemplates inter-regional cooperation and eventually national cooperation by the simple expedient of establishing inter-



regional and national boards composed of representatives from the regional committees. Inter-regional and national organizations will make possible interchange of scripts, of records, of experience, and inter-regional and national broadcasts of the best programs discovered and produced in the regional enterprises.

**Practical application of the plan:** The best indication of the practicability of this plan is the result obtained by preliminary exploration of its possibilities in two strategic regional areas—the state of Texas and the Rocky Mountain region. The situation in each of these areas will be described in some detail.

*Rocky Mountain region*—In the Rocky Mountains irrigation farming, stock raising, mining, manufacturing, forestry, dude ranching, and the resulting types of commerce give a homogeneity which very clearly defines this intermountain region. Denver is the natural urban center of the region. Radio stations are well situated to serve the larger portion of the territory. The people are accustomed to co-operating. Transportation and commercial facilities are ample to bind the region together. The region possesses great educational institutions and public agencies accustomed to carrying out cooperative enterprises. The state governments cooperate in promoting the interests of the region. The ideal service to the listeners in this region will include local and regional broadcasts and such inter-regional and national broadcasts as are of general application.

*Texas*—The state of Texas, owing to its great size and its peculiar historical development, offers a natural unit which also happens to coincide largely with state lines. Various agencies and institutions in Texas have already had very successful experience in cooperative broadcasting. Institutions and public agencies are accustomed to successful cooperation. The state possesses a complete system of radio stations, both local and regional. Community of interests—industrial, social, economic—and a common historical background, make Texas a highly favorable region for testing a cooperative public broadcasting plan. The eighty colleges and the splendid statewide citizens' organizations possess in the aggregate tremendous resources essential for the production of high grade broadcasts.

**Background of the plan as it was developed in these two areas:** This plan was developed to satisfy a need which is both general and specific.

Thruout the nation there has been a general recognition that no satisfactory relationship has been worked out for the handling of educational and cultural broadcasting. In the beginning educators demanded that broadcasting facilities be reserved exclusively for their use. After public hearings held by the Federal Communications Commission, upon instructions from Congress, this request was denied. The Commission recognized, however, that some readjustment in relationships was necessary and repeatedly asked both the educators and the operators of commercial broadcasting stations to develop some practical plan thru which satisfactory working relationships could be established. The Commission was instrumental in forming the Federal Radio Education Committee to deal with the problem. This committee immediately created a subcommittee on "Conflicts and Cooperation" to continue the search for a practicable solution of the problem. Dr. Arthur G. Crane, president of the University of Wyoming and chairman of the National Committee on Education by Radio, was made chairman of that subcommittee. It has been largely as a result of his efforts and those of members of the subcommittee that this proposed plan has been developed.

In addition to the work of individuals and organizations on this problem, the listeners have recognized the need for an arrangement under which a more satisfactory service of educational and cultural

CARL MENZER, director of radio station WSUI, State University of Iowa, Iowa City, speaking at the annual convention of the National Association of Educational Broadcasters held in Urbana, Ill., September 13 and 14, described a plan by which existent college stations may be linked into an educational network. Mr. Menzer reported that for the past year experiments have been conducted between station WOI, Iowa State College, Ames, and station WSUI with a view to rebroadcasting outstanding features of both programs. These experiments were so successful that a rather comprehensive rebroadcast program has been planned for the present year.

During the course of last year's work it was discovered that several other educational stations might be received with sufficient reliability for rebroadcasting. This immediately suggested the joining of a group of such stations into an educational network which might cover a considerable portion of the midwest. The plan was proposed to member stations of the National Association of Educational Broadcasters, and engineers are now testing the feasibility of such a network.

A number of problems presented themselves in the nature of interference from other stations, insufficient power, and the like, but it is hoped that these difficulties may be overcome.

Advantages of this plan are obvious: outstanding features of individual stations may be rebroadcast by the network; high-class material will be available at almost all times for any station; coverage areas for such outstanding features will be vastly increased; the element of competition should stimulate program directors and producers in their presentations; regional broadcasts may be planned which would not otherwise be possible.

The cost of telephone lines for an educational network is prohibitive. Therefore, this plan seems to offer a solution to a number of problems if it can be successfully applied to a sufficient number of educational stations.

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AMERICAN LISTENERS will be particularly interested in some of the new regulations adopted by the Canadian Broadcasting Corporation which go into effect November 1. Advertising content is limited by the new ruling to 10 percent of any program period. Spot announcements are not to exceed two minutes of each broadcasting hour. No spot announcements at all may be broadcast between 7:30 and 11PM on weekdays or at any time on Sundays. Food and drug advertisements must be approved by the Department of Pensions and National Health before being broadcast. Advertising containing false or deceptive statements and false or misleading news also come under the ban.

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STATION WSM, Nashville, Tenn., in an effort to establish and maintain the highest standards for educational broadcasting, has published "Helps in Building Radio Programs." Civic and educational groups planning to present broadcasts will find these "Helps" very useful. E. M. Kirby, educational director of WSM, states that he will be glad to furnish copies to those requesting them.



IT IS GENERALLY RECOGNIZED that the average child spends a great deal of time each day in listening to the radio. Attempts have been made to evaluate this influence, and all agree that listening does leave its mark on the character of the child.

The teacher, as well as the parent, has a definite responsibility in teaching the child to evaluate what he hears on the radio. If, as a child, he is not taught to listen critically he will be easy prey in later years for any suave-tongued propagandist who buys his way onto the air.

In listening to the radio the child should be taught to search out the true motive of the program and the auspices under which it is presented. If the purpose of the broadcast is to sell a commodity, let it be recognized. If it is to win converts to a theory or cult, let it be understood. With a realization of the motives even a child will condition his reactions on the basis of reason rather than emotion. Just as we teach critical reading we must teach critical listening.

Listening tastes can be raised. Commendation for good programs will build an acceptance of more of the same calibre. Class discussions of what children like or do not like about certain programs will bring out most interesting comments. Such questions as what children think about "children's programs," how much they believe of what they hear, do they react positively to sales blurbs, and whether or not they "don't hear" announcements—all of these will stimulate thinking.—*Wisconsin Journal of Education* 70:38; September 1937.

THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, meeting in Buffalo, N. Y., November 25-27, will devote one session to radio. Max J. Herzberg, radio chairman for the Council, will preside. William D. Boutwell, director of the Educational Radio Project, U. S. Office of Education, will discuss "Government Radio Broadcasts in the Field of Literature." Sterling Fisher, director of talks and education for the Columbia Broadcasting System, will have the subject, "Education on the Air," and Robert B. MacDougall will give a preliminary report on the National Council's radio investigation. The second part of the program consists of a rehearsal and broadcast of the "Magic of Speech" program, directed by Vida R. Sutton.

THE RADIO GARDEN CLUB, presented Tuesdays and Fridays at 3:15PM, EST, over WOR and the Mutual network by the Agricultural Extension Service of Rutgers University, has received letters from listeners in twenty-nine states and Canada expressing appreciation for its timely garden information.

THE GENERAL FEDERATION OF WOMEN'S CLUBS began on October 21 its 1937-38 series of weekly broadcasts devoted to the general theme, "Education for Living." The programs may be heard from 4:30-5PM, EST, over the NBC-Blue Network.

programs could be put on the air. Just as radio has developed from an experimental science of electrical transmission to a means of mass communication, so the tastes of listeners have developed to the point where large groups now demand that radio render a more substantial service than mere entertainment.

