



# Let's Have the Facts:

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**M**ONEY TALKS! It makes no difference whether it belongs to you or to someone else as long as you have the control of it. If you ever had any doubts about the matter they soon would be dispelled after reading today's best seller, *Other People's Money* by Louis D. Brandeis, which can be secured for 15 cents from the National Home Library Foundation, 1518 K Street, Washington, D. C. But the recent propaganda booklet the National Association of Broadcasters has prepared for use in the schools only serves to confirm Dr. Biddle's statement:<sup>1</sup> ". . . the prizes of propaganda go usually to the biggest check book, not to the greatest truth. Modern publicity campaigns are tremendously expensive. The cause that has the most money to spend in manipulating the public is likely to win. In a nation like ours, it is frequently easier to find money to promote causes that benefit certain private interests than to find money for causes that benefit the public at large. In a competition of propagandas, the interest of the people as a whole is likely to be poorly represented."



**D**ANIEL E. T. NOBLE, since 1923 manager and engineer of radio station WCAC, Connecticut State College, Storrs, Connecticut; and assistant professor, department of mechanical engineering, in charge of electrical engineering courses at the same institution. Mr. Noble is a graduate of Connecticut State College and has done graduate work at Harvard and Massachusetts Institute of Technology. He was a radio amateur both prior to and following the World War and later, in 1923, built the college's first radio station, a 100-watt transmitter then known as WABL.

Have you seen this NAB publication which attempts to defend the present American broadcasting practise? It is entitled *Broadcasting in the United States* and can be secured from the National Association of Broadcasters.

Our highschool debaters for whom this publication was prepared are smart and are not easily fooled or for long even by subtle propaganda. They will soon discover that most of the material in the pamphlet has been prepared by or at the instance of those who are reaping profits from the present American broadcasting practise. They will be greatly amused when they read the section entitled "*Facts Concerning the American Broadcasting System*," giving the old threadbare fallacies and half truths that have been circulated by commercial broadcasters since the first attempts were made to plan the improvement of and secure the maximum benefits from radio broadcasting.

The old fallacy of whether a commercial program can be classed as educational comes up for more than a page of attention. Educators generally would contend that the primary aim of a program determines its classification. If a program is presented so as to increase sales of cigarets, *pseudo* health preparations, or risky investments, it should be classed as commercial regardless of the fact that certain of its elements might have educational value. As a matter of fact the purpose of an advertiser in sponsoring grand opera, symphony, or historical drama, is to identify his name or that of his product

with the program. While at first thought such a sponsor should be entitled to commendation, a careful consideration of the matter leaves one in a questioning frame of mind because of this attempt to sell an article not on its own merits but by linking it up with a meritorious performance bearing no relation whatever to the advertiser's product.

The National Association of Broadcasters contends that educational broadcasting stations have not been forced off the air to satisfy the demands of commercial interests. In order to defend this position they refer to the figures presented in *Commercial Radio Advertising*.<sup>2</sup> Altho running the risk of becoming monotonous by repetition, it is only necessary to point out that the frequency, power, and hours of operation given educational broadcasting stations from the 1927 reallocation down to the present have precluded most of the institutions from applying for the more adequate facilities to which they were entitled and have caused others, grown weary of the losing fight, to voluntarily surrender or transfer their licenses and abandon their broadcasting activities.

The attempt to explain the question of censorship deserves comment. Any reader having doubts about the three cases discussed can get the facts by writing directly to the individuals themselves. However, anyone who has had much experience in presenting radio talks knows that a censorship does exist—not a censorship by the responsible officials of government but a selfappointed, private censorship of a type which threatens the very foundations of democracy itself.

Space will not permit pointing out fallacies and inaccuracies thruout the entire publication, but one more will suffice. It is the preposterous contention that educational broadcasting stations "use a much less percentage of their time for strictly educational broadcasts than do the other stations which are classified as commercial." This goes back to the ambiguous questionnaire sent out to the broadcasting stations on January 29, 1931, by one of the members of the Federal Radio Commission. To this questionnaire replies covering the period January 11 to 17, inclusive, were received from 522 of the 605 licensed broadcasting stations.

A glance at the questionnaire sent out would raise serious doubts in the mind of an educator as to the validity of the findings because of the difficulty in defining educational broadcasting and the inevitable variations in reporting by the different stations. Let us neglect this fundamental weakness and assume for a moment that the figures are reliable. Commissioner Lafount says: ". . . the percentage of total time

<sup>1</sup> Biddle, William W. *Propaganda and Education*. New York: Teachers College, Columbia University, 1932. p7.

<sup>2</sup> Federal Radio Commission. *Commercial Radio Advertising*. Senate Document 137. Washington: Government Printing Office, 1932. p55-56.

used by educational stations devoted to educational broadcastings is somewhat less [7.74 percent] than that of commercial stations.

In a mimeographed release from the Federal Radio Commission to the press dated March 9, 1931, the facts resulting from the questionnaire as compiled under the direction of Commissioner Lafount himself show that out of a total of 1027 hours 10 minutes the 42 educational stations reporting were on the air, they presented 286 hours 9 minutes of supposedly educational programs. Using these figures the program of the educational stations is 27.9 percent educational. The commercial stations out of a total of 32,757 hours 35 minutes devoted 3457 hours 50 minutes to "so-called" educational programs. In the case of the commercial stations the percent therefore would be 10.6. How Commissioner Lafount reached the conclusions given in his article in *Education on the Air* is difficult to explain. The facts are that the educational broadcasting stations devoted more than two and one half times as much of their time to educational broadcasting as did the commercial stations according to the Commission's own figures. These figures can be easily verified by referring to an exact copy of the report as given in an early issue of *Education by Radio*.<sup>4</sup>

Similar comparisons could be made in the case of the other categories used in the Commission's report. For example, to the first two items "number of hours used broadcasting programs from studios by educators" and "number of hours used broadcasting programs originating in educational institutions," the educational stations devote 198 hours 19 minutes out of their total of 1027 hours 10 minutes on the air or 19.3 percent of their time, while the commercial stations devote 1240 hours 16 minutes out of 32,757 hours 35 minutes or 3.8 percent. These are the two items, according to Commissioner Lafount's statement in *Education on the Air*, which he used in arriving at his conclusions.<sup>5</sup> They show to an even better extent the fallacy on which rests the whole case of those who, to support the present American broadcasting practise, argue that commercial stations broadcast more educational material than educational stations themselves.

### Government Ownership of Radio?

SENATOR DILL, Democrat, of Washington, misses the point altogether in his attack upon the "abuses" of radio broadcasting. The offensive advertising which the Senator says the radio commission, under threat of abolition, should be forced to curb, is merely a symptom. The greater abuse is not to be charged to radio advertisers whom the Senator attacks, but to the act of Congress, of which the Senator himself was a sponsor, that has made it possible for private interests to exploit the air which is the common heritage of all the people.

Representative Huddleston, Democrat, of Alabama, proves himself a better diagnostician than Senator Dill with his proposal that Congress enact legislation declaring radio broadcasting companies to be public utilities. His plan would at least put a stop to the methods by which favored groups have been given all the choice broadcasting channels, regardless of their ability to serve the public interest. The manner in which a few big companies have acquired control of broadcasting while those without pull have been denied broadcasting channels is a disgrace to the name of a government that was founded to

serve the noble purpose of "equal rights to all, special privileges to none."

Even Representative Huddleston's proposed bill, however, would not reach the seat of the trouble. Like the advertising abuses of which Senator Dill complains, the discrimination in the use of broadcasting facilities is merely a result of the government's turning the ether over to private interests. The founders of our government never intended that the field of communication should be exploited by those interested only in their own personal gain. The United States Post Office Department has, since the days when the courier and the post were the only communication agencies, been as much a part of our government as the War Department or the Department of Justice.

The national defense was once farmed out by governments to private interests. Governments were always in debt to private war lords who were able to maintain armies of mercenary fighters who could be pressed into service to fight for the flag and the general's purse. The first Americans said that their government should never be so indebted to any private group, and in order that such a thing might not come to pass created the government's own arms of defense.

If our government had followed the same policy in national defense that it has followed in control of communications, the navy department today would consist only of wooden ships, and the army would be no more than a uniformed group of foot-soldiers. Private interests would be collecting tribute from the people upon the inventions of battleship armor plate, the submarine, the airplane, and all so-called weapons of defense or offense.

Encroachments of private greed upon the common property entrusted to their government by the American people have caused the United States Congress to forget the ideals of the first Americans. When the telegraph was invented and a group of financiers saw the opportunity to cash in on the new method of communication, the government allowed the telegraph monopoly to enter into competition with the United States Post Office Department. Another group monopolized the telephone and still another the wireless facilities opened to service by the inventor's genius.

Neither of these inventions was any more of a contribution to the progress of the race than the alphabet which may be formed into messages upon a plain sheet of white, in print or handwriting. Had either been known at the time the Post Office Department was created, it assuredly would have been claimed by the government for the same reason that the government postal service was created.

In the collapse of our original Americanism as a guide for governmental policies, the United States Congress today stands committed to a totally un-American policy. It says that all the swifter forms of communication may be exploited for private profit, and that the government shall have the right only to perform the menial task of toting the mails at a loss, as its sole performance in the field of communication which was originally reserved exclusively for the government.

Prattle of "advertising abuses" and similar abuses which are but the logical outgrowth of private usurpation of public rights seems childish. When Senator Dill and Representative Huddleston start talking of government ownership of all communication facilities, recommended in a recent report as one of three alternatives, they may be given credit for a better understanding of the real issue at stake.—Editorial, *Tulsa Tribune*, December 29, 1933.

<sup>3</sup> Lafount, Harold A. "Contributions of the Federal Radio Commission." *Education on the Air*, Columbus: Ohio State University, 1931. p19.

<sup>4</sup> *Education by Radio* 1:23, March 19, 1931.

<sup>5</sup> Op. cit. p21.

# The Danish Radio Talk<sup>1</sup>

Hans Christian Rude

Secretary, Danish State Broadcasting Organization

THE RADIO TALK differs from other lectures or addresses because it is given before an invisible audience of perhaps a hundred thousand or more listeners who possess an endless variety of interests and backgrounds. In such a talk the speaker cannot underline or strengthen the effect of his words thru gestures or facial expression but must rely solely on the intonation of his voice, the proper placement of pauses, and the preparation of the talk in accordance with the best microphone technic to secure the maximum effectiveness.

Many a lecturer speaks before the microphone as if he were standing before a great audience. This is a serious mistake because a radio audience rarely is of that nature. On the contrary the lecturer should, in his imagination, see before him a single listening family sitting around the loud speaker in their home, in thrilling expectation of what he is going to tell them, yet ready to turn the dial should he become uninteresting or tedious. He must remember he speaks in reality to a single

individual or family group and only by constantly keeping this in mind will his lecture have the desired effect.

To get the maximum effect from a radio talk one should be familiar with the best microphone technic. This would include such points as how to stand before the microphone and how to place the voice. Broadcasters in the United States, I am informed, have been working seriously on these problems and are as far advanced as any other country. In some countries, for example in Germany and the United States, courses have been arranged in radio speaking. We have not advocated this in Denmark because of the fear that such training would destroy some of the spontaneity and originality of the talk itself.

It is almost impossible to formulate any rules concerning the preparation of the talk itself since each lecture offers a new individual problem. However thru experience we have learned some of the fundamental principles and they seem to follow the old classic Græco-Roman traditions. One could almost believe that Aristotle was familiar with radio when he said

<sup>1</sup> Prepared in German for use in *Education by Radio*. Translated into English by Nina Strandberg and Tracy F. Tyler.

## Educational Radio Broadcasting Stations of the United States<sup>1</sup>

State	City	Call Letters	Owner	Frequency	Total Operating Time per Week		Power in Watts <sup>3</sup>	Quota Units <sup>4</sup>
					Hours	Minutes		
Connecticut	Storrs	WCAC	Connecticut State College	600	3	0	250	0.01
Florida	Gainesville	WRUF <sup>2</sup>	University of Florida	830	76	30	5000	2.00
Georgia	Oglethorpe University	WJTL <sup>2</sup>	Oglethorpe University	1370	111	30	100	0.20
Illinois	Urbana	WILL	University of Illinois	890	27	0	1000-250	0.25
Indiana	Lafayette	WBAA	Purdue University	1400	2	0	500	0.01
Iowa	Ames	WOI	Iowa State College	640	47	15	5000	1.50
Iowa	Iowa City	WSUI	State University of Iowa	880	39	25	500	0.30
Kansas	Lawrence	KFKU	University of Kansas	1220	5	0	500	0.02
Kansas	Manhattan	KSAC	Kansas State College	580	20	30	1000-500	0.15
Michigan	Lansing	WKAR	Michigan State College	1040	8	15	1000	0.07
Minnesota	Minneapolis	WLB	University of Minnesota	1250	8	15	1000	0.07
Minnesota	Northfield	WCAL	St. Olaf College	1250	9	0	1000	0.05
Missouri	St. Louis	WEW	St. Louis University	760	50	30	1000	0.50
New York	Buffalo	WSVS	Seneca Vocational High School	1370	—	—	50	0.02
New York	Canton	WCAD	St. Lawrence University	1220	9	0	500	0.05
New York	New York	WNYC	City of New York	810	56	0	500	0.35
New York	Troy	WHAZ <sup>2</sup>	Rensselaer Polytechnic Institute	1300	6	0	500	0.03
Ohio	Columbus	WOSU	Ohio State University	570	38	0	1000-750	0.34
Oklahoma	Norman	WNAD	University of Oklahoma	1010	8	0	500	0.04
Oregon	Corvallis	KOAC	Oregon State System of Higher Education	550	72	30	1000	1.00
Oregon	Portland	KBPS	Benson Polytechnic School	1420	17	30	100	0.03
Pennsylvania	Grove City	WSAJ	Grove City College	1310	5	0	100	0.02
Pennsylvania	Harrisburg	WBAK	Pennsylvania State Police	1430	—	—	1000-500	0.08
South Dakota	Brookings	KFDY	South Dakota State College	550	9	0	1000	0.05
South Dakota	Rapid City	WCAT	South Dakota State School of Mines	1200	6	0	100	0.01
South Dakota	Vermillion	KUSD	University of South Dakota	890	8	0	500	0.15
Texas	College Station	WTAW	A & M College of Texas	1120	5	30	500	0.03
Washington	Pullman	KWSC	State College of Washington	1220	71	30	2000-1000	1.03
Wisconsin	Madison	WHA	University of Wisconsin	940	51	0	1000	0.50
Wisconsin	Stevens Point	WLBL	Wisconsin Department of Agriculture and Markets	900	46	30	2500	0.75

<sup>1</sup> A few stations were omitted from the table because they failed to furnish the information requested in the inquiry blank sent to each educational station.

<sup>2</sup> Sells time for advertising purposes.

<sup>3</sup> Where two figures for power are given, the former is the daytime and the latter the nighttime power.

<sup>4</sup> Figures for quota units checked with the records of the Federal Radio Commission and are as of December 16, 1933.

"In speaking you should keep three things in mind: first, that your speech be convincing; second, that it be well presented; and third, that the various parts of it are arranged in proper order."

The insistence of Quintilianus that the introduction of a speech must arouse the interest, hold the attention, and keep the listener in a receptive state of mind, applies with even greater force to the radio which has to arouse interest immediately. For this reason a radio talk usually begins and ends with forceful arguments. Goethe's injunctions about keeping on the subject also find application in radio talks because the material of the speech has to be greatly concentrated, thus making essential logical construction and absolute clearness of argument.

Correct pronunciation is of great importance. Accordingly every speaker before talking for the first time on the Danish broadcasting stations is given a short paragraph and requested to pronounce the consonants clearly. The correct pronunciation of consonants is important because, after all, they are the features of the words.

The best radio talks are not neutral or passive but active both in form and content. That is why they can be absolutely real and yet to the point. In Denmark as in other countries, the political impartiality of the radio from time to time has been questioned by the listeners. Much has been written on both sides but it is no doubt true that Denmark for the moment has greater freedom of speech than any other country in the world. The governmental organization sends out yearly about 1000 educational talks [approximately 10 percent of the entire broadcasting program]. The broadcasting organization itself has arranged an extremely popular lecture series which constitutes a large proportion of the educational radio talks.

The speaker and his views are subjected to critical examination but it is not required that manuscripts be submitted to the broadcasting authorities prior to delivery. The representatives of all the political parties—even those which in Denmark are very small, as for example the Communists and Nazis—have an equal opportunity to present their views before the microphone, *all without censorship*. Every week in the series "Current Questions," a prominent man or woman gives his or her opinion in a rather aggressive and personal form but always uncensored. The governmental broadcasting organization has in its invitation explicitly asked the persons to present their own views.

*Every kind of advertising is rigorously prohibited both in the radio talks and in the other programs of the Danish broadcasting organization.*

Our experience with the radio talk in Denmark leads to two further suggestions. First, do not permit the radio station

to become a forum for academic disputes. Second, be sure that the speaker places himself on the level of the listener without giving the latter the impression of being talked down to.

It is evident that a thirty-minute talk which is gradually becoming the rule in European broadcasting, cannot give detailed information concerning great and important subjects. However it is not meant that it should. A radio talk should stimulate interest in the problem, place it in proper perspective, treat it objectively and soberly, and thus lay a foundation for meditation and personal consideration, which is the aim of all educational work.

The spoken, living word prepares the way for a new renaissance of the thought of today and in this respect the radio talk fulfils its greatest cultural mission.

### Pamphlet for Debaters

SUCH A CLOSE RELATIONSHIP exists between the radio and the newspapers that students debating the radio control question this year should, by all means, have a copy of the pamphlet *Radio, the Newspapers and the Public* prepared by E. H. Harris, chairman, radio committee, American Newspaper Publishers Association and chairman, National Publishers Committee on Radio. The pamphlet contains much valuable material. The following quotation is typical:

The spreading either of truth or untruth from one nation to another by radio has its attending advantages and disadvantages. For this reason it readily can be understood why nearly all the foreign countries have lost no time in putting radio broadcasting under governmental ownership or supervision.

To secure a free copy of the publication write Mr. Cranston Williams, secretary-manager, Southern Newspaper Publishers Association, News Building, Chattanooga, Tennessee.