When broadcasting first came into its own both Colorado and Wyoming had institutionally owned stations for educational programs and public service. The University of Wyoming and the State Teachers College at Greeley, Colo., both found their resources insufficient to carry the burden of a heavy broadcasting program. They abandoned their stations.

The interest in educational and cultural broadcasting continued, however. Spontaneously in both states groups sprang up which concerned themselves with the problem of finding a plan for supplying this service. These groups created a committee consisting of Dr. Arthur G. Crane; Dr. Edgar A. Burton, radio editor of the *Colorado Labor Advocate*; Dr. George T. Avery, representing the Colorado State College of Agriculture; Dr. W. M. Campbell, the University of Colorado; Angus Laird, the University of Denver; and Robert B. Hudson, the Adult Education Council of Denver.

This committee decided to make an inventory of existing facilities in the Rocky Mountain area and to formulate a plan for making these facilities available to radio. To help in this work the committee secured the services of Harold A. Engel, promotion manager of state broadcasting station WHA, University of Wisconsin, Madison, and S. Howard Evans, secretary, National Committee on Education by Radio, New York, N. Y. With their assistance the committee prepared a prospectus.

In Texas a similar development occurred. In the early days of broadcasting Texas had several institutionally owned stations used for educational programs and public service. The institutions found their resources insufficient to carry the heavy broadcasting program. They abandoned their stations for full time service. Furthermore, no institution had a station with power sufficient to cover the state.

The interest in educational and cultural broadcasting continued. Spontaneously, groups in the state sprang up which concerned themselves with the problem of finding a plan for supplying this service. Mrs. J. C. Vanderwoude, primarily because of her interest and enthusiasm for the subject and her position of leadership as chairman of the radio committee of the Texas Congress of Parents and Teachers, became the leader of the movement.

In the fall of 1936 Dr. Arthur G. Crane and a number of persons interested in improving cultural and educational programs met in Dallas. They discussed their special problems at this and subsequent meetings, and finally constituted themselves the charter members of a public radio council of Texas. Mrs. Vanderwoude was elected chairman of the Texas Radio Council at a meeting held in Dallas on November 21, 1936.

The council decided to make an inventory or an analysis of radio broadcasting resources and station facilities available in Texas and to formulate a plan for making them more effective educationally and socially. Thru the services of Dr. Crane the Texas Radio Council was awarded a grant from the National Committee on Education by Radio with which Ben H. Darrow, founder and director of the Ohio School of the Air, was brought to Texas for the summer of 1937 to serve as instructor and lecturer on education by radio at Southern Methodist University and the University of Texas. At each of these institutions practical courses in the radio workshop and broadcasting were offered, and at the close of each session radio institutes were featured. Dr. Lewis B. Cooper, director of the research depart-



ment of the Texas State Teachers Association, was made responsible for directing the research required. Mr. Darrow and Dr. Cooper, with the assistance of Mrs. Vanderwoude and other members of the Council, contributed to its preliminary prospectus.

**Advantages visualized:** Each of the various groups which have studied the plan in its preliminary form has felt that it has definite advantages to them.

To the listeners the advantages seem to be:

- [1] Wider variety of programs possessing greater regional significance.
- [2] Programs more responsive to the needs and desires of large groups.
- [3] Better sources of information about programs.
- [4] Greater opportunity to participate in discussion and use of program materials.

To the cooperating agencies potentially to be represented on the Councils the advantages seem to be:

- [1] Aid in selecting materials and talent available for radio use.
- [2] Assistance in preparing programs for radio presentation.
- [3] Advice in preparing visual aids and program announcements to supplement the broadcasts and to build audiences.
- [4] An electrical transcription service.
- [5] Technical assistance in making radio training available to staff members and students.
- [6] Correlation of the work of various agencies to avoid duplication.

To the broadcasting stations which make available their facilities for programs provided by the agencies connected with the Council the advantages seem to be:

- [1] A responsible organization thru which they can work.
- [2] A greater source and wider scope of programs.
- [3] Carefully planned no-expense programs.
- [4] A larger listening audience to which has been added special interest groups.
- [5] A clearing house for numerous requests for time.
- [6] A source of young, trained talent.
- [7] A cooperative organization thru which to test listener response.

The following organizations and agencies have expressed a willingness to cooperate actively in the organization, support, and management of the Rocky Mountain Radio Council: Colorado State College of Education; Colorado School of Mines; University of Denver; University of Colorado; University of Wyoming; Adams State Teachers College; Colorado State College of Agriculture and Mechanic Arts; Regis College; Colorado Woman's College; Colorado College; Iliff School of Theology; Western State College; Denver Public Schools; Adult Education Council of Denver; Colorado Education Association; Wyoming Education Association; *Colorado Labor Advocate*; Colorado Library Association; WPA of Colorado; Wyoming State Department of Public Instruction; Colorado State Historical Society; Denver Public Library; Colorado Congress of Parents and Teachers; Colorado State Grange; Colorado division of the American Association of University Women; Colorado Federation of Women's Clubs; Farmers' Educational and Cooperative Union of America, Colorado Division; and Women's Citizens League [Colorado branch of League of Women Voters].

**R**ADIO ACTIVITIES of students at Wayne University, Detroit, Mich., have been correlated thru the establishment of the Wayne University Broadcasting Guild. The Guild is headed by Garnet Garrison, director of radio, and will encourage experimentation in all phases of radio program work. Students will originate, plan, write, and produce several programs each week over Detroit stations, with the Guild set-up in the University corresponding to regular studio framework, program direction, production, sound, publicity, technics, scripts, announcing, acting, and the like. Two programs a week, on WMBC and WJBK, have been arranged, with more to follow. Mr. Garrison continues in charge of the weekly faculty program, "The Contemporary Scene," on WXYZ, and the university's five radio courses. The Guild is intended for more intensive laboratory work for students in those courses as well as for others who are interested.

**T**HE BOARD OF EDUCATION of New York City, in cooperation with the WPA, is presenting over thirteen local stations a series of adult education programs designed primarily to teach elementary English to the foreign born. Commercial and cultural subjects are also included in the broadcasts. More than 5000 listeners in the metropolitan area are taking advantage of the broadcast lessons. Students in English are supplied with free textbooks to guide them during the lessons and send their "homework" in to the program headquarters by mail. These returned lessons provide an accurate measure of the number of students. Supplementing the elementary educational broadcast is a staff of itinerant teachers who visit the pupils in their homes or places of employment.

**I**F WE LOOK UPON RADIO as a means for enabling us to accomplish some of the important objectives which previously were difficult or impossible of attainment, we see many opportunities for its utilization. It enables us to break down, to a degree, the isolation of the classroom. It makes possible the marshalling of drama and music for educational ends. It brings to the pupils at their desks or in their homes a first-hand contact with the great personalities who are shaping our world. And it makes impossible the closed mind that hears but one side of any question. The use we make of radio reflects in no small degree the breadth of our educational thinking.—I. KEITH TYLER, "Why Listen?" *The Ohio Radio Announcer* 3:5; October 1937.