### A Warning

NOW IF THE AMERICAN RADIO SYSTEM continues as it has been going recently, with commercialism rampant, nothing can save it. . . . To what extent the present practises of the [broadcasting] industry are modified so as to meet public criticism depends entirely upon the industry itself. If practises are not modified after the public's opinion is registered, the public will take things into its own hands.—Levering Tyson in *Radio and Education, 1933*, p28, 29, 32.

### Write Your Congressman

HOW DISSATISFIED ARE YOU with the present American radio broadcasting practise? Sit down and write your senator and representative, telling each of them your chief complaints about radio. Urge your relatives, friends, and acquaintances to do likewise. A Congressman who knows the wishes of his constituents can act on legislation more intelligently.

EDUCATION BY RADIO is published by the National Committee on Education by Radio at 1201 Sixteenth Street, Northwest, Washington, D. C. The members of this Committee and the national groups with which they are associated are as follows:  
Arthur G. Crane, president, the University of Wyoming, Laramie, Wyoming, National Association of State Universities.  
J. O. Keller, head of engineering extension, Pennsylvania State College, State College, Pa., National University Extension Association.  
Charles N. Lischka, 1312 Massachusetts Avenue, Washington, D. C., National Catholic Educational Association.  
John Henry MacCracken, vicechairman, 744 Jackson Place, Washington, D. C., American Council on Education.  
Joy Elmer Morgan, chairman, 1201 Sixteenth Street, Northwest, Washington, D. C., National Education Association.  
Charles A. Robinson, S.J., St. Louis University, St. Louis, Missouri, The Jesuit Educational Association.  
James N. Rule, state superintendent of public instruction, Harrisburg, Pennsylvania, National Council of State Superintendents.  
H. Umberger, Kansas State College of Agriculture, Manhattan, Kansas, Association of Land-Grant Colleges and Universities.  
Jos. F. Wright, director, radio station WILL, Univ. of Illinois, Urbana, Ill., Association of College and Univ. Broadcasting Stations.

Everyone who receives a copy of this bulletin is invited to send in suggestions and comments. Save the bulletins for reference or pass them on to your local library or to a friend. Education by radio is a pioneering movement. These bulletins are, therefore, valuable. Earlier numbers will be supplied free on request while the supply lasts. Radio is an extension of the home. Let's keep it clean and free.



# Radio Censorship in America and England

**M**EMBERS OF CONGRESS are becoming censorship conscious. Most of them have known for a long time that in the United States a strict, insidious censorship of the radio was being exerted. And, before the second session of the Seventy-third Congress was more than two weeks old the fact was brought forcibly to their attention.<sup>1</sup> Since that time the *Congressional Record* has printed plenty of evidence of radio censorship to satisfy the most skeptical.<sup>2</sup>

The case of *F. J. Schlink*, president of Consumers' Research, is an interesting illustration of how censorship works.<sup>3</sup> The *New York Times* for January 6, 1934 announced that Mr. Schlink would speak from 3 to 3:30PM, on the subject *The Consumer in the National Recovery Program*. At 3PM station WABC announced, *We are unable to present the program originally scheduled for this time.*

The average citizen would have dismissed the matter, but Mr. Schlink did not. He has been fighting too long for the neglected consumer, so he started to investigate. Two days later he received a telegram from the president of the Columbia Broadcasting System saying:

Have just learned of action of Columbia subordinate in barring your address from the air on Saturday. This action was a wholly unwarranted and unauthorized violation of Columbia's established policy. We cordially invite you to deliver this speech over our network and will gladly place Columbia's full facilities at your disposal for the first available half hour to be mutually agreed upon. . . .

The address ultimately was broadcast on January 13, one week after it was originally scheduled. An interesting coincidence reduced somewhat the speaker's audience. The new 50-kilowatt transmitter of station WBT, Charlotte, North Carolina, went off the air ten minutes after Mr. Schlink began. WBT is a Columbia-owned station.

Is freedom of discussion to become a mere football? If so, are the people to be denied their right to referee? Have we forgotten the carefully-reasoned conclusions reached by the famous historian, J. B. Bury? More than two decades ago in *A History of the Freedom of Thought*, he said:

The progress of civilization, if it is partly conditioned by circumstances beyond man's control, depends more, and in an increasing measure, on things which are within his own power. Prominent among these are the advancement of knowledge and the deliberate adaptation of his habits and institutions to new conditions. To advance knowledge and to correct errors, unrestricted freedom of discussion is required. History shows that knowledge grew when speculation was perfectly free in Greece, and that in modern times, since restrictions on inquiry have been entirely removed, it has advanced with a velocity which would seem diabolical to the slaves of the medieval Church. Then, it is obvious that in order to readjust social customs, institutions, and methods to new needs and circumstances, there must be unlimited freedom of canvassing and criticizing them, of expressing the most unpopular opinions, no matter how offensive to prevailing sentiment they may be. If the history of civilization has any lesson to teach it is this: there is one supreme condition of mental and moral progress which it is completely within the power of man himself to secure, and that is perfect liberty of thought and discussion. The establishment of this liberty may be considered the most valuable achievement of modern civilization, and as a condition of social progress it should be deemed fundamental.<sup>4</sup>

The National Committee on Education by Radio has encountered numerous instances of the censorship by commercial radio stations of educators appearing before the microphone.

The American people are coming to realize more fully that educators must not be throttled, that education must have freedom. This principle was stated clearly by President Graham of the University of North Carolina in his inaugural address when he said:

Along with culture and democracy, must go freedom. Without freedom there can be neither true culture nor real democracy. Without freedom there can be no university. . . . Freedom of the university means the freedom to study not only the biological implications of the physical structure of a fish but also the human implications of the economic structure of society. It means the freedom from the prejudices of section, race, or creed. . . . It means the freedom for consideration of the plight of unorganized and inarticulate peoples in an unorganized world in which powerful combinations and high pressure lobbies work their special will on the general life. In the university should be found the free voice not only for the unvoiced millions but also for the unpopular and even the hated minorities. Its platform should never be an agency of partisan propaganda but should ever be a fair forum of free opinion. . . . No abuse of freedom should cause us to strike down freedom of speech or publication, which are the fresh resources of a free religion and a free state. . . . Finally freedom of the university means freedom of the scholar to find and report the truth honestly without interference by the university, the state, or any interests whatsoever. . . . Without such freedom of research we would have no university and no democracy.<sup>5</sup>

The history of relationships between members of college and university faculties and commercial broadcasting stations has been anything but one of academic freedom. Here are a few examples: Members of the faculty in a state agricultural college were not permitted to broadcast to farmers information on how to mix stock feeds because a milling company selling ready mixed stock food had a financial interest in the radio station. Authorities of a commercial station advised the radio director of a state university not to schedule certain members of the faculty because "*The station's audience did not like to hear them.*" A leading member of the faculty of one of the largest state universities, an individual of unquestioned integrity and nationwide prominence, was barred from presenting a scheduled address over a commercial station because the facts he proposed to present, altho of incalculable value to every home in the state, might have affected adversely some of the station's advertisers.

Now that we have had a glimpse of the American side of the picture, what do we find in England? If we judge by what we read in American newspapers and magazines we may get an erroneous impression. Most of the printed material concerning radio, appearing in American publications, originates with the chain companies, the individual broadcasting stations, or writers with the commercial point of view. It is because of this contamination of the sources of radio information that many people imagine that British radio is not free for the presentation of conflicting viewpoints. The first few sentences given in a recent talk by H. G. Wells over the British radio system show the lack of censorship in Great Britain.

This talk I am having with you this evening is an uncensored talk. It is a quite personal conversation about a matter that concerns us profoundly, the destiny of the country to which we belong.

Because the BBC is a public organization it is often supposed, especially abroad, that things said here on the air are officially sanctioned. This is certainly not how things are on this occasion. The BBC is responsible for giving me this half hour with you—but nobody on earth, except myself, is responsible, and nobody's approval has been asked for the things I have to say.<sup>6</sup>

<sup>1</sup> *Congressional Record*, Seventy-third Congress, Second Session, p866-69.  
<sup>2</sup> *Ibid*, p851, 1298, 1299, 1372, 1373, 1374, 1430, 1431, 1541, 1542, 1543, 1642, 1643, 1644, 1725, 1726, 1748, 1749, 1750, 1837, 1914, and 1915.  
<sup>3</sup> *Ibid*, p1115-18.  
<sup>4</sup> Bury, J. B. *A History of the Freedom of Thought*. New York: Henry Holt, 1913, p239-40.

<sup>5</sup> Graham, Frank P. "The University Today." *School and Society* 34: 860-61, December 26, 1931.  
<sup>6</sup> Wells, H. G. "Whither Britain." *The Listener* [London], January 19, 1934, p43.

British broadcasting is uncensored. That does not mean that every conceivable sort of material is broadcast. On the contrary.

The British programs must all come up to a certain standard, while our American programs are subject to the commercial needs and the good or the bad taste of advertisers.<sup>7</sup>

The point of view of the party in power does not control the presentations. When controversial material is presented—and provision is made for broadcasts by political leaders—equal opportunities are given for a presentation of conflicting views.