**D**R. JOSEPH E. MADDY, professor of music at the University of Michigan, resumed his weekly radio music lessons on October 12. The title of the series has been changed to "Fun in Music." This year rudimentary voice lessons are being included in addition to the band instrument lessons which Dr. Maddy has made famous. The programs may be heard Tuesdays at 2PM, EST, over the NBC-Red Network.

**A** GROUP OF ALERT WISCONSIN TEACHERS is actively at work in the field of school broadcasting. They are drafting radio programs, forming course outlines, devising lesson aids, and planning ways to assist in the Wisconsin Research Project in School Broadcasting.

These teachers are members of the Wisconsin Education Association Committee on School Broadcasting. All are engaged in various phases of educational work and know the problems of the schools. This group, directly representing the interests of teachers themselves, is planning a series of teacher institutes and broadcast demonstrations. These meetings are patterned after the institutes held last spring in Janesville and Stevens Point. Teachers have the opportunity to come together and observe a demonstration of the classroom use of radio, to question and criticize, and to discuss local problems. H. C. Ahrensbrak, principal, Beaver Dam High School, Beaver Dam, Wis., is chairman of the committee.

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**S**TATION KSTP, St. Paul, Minn., held an educational broadcasting conference on October 16 for the purpose of demonstrating radio production methods and new technics adapted to education on the air and to discuss objectives for the educational broadcast. Teachers, parents, students, and representatives of educational, social welfare, civic, and public service organizations were invited to participate. Among the subjects discussed were radio showmanship, the microphone and public school music, the mechanics of radio transmission, radio speaking, writing copy for the ear, the children's program, public school radio systems, health education on the air, the use of broadcast music, the woman's organization in educational broadcasting, and other pertinent topics. Thomas Dunning Rishworth, educational director of station KSTP, was in charge of the conference.

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**B**RAVE NEW WORLD is the title of a new series of broadcasts by the Educational Radio Project of the U. S. Office of Education. The aim of the series is to promote further the good neighbor policy of this country with Latin-America. The programs, which may be heard Mondays from 10:30-11PM, EST, over the Columbia Broadcasting System, will develop in twenty-six episodes the broad sweep of Latin-American history, culture, and present day problems. Close cooperation is being developed with the secondary schools of the United States by the publications which accompany each broadcast giving a brief outline of historical material, maps, reading lists, teacher and listener aids.

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**S**TATION WLB, University of Minnesota, and WCAL, St. Olaf College, have been granted authority by the Federal Communications Commission to change frequency from 1250 to 760 kc. and to increase power to 5 kw. daytime. The two stations will share the 760 kc. frequency, WLB using two thirds of the daytime hours and WCAL one third.

In Texas the following organizations have expressed a willingness to cooperate: American Legion Auxiliary, Department of Texas; American Legion, Department of Texas; Association of Junior Leagues of America, Region VIII; Association of Texas Colleges; Boy Scouts of America, Texas Division; Child Health and Protection, Texas Conference; Girl Scouts Cactus Region, Texas Branch; Texas Congress of Parents and Teachers; Texas Federation of Music Clubs; Texas Federation of Women's Clubs; Texas Graduate Nurses Association; Texas Home Economics Association; Texas Organization of Public Health Nursing; Texas Planning Board; Texas Public Health Association; Texas State Teachers Association; Texas Tuberculosis Association; Farmers' Educational and Cooperative Union of America, Texas Division; 4-H Clubs of Texas; State Department of Public Instruction; and State Board of Education. The regional chambers of commerce of the state and the state medical association and other statewide organizations are interested and may become part of the council later.

A survey of the broadcasting facilities in Texas shows an array of forty-six stations able to cover the population centers of the state in two types of service. The Texas Quality Network will cover Texas satisfactorily, and the state can be covered thru program recordings supplied to the array of small stations of the state. While there is no network in the Rocky Mountain region, there are fifteen stations which amply cover all centers of population. Preliminary conferences with the operators of a number of stations in both areas indicate that they are sympathetic to the plan and desirous of having it put into operation.

The detailed plans for Texas and the Rocky Mountain region offer exceptional opportunities for real research not only in the test of the regional plan in its entirety, but for important sub-projects which are essential constituents of a public broadcasting service. For example, each region possesses great colleges of education with their staffs of experts in subjectmatter and in educational research. Each region will undoubtedly include in its program tests and demonstrations of broadcasts to classrooms, making available to millions of youthful citizens this new medium for the enrichment of instruction. The use of radio as an instrument for instruction in schools is important enough in itself to justify the entire experiment. The agricultural colleges will find the services of a regional staff exceedingly valuable to them and their broadcasting service to the agricultural population. The use of broadcasts in adult education will be part of the program. Citizens' organizations will find these facilities exceedingly valuable for serving their own clientele. A part of each public program will undoubtedly be broadcast in behalf of public health and for the transaction of public business by state agencies. Each of these enterprises will be a research project working thru an organization which can guide, unify, and integrate them.

A demonstration of this regional plan will offer in a few years time valuable evidence regarding technic, procedure, and results on a score of different projects, whose chances for success will be far greater under the combined plan and whose aggregate expense will be far less than if these various projects were attacked separately.

The Texas and Rocky Mountain regional projects are not isolated, disconnected experiments but are the basic units for a public broadcasting service. What is demonstrated in one unit will be useful in other similar units and can ultimately develop into a national plan. Each unit standing by itself might justify its expense and effort, but standing as parts of a unified plan, they take on added significance and value.



# Education

by **R A D I O**

A Bulletin to Promote the  
Use of Radio for Educational,  
Cultural, and Civic Purposes

Volume 7

DECEMBER 1937

Number 12

## A Report of Stewardship

**T**HIS BRIEF SUMMARY is as fascinating as the highlights of a best seller, and yet it is not fiction but a report on the seven years of activity of the National Committee on Education by Radio. It relates the story of a cooperative effort on the part of nine great educational organizations to protect the interests of education in this new medium of communication and to make a constructive contribution to the educational and cultural service which broadcasting can render to the American people.

The National Committee on Education by Radio was organized late in 1930. At that time the situation in educational radio might properly be summarized as follows: pioneering was well under way; schools of the air were in existence; research projects were being undertaken; educational broadcasting stations were becoming aware of the need for enlarging and enriching their programs; state officials and educators thruout the nation were recognizing the danger of losing valuable rights in this new public domain.

At the request of several land-grant colleges then operating broadcasting stations, the late Dr. William John Cooper, U. S. Commissioner of Education, called a conference of educators which met in Chicago, October 13, 1930, to consider problems facing educational stations. The conference passed two resolutions, each important enough to deserve reproduction here.

[1] Resolved, That the meeting recommend the immediate organization of a committee, the members of which shall be duly accredited representatives of The Association of College and University Broadcasting Stations, the Land-Grant College Association, the National University Extension Association, the National Association of State University Presidents, the National Education Association, the National Catholic Educational Association, the Jesuit Educational Association, the National Advisory Council on Radio in Education, the Payne Fund, and other similar groups, for the purpose of formulating definite plans and recommendations for protecting and promoting broadcasting originating in educational institutions, and broadcast by educational institutions, and for presenting the same, when advisable, to appropriate authorities and interested parties, and that the Federal Office of Education be given the responsibility for notifying the aforementioned groups of the deliberations and debate at Chicago on October 13, 1930, and for calling an organization meeting of this committee at the earliest possible moment.

[2] The committee shall give first consideration to the following resolution adopted at the meeting in Chicago on October 13, 1930:

"The Conference on Radio and Education, meeting in Chicago, Monday, October 13, 1930, recommends that the Congress of the United States enact legislation which will permanently and exclusively assign to educational institutions and government educational agencies a minimum of 15 percent of all radio broadcasting channels which are or may become available to the United States.

"The Conference believes that these channels should be so chosen as to provide satisfactory educational service to the general public."

In accordance with the instructions of the Conference, Dr. Cooper invited each of the organizations specified in the first resolution to select a representative to serve on the Committee. This democratic

**T**HE GEORGIA AUDIO-VISUAL EDUCATION ASSOCIATION held a Southern Conference on Audio-Visual Education in Atlanta, October 14, 15, and 16. Among the speakers were Dr. Edgar Dale of the Bureau of Educational Research, The Ohio State University, Columbus; B. H. Darrow, educational director, station WBEN, Buffalo, N. Y.; Dr. Walter D. Cocking, dean, College of Education, University of Georgia, Athens; Ellsworth C. Dent, educational director, Victor division, Radio Corporation of America; and Franklin Dunham, educational director, National Broadcasting Company.

There were in attendance about a thousand teachers, board of education members, religious workers, PTA members, and others who were interested in this field. A number of the speeches were broadcast over several of the local broadcasting stations. A broadcast of particular interest was that of the *Atlanta Journal* Editorial Hour over WSB. Wright Bryan, city editor of the *Atlanta Journal*, interviewed the different speakers on the subject of audio-visual education.

The exhibit hall was well filled with many types of interesting equipment. There were on display there both sound and silent motion picture projectors, pictorial or film slide projectors, stereopticons, and films of all types, as well as recording equipment, public address systems, record players, radios, and centralized control radio-public address systems for schools.

**T**HE STATE TEACHERS COLLEGE at Bloomsburg, Pa., is entering its second year in the broadcasting field with a weekly program over station WKOK, Sunbury, Pa. Last year the programs were broadcast from the studio in Sunbury. This year a regular half hour program is being broadcast from the college auditorium at 7:30PM, EST, each Wednesday. About once a month an hour program is developed, beginning at 7PM Wednesday.

**T**ITLE PAGE, Table of Contents, and Index for *Education by Radio*, Volume 7, 1937, will be supplied free on request for the use of persons who wish to bind or preserve permanently sets of this publication. *Please send stamped, self-addressed envelope* to Room 308, One Madison Avenue, New York, N. Y. Missing issues to use in completing sets for binding or filing will be supplied free while they last.

# EDUCATION BY RADIO

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MONOPOLY is not good for American radio from the standpoint of the listener. any more than monopoly in any industry or endeavor makes for the best results. Monopolies wax fat on profits. Their initial energy, expended to secure their position, wanes when it comes to public service. Having no competitive spur, they convince themselves that everything they do for their own good is for the public good. This is not true of all monopolies, but it is true of most. That is why just one radio broadcasting station, privately owned and operated, is hardly for the best interest of any city or section.—*Microphone*, September 18, 1937.

RADIO AND THE ENGLISH TEACHER is the title of a brochure which has just been published by the National Council of Teachers of English, 211 West 68th Street, Chicago, Ill. The booklet contains several units on radio appreciation, articles by I. Keith Tyler and Delight Phillips, and an excellent bibliography by R. R. Lowdermilk. The price is ten cents.

CORRECTION: The Radio Garden Club, presented by the Agricultural Extension Service of Rutgers University over WOR and the Mutual network, is broadcast Tuesdays and Fridays at 3:45PM, EST, instead of at the hour which was announced in the November issue of *Education by Radio*.

precedent has been followed thruout the life of the Committee, with each member organization free at all times and for any reason to make changes in its representation.

The personnel of the Committee as originally appointed was as follows: Joy Elmer Morgan, National Education Association, chairman; Dr. J. L. Clifton, National Council of State Superintendents and Commissioners of Education; Dr. Arthur G. Crane, National Association of State Universities; R. C. Higgy, Association of College and University Broadcasting Stations; J. O. Keller, National University Extension Association; Charles N. Lischka, National Catholic Educational Association; Dr. John H. MacCracken, American Council on Education; Rev. Charles A. Robinson, S. J., Jesuit Educational Association; and H. J. Umberger, Association of Land-Grant Colleges and Universities.

The Committee held its organization meeting on December 30, 1930. The members decided that attention should be concentrated on five main purposes:

[1] To bring about legislation which will permanently and exclusively assign to educational institutions and to government educational agencies a minimum of 15 percent of all radio broadcasting channels which are, or may become, available to the United States.

[2] To foster research and experimentation in the field of education by radio.

[3] To safeguard and serve the interests of broadcasting stations associated with educational institutions; to encourage their further development; and to promote the coordination of the existing facilities for educational broadcasting.

[4] To inform the members of the organizations represented on the Committee, education journals, the general public, and the state and national governments as to the growing possibilities of radio as an instrument for improving the individual and national life.

[5] To develop plans and create agencies for the broadcasting of nationwide educational programs.

To carry out its program the National Committee on Education by Radio made application to and received from the Payne Fund a five-year grant which, after subsequent reduction because of unanticipated financial conditions, totaled \$180,000. At the expiration of the first five years the Payne Fund made a grant of \$15,000 which allowed the Committee to continue for an additional two-year period but necessitated considerable curtailment of its activities. The part-time services of S. Howard Evans were made available to the Committee in addition to the grant.

While the offices of the Committee are located at present in New York, N. Y., they were established initially in Washington, D. C. The headquarters office was set up in the National Education Association Building. A service bureau for direct assistance to educational broadcasting stations was opened in the National Press Building. Dr. Tracy F. Tyler became the secretary and research director of the Committee. Armstrong Perry resigned his position as radio education specialist in the U. S. Office of Education to become director of the service bureau. When the office was moved to New York Mr. Evans became secretary.

Immediately upon the completion of its organization the Committee launched a broad program which included: [1] a campaign to create a general awareness of the close relationship between education and this new means of communication; [2] a defense of the existing educational broadcasting stations; and [3] a search for some satisfactory solution of the problems which had arisen between educators and commercial broadcasters.

The first objective in the creation of a general awareness was the education of educators. Some of them were interested already in radio and were pioneering its development. However, there was a great inertia which had to be overcome. Not that educators were skeptical or disinterested. Very properly they wanted to be shown just what



radio could do for them and how it should be used for effective results.

The Committee began immediately the publication of a bulletin of information as part of its campaign of education. The first issue of the bulletin, *Education by Radio*, appeared February 12, 1931. It was sent to a select mailing list of 2090 persons. Within six months the list had grown to 5443. By the end of 1933 the list had passed the 10,000 mark. As a result of circularizing the entire mailing list the number of recipients of the bulletin was reduced to 6563. At the present time the bulletin is being mailed to 9007 persons. At no time has there been any charge for the service. This has enabled the Committee to make its own selection for the mailing list, thus reaching all those whose interest it desired to arouse and sustain.