In its final analysis the problem of radio censorship must be faced. Possibly it never will be solved entirely. There are those who believe that someone must decide who shall go on the air, when he shall speak, and what he shall say. William Lyon Phelps has said:

I believe that the radio script should aim at the highest level of intelligence represented in its cosmopolitan audience, rather than at the lowest, altho by this I do not necessarily mean that it should be highbrow. And any medium which enters such a variety of homes cannot be too carefully prepared or censored.<sup>8</sup>

If we believe that censorship is inevitable, shall we permit that censorship, that control to be exercised by those who would exploit us for their own personal advantage? Shall education,

culture, and information in America be subordinated to commerce?

Society has had great success in finding disinterested truth lovers and enlisting them in its service; but their voice is feeble these days in comparison with the commercialized press, screen, and radio. If amid the din of advertising ballyhoo the public knew where it could hear a clear trustworthy voice, would it not listen in? The air channels should not be monopolized as now by gain-seekers; more of them should stand open to educational institutions.<sup>9</sup>

The *New Deal* should bring to radio the same careful study it has brought to agriculture, finance, and industry. Radio's most important function is not selling but serving. The radio manufacturing industry for a time may be better served by our present opportunistic policy. Public interest, on the other hand, is sacrificed by such tactics. Can business be successful without a periodical stock-taking? Are the 125 million people who, in reality, own our American radio, satisfied with the present stewardship? Are they content to leave the control in the hands of individuals who have never furnished them with a consolidated balance sheet and who tremble at the thought of a nonpolitical, fearless audit? Not only could no harm result if President Roosevelt initiated a thoroughgoing, impartial audit or study of radio broadcasting, but incalculable good would be done.

<sup>7</sup> Bromley, Dorothy D. *New York Times Magazine*, November 26, 1933, p17.

<sup>8</sup> Phelps, William Lyon, *New York Times*, November 26, 1933.

<sup>9</sup> From the *Report of the Committee on Social-Economic Goals for America* as found in the *Journal of the National Education Association* 28:9, January 1934.

## Networks and NAB Dominate Radio

THE DOMINATION OF THE GREATER PART of the nation's broadcasting facilities by the networks is one of the serious problems of today. The situation was pictured graphically more than two years ago in the December 10, 1931 issue of *Education by Radio*. At that time affiliated stations of the National Broadcasting Company were assigned 183.99 and of the Columbia Broadcasting System 108.02 of the 430.46 units of radio broadcasting facilities at that time assigned by the Federal Radio Commission.

Today NBC has fewer facilities [172 units], CBS more [118.81]. Unfortunately educational stations have but 9.61 units as compared with the 26.10 in 1931.

Spokesmen for commercial radio interests protested at the comparisons. They contended that the chain companies did not own all of the stations that used their programs. That is true. As a matter of fact the National Broadcasting Company actually owns outright eleven stations. In addition, it owns stock in several stations and programs others. To consider the matter from the ownership angle alone would be to miss the entire point.

The very essence of a chain contract is that a majority of the station's time is available for chain purposes. In other words when a station becomes affiliated with a chain, that station loses control of a large part of its programs. Broadway standards may be considerably below those of the station's service area, yet as long as the chain affiliation continues, it is useless for the listeners to protest.

The accompanying table shows graphically the allocation of facilities measured both in units and power. It shows the chain dominance not only of the entire broadcast structure, but of the National Association of Broadcasters, the trade organization of the radio industry. Stations affiliated with NBC and CBS have assigned to them approximately three-fourths of the radio facilities assigned NAB members. Members of the NAB

BROADCASTING ALLOCATIONS IN THE UNITED STATES

	Quota Units	Power in Watts
U. S. broadcasting stations . . . . .	444.37	2,007,665
Members of NAB		
NBC members . . . . .	127.80	834,600
CBS members . . . . .	82.28	408,450
Ed. station members . . . . .	7.31	21,000
Other station members . . . . .	70.03	245,250
Total NAB members . . . . .	287.42	1,509,300
Non-members NAB . . . . .	156.95	498,365
NBC network stations		
Red network . . . . .	37.91	269,500
Blue network . . . . .	39.76	281,250
Alternate Red or Blue . . . . .	11.59	62,000
Southwestern . . . . .	19.50	189,500
Northwestern . . . . .	7.49	34,500
Mountain . . . . .	6.00	51,000
Southeastern . . . . .	12.30	16,500
Southeastern optional . . . . .	.20	100
Southcentral . . . . .	16.15	127,500
Basic Pacific Coast . . . . .	17.25	111,500
Pacific Coast supplementaries . . . . .	1.80	2,000
North Mountain . . . . .	2.05	3,500
Total NBC . . . . .	172.00	1,148,850
CBS network stations		
Basic stations . . . . .	49.60	247,750
Supplementary stations . . . . .	69.21	214,200
Total CBS . . . . .	118.81	461,950
Educational stations . . . . .	9.61	30,700
Other stations . . . . .	143.95	366,165

Sources of data:

1. Columbia Broadcasting System. *Stations of World's Largest Network* January 28, 1934.
2. "Educational Radio Broadcasting Stations of the United States." *Education by Radio* 4:3, January 18, 1934.
3. Federal Radio Commission. *Summary of Broadcasting Facilities Assigned to Zones and States* January 20, 1934 [mimeographed].
4. National Association of Broadcasters. *Radio Broadcast Stations in the United States* August 1, 1933 [corrected to January 9, 1934].
5. National Broadcasting Company. *Network Stations of National Broadcasting Company* November 1, 1933.

in turn are assigned nearly two-thirds of the radio broadcasting facilities of the United States.

How high are the standards of the broadcasters? What are their ethics? From the above it is seen that the ethics of the broadcasters are best represented by those of the NAB which is in turn dominated by the two chain companies, the NBC and CBS.

The NAB has adopted a splendid code of ethics. How much does it mean? How sincere are they in their actions, their resolutions?

The Detroit meeting of the National Association of Broadcasters furnishes us with an excellent case in point. At that session the following action was taken:

*Resolved*, By the National Association of Broadcasters, in convention assembled, that this association favors an amendment to Section 29 of the Radio Act of 1927 prohibiting the broadcasting of any statement, proposal, offer, or other verbal communication which, if written or printed, would be subject to exclusion from the United States mails under the postal laws of this country.<sup>1</sup>

Henry A. Bellows, chairman of the resolutions committee and vicepresident of the Columbia Broadcasting System, urged the adoption of the resolution by the NAB members, in the following words:

Now, gentlemen, you are going to get something like that whether you recommend it or not. If you don't recommend something like this, you may get something that is a darned sight worse. . . .

Let me say, as many have observed, that this resolution means precisely nothing because we use the mails every time we put on a lottery and if the postal department will let the things come in by mail, we can go on as in the past. What I am afraid of is legislation which will prohibit lotteries by name. If this resolution is adopted, it puts us on record making a recommendation which, if embodied in the law, will leave us exactly where we are. In other words, we have to use the mail. Most of us have taken up with the postal authorities time and time again the standing of such cases as yours and the postal authorities have said, "Go ahead. Hop to it." Consequently, I can't feel this resolution if adopted, if enacted into law, would make the slightest difference because we use the mails anyway. And, if we don't, I am quite convinced that is one thing this Congress is going to find a few minutes to legislate on and I am very much afraid they will legislate more drastically. . . .<sup>2</sup>

A second point is furnished by the decision of WOR, Newark, New Jersey, to defy the Federal Radio Commission by broadcasting liquor advertising which the Commission has held does not serve the public interest. The Federal Radio Commission explained the order by saying:

It is well known that millions of listeners thruout the United States do not use intoxicating liquors and many children of both users and non-users are part of the listening public. The Commission asks the broadcasters and advertisers to bear this in mind.

Station WOR, by the way, is in charge of Alfred J. McCosker, president of the National Association of Broadcasters

<sup>1</sup> *Proceedings*, Ninth Annual Convention, National Association of Broadcasters, October 28, 1931, p89.

<sup>2</sup> *Ibid* p61-62.

and member of the newly formed Code Authority for the radio industry.

Facts and figures speak for themselves. He who runs may read. A comparatively uninformed person can see how the powerful radio monopolies are throttlng American broadcasting.

### Freedom for Baseball Broadcasts

HIGH SCHOOLS all over the United States are debating the advantages of the British system of radio broadcasting. . . . A considerable part of the debate . . . concerns the freedom, or lack of freedom, which characterizes broadcasting controled by commercial chains and financed from advertising appropriations. To debaters . . . we commend for study an agreement recently reached between the two baseball clubs in Chicago and the city's principal broadcasting stations. This agreement not only provides that, in return for permission to broadcast accounts of next summer's baseball games, the stations shall each offer five free periods of advertising on the days on which games are scheduled, but it imposes a complete censorship of the contents of the broadcasts. *Variety*, organ of the amusement industries, thus specifies: "Stations give the baseball clubs a guarantee that all comment on the play-by-play, the weather conditions, decisions of umpires, fights, accidents, and anything that happens within the ball park shall be favorable. No negative comment, no criticism of players or officials . . . is to be permitted." Such an agreement, of itself, may seem unimportant. But when considered in relation to the future of this vastly important method of mass communication, now only fourteen years old, it is significant. And the significance is not lessened by the fact that several of these stations which have thus signed away their freedom of comment over the air are owned or operated by the same newspapers which have recently been howling their heads off about the NRA threat to freedom of the press!—Editorial, *Christian Century*, February 7, 1934, p172.