In addition to the bulletin, the Committee has carried on a program of publication which has resulted in a number of pamphlets and books. Among these are: *Radio as a Cultural Agency*, the proceedings of the national conference on the use of radio as a cultural agency in a democracy; *An Appraisal of Radio Broadcasting in the Land-Grant Colleges and State Universities* and *Some Interpretations and Conclusions of the Land-Grant Radio Survey*, both by Dr. Tracy F. Tyler; *Educational Stations*, a comprehensive picture of the work of the educational broadcasting stations; two leaflets published in collaboration with the National Congress of Parents and Teachers, *Radio, a Powerful Ally* and *Radio in Home, School, and Community*; yearly reports on the radio broadcasting activities of state departments of education, state teachers associations, and state congresses of parents and teachers; numerous articles in educational periodicals; and a number of mimeographed documents. Some of these publications will be discussed further in this report in connection with activities to which they are related.

The members of the Committee considered it their responsibility not only to sponsor a program of publication but also to disseminate information thru every channel available. Each member of the Committee submits an annual report to the organization from which he received his appointment to the Committee. He also takes part in any discussions of radio which occur in his organization. The chairman and secretary have been called upon frequently to appear before the conventions of national, state, and local educational and lay groups to discuss the program of the Committee and the problems of education by radio. In this way the Committee has won wide recognition as the spokesman of organized education in the field of radio. In that capacity Mr. Morgan, chairman of the Committee, was invited to appear before the Canadian Parliamentary Committee which in 1932 was studying broadcasting in that country preparatory to making recommendations for a national system of radio control.

From September 1932 to April 1934 the Committee conducted a field service of which Eugene J. Coltrane, a prominent school administrator from North Carolina, was in charge. The purpose of this service was to have at the call of the Committee a man who could be made available for speeches and who was competent to hold institutes and conduct conferences for the consideration of educational problems. Mr. Coltrane carried on a very successful program up to the date of his resignation to accept the presidency of Brevard College in North Carolina.

Largely thru the efforts of Dr. Tyler, secretary and research director of the Committee, radio was made the subject for extended debate among educational institutions thruout a large part of the United States.

In 1932-33 the Western Conference Debate League accepted the

A CONFERENCE on the noncommercial use of radio in New Jersey was held Monday, November 22, at the State Teachers' College in Newark. The purpose of the conference was to create a wider and more accurate knowledge of some of the problems, practises, and difficulties which face New Jersey institutions and organizations seeking to make use of radio in reaching the general public. Laurence B. Johnson, field secretary of the New Jersey State Teachers Association and managing editor of the *New Jersey Educational Review*, was the moving spirit behind the arrangements for the conference. The principal speaker was Dr. Arthur G. Crane, president of the University of Wyoming and chairman of the National Committee on Education by Radio, who came from Wyoming to present his views on "Radio and the American Public." An interesting feature of the meeting was a demonstration prepared by Philip Cohen, manager of the New York University Radio Workshop, showing what goes into a good radio program. Peter A. Smith, radio chairman of the League of Municipalities, was chairman of the conference.

WHEREAS, the Texas Radio Council has been created for the purpose of preparing a public radio program for Texas;

Whereas, various statewide organizations have organized under the Council for the purpose of improving educational and cultural broadcasts thru the Texas School of the Air; and

Whereas, the Texas Plan has been recognized by the National Committee on Education by Radio as one of the regional programs to demonstrate a cooperative working relationship between broadcasting stations and producers of noncommercial programs;

Be it resolved, that the Texas Federation of Women's Clubs assembled in Austin, Texas, November 10, as one of its contributors endorse the plan for a Texas School of the Air.

THE U. S. DEPARTMENT OF THE INTERIOR expects to open in January the first of the federal studios with which the New Interior Building in Washington is equipped. The studios will be linked with three networks thru local chain stations and will be operated under a newly created Division of Information representing all bureaus of the Interior Department. Programs prepared by the Educational Radio Project of the U. S. Office of Education, National Park Service, Bureau of Mines, Bureau of Indian Affairs, Reclamation Bureau, and other divisions, as well as talks by cabinet officers and other federal executives will originate in the new studios.

PREPARING CLASSES FOR RADIO, an article by R. R. Lowdermilk in the November issue of *The Ohio Radio Announcer*, contains many helpful suggestions for teachers. The *Announcer* may be obtained from the Bureau of Educational Research of the Ohio State University, Columbus, Ohio.



THE DEPARTMENT OF SPEECH of the College of Arts and Sciences, University of Florida, is again presenting a series of radio broadcasts on speech. They are directed primarily to high-school English and speech classes of the state. As heretofore, Prof. Lester L. Hale has written and will personally conduct the programs.

The series of ten programs, under the general title, "Our Speech," will be broadcast by WRUF, the university's station, Gainesville, on Fridays from 2-2:30PM, EST, beginning February 11, 1938, and continuing thru April 15. These lessons on electrical transcriptions will be available to other radio stations in Florida to be run upon any schedule which may be arranged between the stations and local school authorities. The following stations have expressed interest in using the transcriptions: WCOA, Pensacola; WFOY, St. Augustine; WJAX, Jacksonville; WJNO, West Palm Beach; WLAK, Lakeland; WMFJ, Daytona Beach; WQAM, Miami; and WSUN, St. Petersburg.

HARVARD UNIVERSITY, after a year's experimentation with the broadcasting of college lectures and other features, has adopted the radio as a regular part of its educational machinery. Harvard is broadcasting over W1XAL, a noncommercial station which is endowed for cultural broadcasts by the Rockefeller Foundation and private donations. Until a year ago, when features of the Harvard Tercentenary Celebration were broadcast over W1XAL, Harvard had never been on the air. The response to these programs, however, encouraged the university to try out the broadcasting of classroom lectures and other activities. Beginning early last spring W1XAL transmitted fifteen Harvard lectures directly from the classrooms, as well as university church services, outdoor concerts, and parts of the commencement exercises. At the present time Harvard is broadcasting an international transmission every Tuesday at 8PM, EST, on 6.04 megacycles. These broadcasts began November 2.

HON. GEORGE HENRY PAYNE, a member of the Federal Communications Commission, has received a deluge of correspondence as a result of a recent statement in which he criticized children's radio programs. Most of the letter writers insist that children's programs are even worse than Commissioner Payne stated. The Commissioner is eager to learn how widespread among parents is dissatisfaction with present children's programs and the insistence that they be improved.

THE WEEQUAHIC HIGH SCHOOL, Newark, N. J., has inaugurated a five-period-a-week course on photoplay and radio appreciation for which the State Department of Education has agreed to give one point credit toward graduation. Dr. William Lewin, wellknown for his work in the field of photoplay appreciation, is the instructor.

question: "Resolved, That Radio Broadcasting Stations in the United States Should be Governmentally Owned and Operated." During the same season the Virginia High School Debate League used a debate question worded to contain the substance of the Fess Bill which called for the reservation of 15 percent of all broadcasting facilities for education. The Committee was instrumental in the choice of both these topics.

The high school debate question selected for the winter of 1933-34 was: "Resolved, That the United States Should Adopt the Essential Features of the British System of Radio Control and Operation." This question was debated in thirty-four states. It created a tremendous demand for the literature of the Committee and became a means of making thousands of young people conscious of the problems which broadcasting presented to the American people.