T. M. Beaird, chairman of the committee on debate materials and interstate cooperation of the National University Extension Association, has announced recently that high schools in thirty-four states are using the radio control question for debate this year. The states are: Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Washington, West Virginia, and Wisconsin.

EDUCATION BY RADIO is published by the National Committee on Education by Radio at 1201 Sixteenth Street, Northwest, Washington, D. C. The members of this Committee and the national groups with which they are associated are as follows: Arthur G. Crane, president, the University of Wyoming, Laramie, Wyoming, National Association of State Universities. J. O. Keller, head of engineering extension, Pennsylvania State College, State College, Pa., National University Extension Association. Charles N. Lischka, 1312 Massachusetts Avenue, Washington, D. C., National Catholic Educational Association. John Henry MacCracken, vicechairman, 744 Jackson Place, Washington, D. C., American Council on Education. Joy Elmer Morgan, chairman, 1201 Sixteenth Street, Northwest, Washington, D. C., National Education Association. Charles A. Robinson, S.J., St. Louis University, St. Louis, Missouri, The Jesuit Educational Association. James N. Rule, state superintendent of public instruction, Harrisburg, Pennsylvania, National Council of State Superintendents. H. Umberger, Kansas State College of Agriculture, Manhattan, Kansas, Association of Land-Grant Colleges and Universities. Jos. F. Wright, director, radio station WILL, Univ. of Illinois, Urbana, Ill., Association of College and Univ. Broadcasting Stations.

Everyone who receives a copy of this bulletin is invited to send in suggestions and comments. Save the bulletins for reference or pass them on to your local library or to a friend. Education by radio is a pioneering movement. These bulletins are, therefore, valuable. Earlier numbers will be supplied free on request while the supply lasts. Radio is an extension of the home. Let's keep it clean and free.

# Gleanings from Varied Sources

The Institute for Education by Radio will be held at Ohio State University, Columbus, Ohio, on Monday, Tuesday, and Wednesday, April 30 to May 2. This fifth meeting of the Institute marks a milestone in radio broadcasting, hence the papers and discussions at the meeting will be an appraisal of what has happened in the last five years. This year a special session will be devoted to broadcasting by educational stations. The Association of College and University Broadcasting Stations will have charge of this part of the program. It has already secured speakers from the outstanding university stations in the country. Other sessions of the Institute will be devoted to the use of radio in schools, methods of presenting educational programs, administration of educational programs, relation between educational broadcasting and newspapers, and progress made in national broadcasting in Canada. The roundtable discussion groups which will be held again this year will use the topics: commercial stations; college and university stations; school broadcasting; and research in radio education.

It is our concern, however, to ask why radio broadcasting today should be in the hands of electrical combines. The invention of the linotype did not turn the policy and practise of journalism over to mechanics and machinery salesmen. Nor did the invention of talking pictures turn the film industry over to sound engineers or apparatus salesmen. And yet radio, already as great a factor in our national life as one of these and rapidly becoming a serious rival of the other, is and always has been dominated absolutely by the close knit industries of its technical manufacturing and production branches.—Eddie Dowling. "Radio Needs a Revolution." *Forum and Century* 91:67, February 1934.

Terrifying negative forces must be counteracted by the school and the home. The radio and the screen are often subverted in the interest of the dishonest and selfish desires of those who would fatten upon the moral and cultural life-blood of our children and youth. The public school is the stronghold of democracy and the guardian of liberty. If it is imperfect, let us not revile it, but rather let us support it with pride and assist those directly responsible for its program in adjusting its work to the new and staggering task before it.—*The Foothill School Bulletin*, December 1933.

The University of Denver is presenting, for the third consecutive year, a semi-weekly radio program over station KOA, Denver, on Mondays and Wednesdays at 4:45PM. On Wednesdays the radio audience is given the opportunity to hear authoritative lectures on current topics, including education, psychology, literature, dramatics, and science; while on Mondays speakers from the school of commerce, school of law, school of art, and school of librarianship present talks in their respective fields of study under the auspices of the extension division.

Publicity given the court decision in the case of the United States versus Norman Cohen, indicated that wired-wireless radio installations could not be operated legally. Apparently the decision does not affect the legal status of companies organized to provide program service over a telephone or other electrical wire. The broadcasting station in the case cited, according to a competent authority, was an ordinary broadcasting station operating without a license but connected to a power wire to give it the appearance of a wired radio station.

The entire legislative program of the National Grange was printed in the January 25, 1934 issue of the *Congressional Record* at the request of Senator Arthur Capper of Kansas. In the program there are two points of particular interest to persons seeking to improve radio programs. First, the Grange favors "providing penalties for false advertising in newspapers, periodicals, and over the radio," and second, it opposes "the advertising of intoxicants over the radio, in newspapers or magazines, and in moving picture theaters."

There was a time when a work of art must be subjected to the criticism of persons with some background of tradition and culture, but now fifty thousand post cards from fifty thousand morons with a fourth-grade education and a mental level of a ten-year-old child, can make famous over night a singer who couldn't get over the first two rows of a real musical audience. And the tragic part is that some of these over-night-popular-idols live.—William Rainey Bennett in an editorial in *The Platform World* 41:3, November 1931.

C. M. Jansky, Jr., one of a trio of Wisconsin scientists who developed, at the University of Wisconsin, WHA—the first educational radio station—is the 1934 president of the Institute of Radio Engineers. He is the eldest son of C. M. Jansky, professor of electrical engineering in the college of engineering and extension division of the University of Wisconsin, and is a graduate of the University, receiving his bachelor's degree in 1917 and his master's degree in 1919.

Licensing the receiving set instead of the broadcasting station seems successful in Australia. No advertising is allowed on the national system, which is devoted entirely to entertainment, but the fact that it has shown net earnings of \$365,000 during the last two years indicates that it is profitable to the government as well as to the listeners.—Editorial, *Christian Science Monitor*, June 10, 1933.

It is the opinion that government control of radio would be preferable to a system of control commissions that might in turn be controlled by monopolies. It might be a help if Uncle Sam could collect directly the price of network concessions instead of waiting on a comparatively small allowance by means of the income tax.—Editorial, *Washington Evening Star*, December 16, 1933.

A profit of \$6,000,000 was realized on radio by the British government last year. In Great Britain there is no commercialized radiocasting, and the government taxes all owners of radio sets. The proceeds go toward the maintaining of studios, stations, programs, etc.—*Christian Science Monitor*, November 2, 1933.

Berlin—The Economic Advertising Council announced today that all advertising must be eliminated from German radio. "Radio serves as a public propaganda instrument only for the German people," it was explained.—*The Washington Daily News*, January 6, 1934.

I cannot say that I consider our radio reception at all a success during the last year. The industry seems to be so commercialized and in control of business interests that it is of very little value in the classroom.—A California high-school principal.

Our experience with commercial stations in broadcasting educational programs has been that they will throw out our programs if they get a chance to sell the time.—Dean C. J. Anderson, school of education, University of Wisconsin.





# Can America Get the Truth About Radio?

**T**O SECURE ACCURATE AND UNBIASED KNOWLEDGE about the radio systems of countries where governments control radio programs in the interest of the listener rather than in the interest of minority groups which seek to exploit the listener, is virtually impossible in the United States. The present dictators of American radio are using every possible device to prevent the real truth from reaching the American public. Every Englishman—and they are few—who has a word of praise for the radio practise in the United States, makes the front page in all of the metropolitan newspapers, while the tens of thousands of cultured Englishmen who point out the fundamental unsoundness of our system and the disgraceful level of our programs, usually fail to be quoted at all.

The following article which appeared in a recent issue of a Washington newspaper is typical of the false emphasis placed on radio news by writers often under the influence of and dominated by the broadcasting industry.

They're going in for more of the lighter forms of entertainment on the British radio, often accused by visiting Americans of being too staid and dull. Variety shows with comics, most popular of all the programs regularly presented on the American radio, are to be offered in the amount of 16 hours a week. This will include what the British Broadcasting Corporation, in an official statement, calls "a new kind of vaudeville of the 'crazy order,' the first program of which is entitled 'The Fire Station.'"

For its "crazy" shows the BBC is recruiting comedians "who will attempt the difficult but not impossible task of putting broad humor over the air." Every Saturday afternoon from the end of September there is to be a vaudeville matinee on the British radio called "First Time Here" and presenting artists never before on the radio.

The other lighter entertainment will include musical revues, a dancing chorus of eight girls, operettas, etc. The decision of the British radio to "go light" came almost at the same time that it decided to broadcast light music from six to eight o'clock on Sunday evenings, which hitherto were silent hours so as not to interfere with church-going. This decision evoked strong criticism from Viscountess Snowden, a former governor of the BBC, who said radio should continue to remain silent at those hours. The BBC also broadcasts religious services between eight and nine o'clock on Sunday nights.

The article seemed so full of half truths that the National Committee on Education by Radio submitted it to the British Broadcasting Corporation. A representative of the Corporation made the following comments:

While the general trend of the article has a definite basis of truth it is somewhat misleading in its detail and in its mode of expression. It is true that the British Broadcasting Corporation is trying to improve its light entertainment and to this end has introduced a number of new programs, but it is not accurate to imply that this is being done at the expense of more serious types of programs. For instance, the sixteen hours a week referred to: these by no means consist merely of variety shows but actually cover every type of light entertainment program including dance music on the one hand, and concerts by the Theater Orchestra on the other. Then again the implication in the third paragraph which you quote, that the BBC is introducing variety into their Sunday programs, is, of course, quite incorrect: in an article where "light music" has been used thruout as meaning "variety," "musical programs" should be substituted as a description of the Sunday concerts which, altho recently introduced, remain well within the bounds of the BBC's normal Sunday policy.

We think that if you will glance thru a few recent numbers of the *Radio Times* you will see for yourself how far the article is inclined to throw a false emphasis on the facts upon which it is undoubtedly based.

More recently under the title, "Fear Official Broadcasting," a Washington newspaper contained the following article:

Belgium has decreed that each of its government officials has the right to use radio "speeches up to a maximum of 10 hours per month." Listeners are somewhat disconcerted lest the officials take advantage of this opportunity, thus shutting out practically all other broadcasting.

The Belgian Ministry of Telegraphs and Telephones, to whom the article was referred by the National Committee on Education by Radio, made the following comment which has been translated as follows:

As you thought, the item in the local paper, to which you called my attention, is put forth entirely for the sake of getting the reaction of public opinion. It does exaggerate the facts which are based nevertheless on some legal truths. It is as a house resting on the point of a needle. The legal dispositions, which regulate our National Institute of Broadcasting, contain an article saying:

"The Institute must broadcast all the communications the Minister [of Posts, Telegraphs, and Telephones] sends to it for this purpose. These informations shall be broadcast free of charge to an extent of no more than 10 hours weekly per station."

By this arrangement the government has reserved for itself the very natural right to let the public get over the radio, communications which might interest it, for instance, those concerning epidemics, floods, disorders, strikes, etc. The use of it has been *extremely limited*.

We have two stations broadcasting different programs [two languages]. For the year 1933 the total duration of broadcasting was about 7000 hours. Out of these 7000 hours the official communications have taken in all, for the whole year, about 10 hours. In 1931 and 1932 the duration of the communications was even less.

In general, these two stations have had about 15 minutes monthly each for official communications; in 1933 there was a month with two hours.

As you see, in Belgium "the officials do not shut out practically all other broadcasting."

As recently as March 5, 1934 under the heading, "Radio 'Pirates' Numerous," appeared another article, the implications of which were flatly denied by British authorities in the January 3, 1934 issue of *The Listener*. The article stated:

England is estimated to have 1,000,000 radio "pirates," who do not hold a government license.

What is the matter with American journalists? Is most of the syndicate writing on radio done by those under obligation to the entrenched interests? Will the *New Deal* develop a new school of writers who are not afraid to give us the facts about radio?

More important than the writers of syndicated articles are the editorial policies of the newspapers. There are many independent newspapers which attack fearlessly our *laissez faire* practise in radio. Not owning a commercial broadcasting station, having no broadcasting arrangement with such a station, and being under no obligation to the commercial radio interests, they are free to present the facts. Papers like these are the bulwarks of our civilization. We need more of them. But on the other hand, there are many papers which do not enjoy this freedom and do not carry on the battle as dictated by public interest. Is the metropolitan press largely dominated by the radio barons? Is the public-relations work of the broadcasting industry so subtle as to fool the leaders of the newspaper industry?

In the early days of the World War, before the United States had decided to take part, public support of our entrance into the war was ensured thru tales of German atrocities. Later we discovered the stories had been largely manufactured as part of the war propaganda. Evidently the same type of men who were responsible for the story that the Germans were cutting off the hands of Belgian children, are now engaged in convincing us that nothing good in radio broadcasting comes from any country other than the United States.

# A Junior High School Broadcasts

Russell V. Burkhard

Principal, Frank A. Day Junior High School, Newtonville, Massachusetts

IT IS THURSDAY MORNING. The clock ticks around to 8:35. "Stand by" calls the control-board operator who in this case is one of the teachers. The pupil assistant relays the signal with an "all quiet." With that, the F. A. Day Junior High School pupil broadcasting crew goes into action presenting its regular weekly program to the 650 ear-minded youngsters listening eagerly in the home rooms thruout the building.

I have suggested only one of the many uses we make of our radio equipment consisting of a control board [which also permits us to receive outside broadcasts]; microphones for building use; portable phonograph equipment; loud speakers in each room; and a semi-soundproof studio.

In our experimentation thus far it has seemed advisable to organize our radio work thru a teacher committee, assisted by a pupil subcommittee of frequently changing personnel.

To plan the sequence and content of the programs is a thought-provoking job. Material has to be sorted, the continuity written and rewritten to fit a time schedule which varies from 12 to 14 minutes. Rehearsals before a live "mike" are necessary. A checker records the mispronounced words and finally the offering is ready for the listening public, which in our case is the student body, tho occasionally the boys and girls have put their program out over an honest to goodness station. The procedure follows rather closely along regular studio requirements.

It is our conviction that these weekly broadcasts are not only valuable social experiences for junior high-school youngsters, but also give them a chance to explore a new and attractive vocation.

A real attempt is made to represent all of the various school activities and groups. Musical offerings and short plays have been given. Several pupils who have traveled widely have given interesting short travelogs about schools in other lands. We hope to continue to develop in teacher and pupil alike a watchfulness for new and attractive items, modifying the broadcasts as occasion requires. Thus far we have had excellent results with a program containing the following:

[1] Announcer's opening	
[2] School news feature	1½ minutes
[3] City news	1½ minutes
[4] State news	1½ minutes
[5] National news	1½ minutes
[6] International news	1½ minutes
[7] Did you know that? [Feature much like <i>Believe it or not!</i> ]	2 minutes
[8] Brief answer to one or two good questions put in radio question box during week	1 minute
[9] Musical offering by experienced and inexperienced members of school band or orchestra	1½ minutes
[10] Announcer's closing	

As our school opens its daily work with a 20-minute home room session, and as these groups represent the entire school population, this time seems best adapted not only for receiving but for following up the broadcast.

Thruout there has been a sincere effort to put more and more of the planning and delivering of these programs into the pupils' hands, as well as to have all types of youngsters participate.

When a number of schools have had experience in broadcasting, a regular student broadcast could be developed in certain areas of the United States. Many schools might participate and each school be responsible for at least one program. Such a feature would no doubt prove quite beneficial as an exchange of school interests and activities. As these features prove themselves in small units perhaps eventually a national pupils' hour can be built up and set aside permanently for and by the public schools of the nation, a time at which the youth of the nation can get to know each other's works, joys, and problems more intimately, all to a development of better understanding.

## Radio Interprets American Culture

IN THE COURSE OF AN ADDRESS over the radio on political and commercial relations with other peoples apropos the Montevideo conference, Secretary of State Cordell Hull suggested that we would do well to share our best art, music, and literature with other peoples and have them do the same with us.

A few hours later we had an excellent opportunity to do it. In celebration of the founding of the Japanese Empire, America and Japan were giving each other a radio program.

The Japanese spent their time in explaining the ceremonies of the day, giving us selections from what appeared to be their best symphony orchestras and sending felicitations.

How was the American time spent? Aside from an introductory and concluding talk by a Japanese gentleman in his language, our treat to the Japanese was: a jazz arrangement of "Swanee River," "Going to Heaven," "Polly-Wally-Doodle-All-the-Day," selections from the Cotton Club Revue, a blues singer, and a Sousa march! Absolutely true to radio's tradition that the usual radio audience is composed of 8-year-old adults!

If the local Japanese were consulted upon the selections, we suggest that they were either too polite—in true Oriental style—to criticize the material, or else were not familiar with America's creative artists. At any rate, if America's international and musical organizations wish any rapprochement with Japanese musical organizations, they may now know upon what musical level they and American culture may be judged in Japan.—Maurice T. Price in *New York Times*, February 18, 1934.

### EDUCATION BY RADIO

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#### THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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## How Intelligent Are Radio Listeners?

"RADIO PROGRAMS GET WORSE AND WORSE, it seems to me," a broadminded educator recently said to a radio program director. "I don't believe people want to listen to the trash that fills the air; this half-baked kidding and simple-minded crooning."

What the radio program director replied is what practically all radio and motion-picture people reply to such charges: "You know the average intelligence of the American public is 12 years old. That's our audience. We give them what they want."

"How about that alibi?" I asked Dr. Segel, Office of Education specialist in tests and measurements. "Will it hold water?"

"Certainly not," he said; "that is a hangover from the Army Alpha tests given during the World War."

"Well, let's put a bomb under that myth," I suggested. And that is how the article, "Are We a Nation of 12-Year-Olds?" on page 78 of the December 1933 issue of *School Life*, came to be written.

Please notice what Dr. Segel found by examining the results of a number of studies. The average American attains greatest intelligence, that is capacity to learn, between the ages of 20 and 25. General learning ability drops off toward 50 but the average does not fall below 16 years.

But Hollywood and Radio City think only in terms of mass audiences. What about the mass?

Ninety-seven percent of the adult population, 16 to 50 years of age, has intelligence above the 12-year-old level.

Nearly 50 percent are above 18 years in learning ability.

As a New Year's present to the American people we hereby release them from a 12-year-old inferiority complex. The mass of adult Americans have an *adult intelligence*. Moreover, they continue to have an adult intelligence thru the major span of their lives.—Editorial, *School Life* 19:70, December 1933.