By 1934 the consideration of problems in educational broadcasting had reached a point where the Committee thought some crystallization of opinion might be possible. Accordingly, it sponsored a conference on the use of radio as a cultural agency in a democracy. This may properly be called the *first general conference of national scope on the subject of educational broadcasting*. It was held in Washington, D. C., on May 7 and 8, 1934. Membership was limited to one hundred carefully selected leaders in the fields of education, government, and civic affairs. While the entire proceedings were published in a volume, *Radio as a Cultural Agency*, the most important work of the conference was the formulation and approval of the following statement of principles:

**Listeners' Choice**—The wholesome needs and desires of listeners should govern the character, the content, and the relative extent and frequency of broadcast programs. Variety sufficient to satisfy the tastes of all groups of effective size should be provided. Material detrimental to the welfare of listener groups should be eliminated regardless of commercial profit. The present operation of commercial stations secures neither a genuine expression of listeners' choice nor an effective fulfillment of that choice.

**Minority Voice**—Responsible groups, even the minorities, should not be debarred from broadcasting privileges because of their relative size, for radio is but the amplification and extension of the individual's free speech and discussion.

**Youth Protected**—Positive, wholesome broadcasts for youth at home and in schools should be provided. The impressionable, defenseless minds of children and youth must be protected against insidious, degenerative influences.

**America's Best**—The control and support of broadcasting should be such that the best obtainable of culture, of entertainment, of information, of statecraft, shall have place on the air available to all the people.

**Controversial Issues**—Discussion of live, controversial issues of general public concern should be encouraged for the safe and efficient functioning of a democracy and should not be denied a hearing because offensive to powerful advertisers or other groups.

If a universal means of communication is to be used for general social welfare it must be controlled by the people's agency, which is government. A private organization is incapable of exercising adequate control. This need not imply full government ownership or operation nor should it preclude governmental units' owning and operating stations. Neither must offensive censorship necessarily follow any more than it does in the post office or the telegraph today. Government must be the umpire.

**Finance**—If these objectives for a national broadcasting program are to be realized, adequate support must be provided. The individual listeners whose investment in receivingsets is already 90 percent of the total broadcasting capital are deserving of the best possible programs. The government should cease incurring expense for the protection of channels for the benefit of private monopoly without insuring commendable programs satisfactory to citizen listeners.

If general public welfare is to be promoted by radio communication some specific recommendations immediately present themselves.

**Impartial Studies**—Thoro, adequate, and impartial studies should be made of the cultural implications of the broadcasting structure to the end that specific recommendations can be made for the control of that medium to conserve the greatest social welfare values. These studies should also include: an appraisal of the actual and potential cultural values of broadcasting; the effective means for the protection of the rights of children, of minority groups, of amateur radio activities, and of the sovereignty of individual states; the public services rendered by



broadcasting systems of other nations; international relationships in broadcasting.

As a result of all of these activities the Committee was looked upon as a source of information and leadership. A heavy volume of correspondence was built up. By this method considerable individual assistance was rendered to institutions and educational groups in developing patterns for their own radio activities.

On the more technical aspects of radio the Committee was not so active. However it did authorize a study of foreign broadcasting systems by Armstrong Perry. The results of this study were summarized in the February 18, 1932 issue of the bulletin, *Education by Radio*, and were printed in the *Congressional Record*.

Beginning March 17, 1933, the Committee provided the services of an outstanding consulting engineer, Commander T. A. M. Craven, to assist the United States delegates in preparing for the North American Radio Conference which was held in Mexico City in the summer of 1933. The Federal Radio Commission expressed approval of the Committee's action and commented favorably upon the work done by its technical expert. Commander Craven was later appointed chief engineer of the Federal Communications Commission and is now one of its members.

On behalf of the Association of Land-Grant Colleges and Universities, the National Association of State Universities, the U. S. Department of Agriculture, and the U. S. Office of Education, Dr. Tyler undertook a study of radio broadcasting in the land-grant colleges and state universities. The study required the better part of a year. A report was published and distributed widely, under the title, *An Appraisal of Radio Broadcasting in the Land-Grant Colleges and State Universities*.

By 1936 the extent of interest in radio on the part of schools and colleges had become so great and so many inquiries were being received about courses of training which might be available in the field that the Committee, in cooperation with the U. S. Office of Education and the Bureau of Educational Research of the Ohio State University, prepared a syllabus to cover all phases of the subject of educational broadcasting. The syllabus attempted to summarize the developments in the field and to create a practical and authentic guide for colleges interested in developing new courses of their own. Altho by its nature it has limited appeal, the syllabus has been eagerly sought after by institutions and individuals planning radio education courses.

While the Committee was carrying on these activities as part of its program to make people aware of radio, it was also actively engaged in the protection of the educational broadcasting stations. As stated previously, the Committee maintained a service bureau specifically to look out for the interests of these stations. In a report on the service bureau's five years of activity Mr. Perry said:

Since our Committee was appointed more than 5000 applications for facilities have been made to the Federal Radio Commission and to its successor, the Federal Communications Commission, that affected the facilities of educational stations. Our Committee has helped by continuously following these applications, by keeping the educational stations informed concerning them, and by providing competent legal advice.

During a large part of the existence of the service bureau, a recognized radio attorney was retained for consultation and advice to educational stations. While this did not at any point involve actual defense of the stations in legal actions, it did keep them informed as to their statutory rights and the steps which they should take to protect themselves.

While the Committee was eager to safeguard the existing facilities

STATION WSUI, State University of Iowa, Iowa City, and WOI, Iowa State College, Ames, began on September 27 what is probably the first two-way educational network in the United States. The two stations join together to rebroadcast each other's programs. Each station purchased and installed a specially designed receiver in order to pick up the other's signals.

Programs being broadcast jointly by the two stations include those of the Iowa Federation of Women's Clubs, the Daughters of the American Revolution, the Radio Child Study Club, the Iowa Congress of Parents and Teachers, the American Legion Auxiliary, the Iowa State Medical Society, and the Iowa Junior Academy of Science.

WOI picks up from WSUI two classroom courses, "History of Romance" and "Classical Music." "Stories Out of Iowa's Past," a program by William J. Petersen of the department of history, is being rebroadcast also.

From WOI, WSUI picks up service broadcasts, organ recitals, book chats, "The Magazine Rack," and "Far Lands," a travel program.

According to Mrs. Pearl Bennett Broxam, program director of WSUI, "We have without exception had wonderful success with the rebroadcasting experiment. We have received a state-wide response of appreciation of the plan."

MORE THAN 50,000 BOYS AND GIRLS listened regularly every week last year to the radio programs of the Rochester School of the Air. They listened, they participated, and they learned about science, art, music, books, and current affairs.

With the cooperation of radio stations WHAM and WHEC the Rochester Board of Education has been planning and presenting radio programs since 1929 for use in the classrooms. The carefully planned concerts of the Rochester Civic Orchestra have been broadcast to schools for eight years. Since 1933 the radio science lessons by Harry A. Carpenter, specialist in science for the Rochester schools, have not only added immeasurably to children's learning in science, but also have contributed uniquely to the advancement of education by radio.

Other program series have become indispensable to the success of this radio project. The programs about books broadcast by Julia L. Sauer of the Rochester Public Library and the stimulating art programs that have brought the special abilities of Elizabeth W. Cross regularly to thousands of children for the last four years are among the genuine achievements in radio education.—PAUL C. REED, supervisor of visual and radio education, Rochester, N. Y.

THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH is again cooperating with the American School of the Air in producing a series of broadcasts of particular interest to English teachers. The programs, which deal with "Aspects of American Literature," may be heard on alternate Tuesdays from 2:30-3PM, EST, over the network of the Columbia Broadcasting System.