## Classroom Teacher Indispensable

WERE THE SCHOOL OF TOMORROW to use all of the sight and sound aids . . . the classroom teacher would still be indispensable. Provision would have to be made for individual differences. Personal guidance would still be necessary for some students. Pupils' errors still would have to be corrected. Instruction would still have to be localized and synchronized with experiences and lives of pupils. Poor reception may occur occasionally and that would have to be taken into consideration. New scientific tools may open up horizons and arouse students' intellectual curiosity—they may greatly improve modern language instruction and other kinds of instruction, but they will never replace the classroom teacher. In fact, the better the instructor, the more efficient use she can make of the aids science has produced as educational tools.—Cline M. Koon. "Electrified Language Teaching." *School Life* 19:41, November 1933.

## Characteristics of a Sound Broadcasting System<sup>1</sup>

1. Government and education have a right to preferred consideration in the use of radio frequencies and other facilities.

<sup>1</sup> Under this title in successive issues *Education by Radio* is presenting a series of points, the consideration of which is fundamental in the development of a sound radio broadcasting system.

HELP US to extend the influence of *Education by Radio*. Pass it on to your local library or to a friend. We will be glad to supply you with an additional copy.

## Drama, Interview, or Lecture

A LARGE GROUP who came to radio with a background of dramatic experience seem to feel that it would be best if everything could be put into a play or a dramatization. A second group who came to radio from the newspapers are especially fond of the interview. The third, consisting of educators and public speakers in general, favor the straight talk or lecture.

In our programs, we use all three types of presentation. My own opinion is that the dramatization is most useful when the listeners are not especially acquainted with the subject. Then the whole mechanism of the show, with sound effects and the voices of different characters, may be necessary to create and arouse interest. The interview is probably most useful in presenting an authority on some subject who is not particularly skilled in radio speaking. The interviewer's questions serve to catch the flagging interest and to focus the attention on another phase of the subject. But when the listeners are already interested, and especially when the speaker is effective in his own right, the straight talk is, in my opinion, the best medium of presentation.—H. L. Ewbank [University of Wisconsin], in an address before the National Association of Teachers of Speech, New York, N. Y., December 28, 1933.

## Radio and Good Manners

WONDER IF THE RADIO is going to make us lose our good manners? The following incident, which probably is not unusual, will illustrate what I mean:

This evening I called a friend on the telephone—a friend who used to be a stickler for etiquette. After conversing a minute or less she said, "Don't you want to listen to so-and-so on the radio? It is just on." Naturally I said, "Yes," but I did not listen to so-and-so. I did not want to; she wanted to. It was one of the regular evening broadcasts, not anything or anyone unusual.

Now, when in a drawing room, if conversing with one person, even tho that person might be a bore, we would scarcely think it polite to say, "Will you stop talking to me, please? I would rather listen to someone else."

I think we will have to watch our step lest, in our eagerness to grasp everything, we lose sight of some of the ordinary old-time courtesies of life.—From a letter to the *New York Times*, January 14, 1934.

## British Radio Popular

THE BRITISH SYSTEM of radio broadcasting is highly spoken of by the London correspondent of the *Christian Century* on page 337 of the March 7, 1934 issue. Characterizing as unfounded the criticisms levied at the British system by American radio writers possessing the commercial point of view, the correspondent points to the popularity and freedom from censorship enjoyed under the British system of radio control and closes with the following significant statement:

On the whole, while we reserve the right to complain where the BBC seems to us to be defective, there is not one listener in a thousand who would change the system. It suits us well and that is our chief concern. In other countries with other conditions it might not serve the main purpose. But the BBC is not likely to be changed in its main constitution and policy.

# Gleanings from Varied Sources

Continued misrepresentation of the British system of radio broadcasting by books, periodicals, and newspapers of the United States has led British authorities to publish in *The Listener*, January 31, 1934, a 12-page supplement entitled "British Broadcasting." The article points out that broadcasting in England is a public utility service; that there are six million holders of radio licenses in Great Britain or one in every eight of the population; that controversial questions are freely discussed over the British radio; and that radio censorship other than as a purely formal safeguard of good taste and as a means to better presentation does not exist in England.

According to one of the pontificates of radio, the action of sponsoring the Metropolitan Opera broadcasts, "performances," so he says, "of the highest cultural and educational as well as entertainment value, is another indication of the efficacy of the American system." In that case, if the gentleman whom I have just quoted is correct, the greater amount of broadcast opera, entirely unsponsored, coming from Milan, Paris, and Pontoise, and Berlin would seem to be ineffable indications of the superior efficacy of three foreign systems entirely dissimilar to our own.—Cyrus Fisher. "Radio Reviews." *Forum and Century* 91: 189, March 1934.

British broadcasting, free from advertising features, represents, in fact, a vast experiment in adult education; in "widening the experience of the everyday man and woman and in cultivating in them new interests." Hence the British Broadcasting Corporation is not afraid of talking above the heads of the mass of listeners. "It is wiser to overestimate than to underestimate the intelligence of the radio audience," says Sir John Reith, director general of the BBC.—Dorothy D. Bromley. *New York Times Magazine*, November 26, 1933, p14.

Istanbul—The Turkish government is out to educate all the population—grownups as well as children. Every Turkish village will soon be provided with a large school capable of holding all the inhabitants. Each will be equipped with a radio loud-speaker, and from a central town a professor will address his classes nightly. The schools will have no teachers, but will be under a manager.—*Washington Daily News*, February 5, 1934.

Gypsy bands and brass bands were voted recently the most popular broadcasting features in a listener poll by the broadcasting authorities of Hungary. Nearly all subscribers to the radio service, who pay an annual license fee to the government for their program reception, voted for the abolition of jazz music, leading the authorities to decide that less jazz shall be broadcast hereafter.—*Washington Star*, August 20, 1933.

Because of the pressure to recognize commercial and advertising accounts rather than the desired and welcomed educational benefits, the private [radio-broadcasting] station must necessarily confine its major efforts to the former, for the present at least, but free public guidance and education of all youth and adults must not be neglected.—A. H. Edgerton, director of vocational guidance, University of Wisconsin.

It is neither right nor proper that radio should be given into the hands of electrical combines which are permitted to extract every dollar of income, every measure of opportunity, to the exclusion of groups with as much or greater right to editorial, entertaining, and cultural development in the art and industry of broadcasting.—Eddie Dowling. "Radio Needs a Revolution." *Forum and Century* 91:70, February 1934.

Mass education by radio is being undertaken by the Egyptian government, according to advices from Cairo. Plans are for a four-year program to cost between 80,000 and 100,000 Egyptian pounds [Egyptian pound equals \$4.94] to place sets in some 2000 villages of more than 2000 inhabitants for reception from government stations—*Washington Evening Star*, February 11, 1934.

A Communications Commission of seven members to regulate interstate and foreign communication by wire and radio, as suggested by President Roosevelt, was proposed in bills introduced February 27 by Senator Clarence C. Dill of Washington State and Representative Sam Rayburn of Texas. Should either of these measures become law, the present Federal Radio Commission would be abolished.

I take it there is no one present who will deny that the most satisfactory program of educational broadcasting involves putting on the air from stations owned, supported, and operated by duly recognized educational institutions programs which are thoroly sound educationally as to content and thoroly attractive as to methods of presentation.—Levering Tyson. *Education on the Air*, 1930, p135.

Complaints are increasing, however, against advertising interruptions, program duplication, and the inability of the listener to get the kind of program he wants when he wants it. These drawbacks seem to be inherent in any system of broadcasting controled primarily by the profit motive.—Mitchell Dawson. "Censorship on the Air." *American Mercury* 31: 267, March 1934.

The radio-broadcasting stations and motion pictures are efficient means for unconscious emotional conditioning. There is no tradition of the "freedom of the radio" or the "freedom of the motion picture."—William W. Biddle. *Propaganda and Education*. New York: Teachers College, Columbia University, 1932, p25.

Having spent most of yesterday listening to daytime programs on various stations we are surprised the women follow radio at all. Such lousy programs! And such a terrible preponderance of selling talk!—Charles J. Gilchrest, radio editor, *Chicago Daily News*, February 20, 1934.

Radio, once the killer of sheet music sales, is now responsible for its boom. Radio, which took people away from phonographs and pianos, is driving them back. How? By following one uninteresting program with another similarly dull.—*Washington Post*, January 24, 1934.

Something radical should be done with regard to the disgracefully cheap and abominable radio programs now contaminating and devitalizing the intellectual atmosphere of millions of American homes.—*Foothill School Bulletin* 2:3, February 1934.

WHA at the University of Wisconsin is the world's oldest educational radio station. Its first telephonic broadcast was on the air in 1917, years before there were any commercial broadcasters, and regular broadcasts were scheduled by 1919.

California has a new law limiting outdoor advertising. Radio listeners will probably wonder if this applies to outdoor radio waves.—Editorial, *Christian Science Monitor*, September 12, 1933.

Radio is an extension of the home. Let's keep it clean and free.