**K**SAC, broadcasting from the campus of Kansas State College, Manhattan, Kans., had had an increasing number of requests from school men concerning the possibility of aligning the work of their schools with the broadcasting schedule of the Kansas station. One city superintendent asked if there were any way in which students in his school might study the art of broadcasting and radio program building and then gain actual experience by participating in programs broadcast over the station.

Some stations report that such relationships with their local schools exist already and that students prepare and present programs regularly. It seems only reasonable that radio *should* find some way to accommodate the ambitious youth in their search for knowledge. They are trying to become better acquainted with their world.

By studying radio programs and presentation, these school boys and girls will become better listeners even if they never do much broadcasting themselves. Moreover, with things changing as rapidly as they are, it might be presumptuous for one to say that the people generally will not in the near future be using radio more and more for common communication.

Modern schools are being equipped with radio and public address facilities. Especially is this true of the new buildings being erected. With these facilities, the schools are extending the ears of the children beyond the walls of the classroom. What shall these ears hear? Must they listen to advertising propaganda, slapstick comedy, crime drama, and tin pan music?

Someone will say, "No. With as many stations as are broadcasting, they can tune in something else and leave these things alone."

That is true so long as there is something else to hear. Then they can turn off the radios and study their books again. No one will propose that school children be permitted to listen constantly to the radio and not pursue their academic studies further. But, we must keep in mind that the same educational program is not suitable for every age, altho children of all ages can benefit from radio. There must be variety as well as quality.

School leaders are asking, "What can we tune in for our children?" And, of course, radio is trying to answer with better educational programs suitable for listeners of all ages.

Quoting word for word from one request received recently by KSAC: "We are having a latest type radio and address system in our new grade school building. We don't know much as to how we can best use it. Will you please help us to get in touch with the worthwhile things of interest to grade children that we may 'tune in?'"

On the answer which radio can give to such inquiries hangs much. They point out a field of opportunity for educational broadcasting.—JAMES P. CHAPMAN, assistant extension editor, Kansas State College, Manhattan, Kans.

**C**COURSES in radio writing and radio broadcasting have been added to the curriculum of Webster College, Webster Groves, Mo.

of educational broadcasting stations, it wanted also to assist them in making better use of their time on the air and in accrediting themselves by improving their programs. It became a regular policy of the Committee to select and distribute to those stations accurate information on educational subjects and manuscripts which might be used for broadcasting. Responses from the stations indicated that this service was of great assistance in the building of better programs. It was discontinued in 1936 after the practise of using transcriptions had become more general and after suitable programs had become more readily available in this new form.

Perhaps the most difficult part of the entire program of the Committee grew out of the effort to solve the problems involved in the relationship between educational and commercial broadcasting. The Committee was under what its members took to be a mandate that it should demand from the federal government the exclusive assignment to education of 15 percent of all radio broadcasting channels. As a first step in carrying out this mandate, arrangements were made with the late Senator Simeon D. Fess of Ohio to introduce a bill calling for the reservation of such a percentage of frequencies. Behind this bill was the historical tradition under which the federal government during the opening up of the west had dedicated a percentage of the public domain to the extension of education. The hope was that this plan might be extended to radio.

When the public domain of the air was opened up, education was one of the first settlers. The engineering departments of many of our institutions of higher learning became pioneers in experimentation with transmission equipment. They rendered an important service and for a time represented a sizable percentage of all broadcasters.

With the introduction of advertising as the chief source of support for broadcasting stations, the usurpation of education's place on the air began. While licenses were in no case taken away from educational stations, the obstacles to continued broadcasting became increasingly insurmountable. Out of 202 noncommercial institutions and agencies which have received licenses to broadcast, only 31 are operating today what seem to be genuine educational stations.

The conflict involved here was not merely one between educational and commercial interests for the control of a transmitter. There was also involved the question of the public policy which should be applied to the licensing of stations by the federal government. The best indication of the consideration which education received at the hands of the government is contained in the news release published in December 1931 by the Federal Radio Commission, the predecessor of the present Federal Communications Commission. The opening paragraphs of that release were:

The following statement was today authorized by the Commission:

#### IN RE THE USE OF RADIO BROADCASTING STATIONS FOR ADVERTISING PURPOSES

The Commission believes that the American system of broadcasting has produced the best form of radio entertainment that can be found in the world.

This system is one which is based entirely upon the use of radio broadcasting stations for advertising purposes. It is a highly competitive system and is carried on by private enterprise. There is but one other system—the European system. That system is governmental. Under that system, broadcasting is conducted either by the government or by some company chartered by the government. There is no practical medium between the two systems. It is either the American system or the European system.

There has been no indication that this release has ever been repudiated. The assumption is that it carries over and represents the present philosophy of the Communications Commission in licensing stations.

Under such a philosophy the state-owned educational station and



the noncommercial station have no status. Under that philosophy the educational station is being tolerated rather than accepted and encouraged by the regulatory body of the government. That philosophy is a purely commercial one which compels all stations to operate according to commercial standards. If such a basis of operation were to be applied to education generally the colleges and universities of the United States could not justify their existence.

Had the Fess Bill been passed by Congress it would have protected the rights of education in radio against either the philosophy of an unfriendly regulatory body or the attacks of commercial stations. Therefore, the Committee persisted in its support of the bill. When the Communications Act of 1934 was drafted, the request of the Committee, backed by labor, had become so well supported that mention of it was written into the law. The Communications Commission was instructed to hold hearings on the feasibility of such a reservation of frequencies. As a result of these hearings the Commission finally recommended to Congress that the request be denied. The Commission claimed that all the needs of education could be met within the framework of the existing broadcasting structure.

Some of the testimony upon which the Commission reached its verdict has since been repudiated. Specifically, this occurred in the booklet, *Four Years of Network Broadcasting*, which is the report of the experience of the Committee on Civic Education by Radio of the National Advisory Council on Radio in Education and the American Political Science Association. That booklet tends to support the original claim of the National Committee on Education by Radio that broadcasting under an educational philosophy could not expect to receive due consideration in a system of broadcasting based upon and judged entirely by commercial standards. Perhaps the most pointed sentence from the report is as follows: "Educational broadcasting has become the poor relation of commercial broadcasting and the pauperization of the former has increased in direct proportion to the growing affluence of the latter."

The Federal Communications Commission, in the same communication to Congress which recommended against special facilities for education, suggested that a conference be held at which attempts would be made to thresh out differences between education and commercial broadcasting. Such a conference was held, under the auspices of the Communications Commission. Out of it grew the Federal Radio Education Committee, composed about half and half of commercial broadcasters and educators selected in their capacity as individuals and not as the representatives of organizations or institutions.

Until recently this committee has been rather inactive. However, one of the positive acts of its chairman, Dr. John W. Studebaker, U. S. Commissioner of Education, was to appear at a hearing on the disposition of ultra-high frequencies which was held by the Commission in June 1935 and to ask that certain ones of these frequencies be set aside for the exclusive use of education. This was a very specific endorsement of the position which the National Committee on Education by Radio had advocated in the regular broadcast band. Dr. Studebaker has stated publicly that assurances have been given to him that the Commission will reserve as a matter of public policy ultra-high frequencies for education. However, no public announcement of such a reservation has been made by the Commission.

The most favorable indication of interest on the part of the Commission in this fundamental problem occurred at the reallocation hearings held in October 1936. At that time the Commission invited testimony not only on technical matters but also on the social and

**T**HE INSTITUTE FOR PROPAGANDA ANALYSIS, 132 Morningside Drive, New York, N. Y., publishes a monthly letter, *Propaganda Analysis*, to help the intelligent citizen detect and analyze propaganda. By its charter the Institute is a nonprofit corporation organized to assist the public in detecting and analyzing propaganda, but it is itself forbidden to engage in propaganda or otherwise attempt to influence legislation.

In the November issue of *Propaganda Analysis* the seven common propaganda devices are listed as: the name calling device, the glittering generalities device, the transfer device, the testimonial device, the plain folks device, the card stacking device, and the band wagon device. All of these devices are designed to appeal to our emotions. They are made use of by newspapers, radio, newsreels, books, magazines, labor unions, business groups, churches, schools, and political parties.

The Institute does not propose to tell its subscribers *what to think* but *how to think*. Subscription price of the monthly letter is \$2 a year.

**T**O SERVE outside island teachers and those in rural Oahu who find it difficult to attend campus courses in the late afternoon or evening, the University of Hawaii Adult Education Division has arranged to broadcast an extension course in "Constitutional History of the United States" over KGMB, a Honolulu commercial station.

A half hour broadcast each Monday from 3:30-4PM, study outlines sent in advance of the broadcast, textbook, collateral reading, and weekly papers based on questions raised by Dr. Charles H. Hunter, instructor in the course, form the lesson material. Forty-five students are enrolled for credit. A great many more report that they are listening in.

The course was planned as a part of the university's participation in the sesquicentennial celebration of the federal Constitution.

**F**OR THOSE WITH DISCRIMINATING TASTES, a half-hour of good music—melodic, unobtrusive, and unbroken by commercial announcements—is being offered by the educational shortwave station W1XAL in Boston, as a background for the enjoyment of a leisurely dinner. These programs, introduced by the Magic Song theme, are radiated on 6.04 megacycles each weekday evening, Monday thru Friday, at 7PM, EST. They are reminiscent of the type of music formerly heard in the best restaurants and hotel diningrooms before their invasion by dance orchestras. The selections include Viennese waltzes, ballets, minuets, serenades, love songs, and light operatic airs written by the best classical and modern composers.

**D**UBUQUE COUNTY SCHOOLS, Iowa, present a weekly radio program over station WKBB. The program, entitled "Rural School Forum of the Air," serves to interpret the work of the county schools to the public.



VARIETY, trade paper of the amusement industry, reports what appears to be the first instance where a radio station has abandoned the position of political neutrality which is traditional in broadcasting. In the recent Boston mayoralty campaign, according to *Variety*, the Yankee and Colonial Networks gave the full support of their news service broadcasts to a single candidate, who emerged victorious.

Whether or not this new trend in the political use of broadcasting facilities becomes widespread, it raises questions of public policy that deserve careful consideration.

Section 315 of the Communications Act of 1934 is designed to provide equality of broadcasting opportunity to all political candidates. It reads as follows: "If any licensee shall permit any person who is a legally qualified candidate for public office to use a broadcasting station, he shall afford equal opportunities to all other such candidates for that office in the use of such broadcasting station, and the Commission shall make rules and regulations to carry this provision into effect."

John Shepard, III, president of the two networks, made the following statement: "The position of the Colonial and Yankee Network News Service in regard to political candidates for the office is made clear by the following:

"To these News Services the party to which the candidate belongs is not a factor. Each candidate for high political office will be investigated by these News Services to the best of their ability and candidates will be judged on their past records as to their honesty, ability, and courageous adherence to their public duty.

"In determining the fitness of a candidate for the position which he or she seeks, due consideration will be given to those in the background who may exercise control over the candidate, provided he is elected.

"The decision as to whether to support any particular candidate or not will be based entirely in facts as we are able to ascertain them.

"In cases where there are two or more candidates in the field that seem equally worthy, these Services will not attempt to select between two such candidates."

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KOAC, Oregon State College, Corvallis, now provides its farm audience with regular messages from the agricultural agents of six counties comprising more than 14,000 square miles and a total population of 195,000. These counties range in all directions from Corvallis and are well within the KOAC primary listening area.

The new agricultural service not only brings county listeners direct word from their own agents, but from the agents of five other counties as well. The broadcasts occur during the Noon and Evening Farm Hours and are spotted thruout the week.

According to the Market News Radio Broadcasting Schedule for 1937, published by the U. S. Department of Agriculture, KOAC broadcasts one of the most complete market news services in the United States. Two fifteen-minute periods of market news are released daily from the state-owned station, at 12:30PM and 6:45PM, PST.

economic implications of existing allocation policy. After the hearings the Commission instructed its chief engineer to prepare two reports for its consideration. The first had to do with the technical aspects of testimony at the hearings. That report was made public about three months after the hearings ended. The second was to concern itself with the social and economic implications of the testimony. That report has finally been prepared and should be released soon—more than a year after the hearings were held.

On February 22, 1933, even before a final refusal to set aside a percentage of frequencies for education had been received, the Committee was responsible for the introduction by Representative H. P. Fulmer of South Carolina of a bill calling for a Congressional study of the whole subject of radio. This bill was the forerunner of all the demands for Congressional investigations which have followed it. While the Committee has taken no official part in any of the recent agitation for an investigation of the present Communications Commission, it welcomes this substantiating evidence of the wisdom of its early request for a study of the entire matter.

When it became clear that its original proposal for the safeguarding of education by radio was not to be accepted, the Committee began the search for a constructive plan by which the integrity and independence of educational and cultural broadcasting could be established and preserved under the conditions which have come to characterize the American system of broadcasting. In this new endeavor the Committee had the benefit of its own earlier experience in the protection of educational stations and its studies of the experience of others both in the United States and in foreign countries. The result was the development of a democratic regional plan for an American Public Broadcasting Service. The Committee has been working on this project for the past two years under the leadership of Dr. Arthur G. Crane, who was elected chairman following Mr. Morgan's resignation in September 1935. The plan was described fully in the November 1937 issue of *Education by Radio*. Its purpose is to create a working organization thru which educational institutions and agencies, service departments, and citizens' groups can mobilize their broadcasting resources, raise the standards of their radio presentations, and demonstrate a cooperative method of maintaining working relationships between broadcasting stations and the producers of noncommercial programs. The plan has the acceptance of commercial broadcasters and representatives of public bodies as well as substantial backing from educational interests.

As an experiment to demonstrate its possibilities, two regional organizations predicated upon the use of this plan have been set up and are prepared to function. One is known as the Rocky Mountain Radio Council and is designed to serve primarily the states of Colorado and Wyoming. The other, the Texas Radio Council, will serve the Lone Star State.

Seven years is a long time in the history of any thing as young as radio. Great changes have taken place. The Committee has had to adjust its program to keep pace with all the changes. To set forth all of the details of this adjustment is impossible. Many projects have been undertaken, each as the time seemed opportune and as the need appeared to exist. While some of the projects have not as yet been consummated, each has left its residue of information and experience upon which other projects can be built. The successful efforts have assisted in the pioneering of new fields and have helped dedicate the services of this new medium of communication to education and enlightenment. Seed has been planted which should produce even more fruit in years to come than has yet been harvested.



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