# Who Profits from Radio Broadcasting?

THE NATIONAL BROADCASTING COMPANY made a profit of \$1,300,000 in 1932 and \$400,000 in 1933, according to the testimony of its president, Merlin H. Aylesworth, before the House Committee on Merchant Marine, Radio, and Fisheries. The Columbia Broadcasting System showed a profit of approximately \$700,000 for each of the same two years according to one of its vicepresidents, Henry A. Bellows.<sup>1</sup> A question by a Committee member drew from him the additional information that practically all CBS stock is owned now by the Paley family, one of whose members is Columbia's youthful president, William S. Paley.<sup>2</sup>

The NBC profits did not go to individuals but to the parent company, Radio Corporation of America, a giant monopoly which has never paid dividends on its common stock. RCA was one of the corporations whose stock was manipulated in a gigantic pool organized on March 7, 1929. The details of the operation of this pool are described on pages 48-55 in *The Weeds of Wall Street* by Arthur M. Wickwire.<sup>3</sup> Suffice it to say that the pool, which began following the authorization by the directors of a five for one stock split-up, resulted in profits of \$15,000,000 to those who engineered it. Naturally enough this huge sum came from the pockets of the unsuspecting public, many of whom bought the stock above par and then saw it fall rapidly until by the end of the year it had reached 26.<sup>4</sup> The Company's income from all sources, which in 1921 amounted to \$4,160,844.52, reached its peak of \$182,137,738.65 in the eventful year 1929 and has fallen steadily ever since, amounting to \$62,333,496.08 in 1933, as is shown in the accompanying table.

FINANCIAL HISTORY OF RADIO CORPORATION OF AMERICA<sup>1</sup>

Year	Gross Income	Net Income <sup>2</sup>	Profit or Loss <sup>3</sup>
1921	\$ 4,160,844.52	\$ 426,799.59	None
1922	14,830,856.76	2,974,579.77	None
1923	26,394,789.58	4,737,773.76	\$1,643,918.31
1924	54,848,131.58	9,503,442.06	3,356,651.41
1925	50,405,144.24	5,737,206.15	2,852,993.30
1926	60,437,461.79	7,367,099.71	4,632,009.88
1927	65,082,074.48	11,799,650.28	8,478,319.87
1928	101,851,603.18	23,661,989.72	19,834,798.85
1929	182,137,738.65	19,644,614.51	15,892,561.91
1930	137,037,596.36	14,922,366.22	5,526,293.44
1931	102,645,419.92	11,546,201.60	768,903.34
1932	67,361,142.55	5,075,901.32	1,733,585.65
1933	62,333,496.08	3,655,284.70	582,093.55

<sup>1</sup> Figures taken from the separate annual reports of the corporation for the years 1921-1933 inclusive.

<sup>2</sup> Before deducting interest, depreciation, and amortization of patents.

<sup>3</sup> Profits are given in Roman, losses in italics.

What a contrast these two American private companies, which control all national broadcasting in the United States, offer in comparison with the British Broadcasting Corporation. The NBC and CBS receive licenses from the Federal Radio Commission enabling them to control the dissemination of ideas on a national scale; invest a paltry few millions of dollars in transmitting equipment, studios, offices, and reception rooms; induce the American public to invest billions of dollars in receiving sets, tubes, and accessories;

use—without paying a single cent for rent—air channels, which now and forever should remain the property of the people; force educational and cultural groups and public welfare agencies to bear all expenses incident to program building, if and when they are granted time on the air; and then pocket the proceeds derived from the sale of advertising time, much of which is used to exploit the public.

The American radio broadcasting practise which depends upon the free use of the people's air channels and receiving sets as the major portion of and most expensive elements in a gigantic sales organization, could be likened to permitting the free use of the White House for the operation of a peanut stand or a liquor store.

The British Broadcasting Corporation on the other hand is a non-political, non-profit body. Its principal function is service, not high-pressure selling. The members of its board of governors, J. H. Whitley, R. C. Norman, Harold G. Brown, the Viscount Bridgeman, and Mrs. M. A. Hamilton, and its Director-General, Sir John C. W. Reith, are public-spirited men and women—educators, not salesmen. Its programs are sustaining, not sponsored; uniformly good, not interspersed with and almost completely buried by the tawdry. As a result of the operation of the BBC, the British treasury receives a huge sum annually [approximately 44 percent of the receipts from receivingset licenses] for general governmental expenses.

British broadcasting went thru the same growing pains that the American variety is now experiencing. Prior to the formation of the present British Broadcasting Corporation, the electrical manufacturers controled broadcasting. The British found commercial control as unsatisfactory as we are now finding it. Since the establishment of a non-commercial system they find radio a dependable source of education, culture, and the better types of entertainment. Comparing radio to the school in social importance, a prominent Briton recently said:

We see a great invention—broadcasting—saved from the vulgarity and degradation which overtook another great invention—the cinema—when it fell into the hands of private profit-makers. . . . At present, the newspapers perform the function of the Church. *Only the schools and the British Broadcasting Corporation stand between us and a newspaper-dictatorship of Britain.* The income of a modern newspaper depends on advertisements. Advertisements depend on circulation. Circulation must be increased. Therefore you must tell the public what it wants to know. You must educate your most intelligent readers down to the level of the least; at the same time you must give them the illusion that all statesmen, artists, economists, and scientists, experts of every kind, are fools in comparison with the ordinary reader. You must dope your public until it doesn't know it's doped; until it recites your leading article in the tube as if it had thought it out for itself. . . . Ultimately we must establish a press free from the usual incentives to misrepresentation, vulgarity, and sensationalism. It could be done tomorrow by establishing a corporation as independent as the BBC—but the BBC itself might not survive the resulting attacks of the advertising press.<sup>5</sup>

The broadcasting industry as a whole probably does not show a profit, though some of the individuals and companies which in one way or another have succeeded in retaining the most valuable facilities—cleared channels—may be prospering. It is not surprising, therefore, that a large proportion of radio advertising has been contrary to public interest and that the broadcasters have opposed legislation designed to curb false advertising of foods, drugs, and cosmetics.

<sup>1</sup> Figures taken from *Heinl Radio Business Letter*, March 23, 1934, p4.

<sup>2</sup> *Ibid.* p3.

<sup>3</sup> Wickwire, Arthur M. *The Weeds of Wall Street*. Newcastle Press, Inc., New York, 1933.

<sup>4</sup> *Ibid.* p53.

<sup>5</sup> Roberts, Michael. "Whither Britain?" *The Listener* [London], February 28, 1934, p362-64.

## EDUCATION BY RADIO

is published by

THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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## Educational Network Proposed

**F**REQUENTLY, individuals who are selected as authorities in their respective fields are heard over nationwide networks. . . . The brevity of the program forces the participants to omit material, and even supporting evidence, which is essential to full comprehension of the subject on the part of the listener. It is particularly true that historical, or background information must often be omitted because of lack of time. All of this tends to leave the radio listener in a state of dissatisfaction. . . .

Let the Department [U. S. Office of Education] assume control of a network of key stations, either in the present broadcast band, or a few stations in a new allocation of the shortwave bands. This primary group would transmit only; there would be no program-originating studios in the network. Features would originate in studios located in major colleges and state universities. There are few, if any, states in which either a major college or the university is not so located as to make it possible for authorities in all fields to reach the studios conveniently. Where such a condition exists, the federal government might cooperate with the state department of education in the establishment of a studio and transmitter in the capital city of the state. Programs would be transmitted on short waves from the educational institution or capital, and re-broadcast by the network. . . .

Thru the extension divisions of the universities and colleges, and with the help of various city educational leaders, the Department would organize numerous class groups of adults which would meet at central places at scheduled times under the supervision of trained instructors. At these meeting places a receiver would be available, as well as printed matter on the various subjects selected. For example, if a person met each week to study subject X, he might hear one of the world's greatest authorities for twenty minutes, following which forty minutes would be spent in discussing the subject under the leadership of the instructor. Before the broadcast, printed matter would be available to each student in the forms of syllabi, bibliographies, statistics, maps, and pamphlets. Following the broadcast, copies of the speech might be distributed. Small groups, and even individuals, having the printed material above mentioned, would benefit from the instructional broadcasts only in a lesser degree than those organized in classes.—From an editorial in *The Gavel* 16: 35, March 1934.

## Would Prefer Radio License

**R**EALIZING THE IMPORTANCE OF RADIO in the world today, I feel it is an excellent opportunity for true recreation, as well as a means to encourage and glorify art in its highest sense. If handled wisely, it can be made the greatest channel for good to everyone, including music lovers and lovers of mankind. It can do much toward bringing about a better understanding among the nations, and this is surely a grand opportunity.

The unusually severe winter has made me more radio-conscious than I would ordinarily be. It was our only contact with the outside world for many hours, since even the mails did not come thru and no newspaper was available. So I am writing this to express the thought . . . that the radio will lose much of its desirability if it is allowed to become a channel for all kinds of advertising. Some of the extravagant claims of the advertisers for their products are laughable, if not actually objectionable.

Recently, an altogether lovely opera coming over the radio was contaminated by the reminders that a tobacco company was paying for the entertainment I was enjoying.

I, for one, would prefer the method used in England. It even seems more honest to pay a fair tax on each radio purchased. Then we could have a form of recreation which was free of the taint of commercialism.—Clara L. Carr, Lynbrook, New York, in a letter to the *Christian Science Monitor*, March 13, 1934.

## Give Public Interest Programs Right of Way

**A** NUMBER OF PEOPLE were interested in your radio-column announcement of the Wagner hearing from the caucus room of the Senate, upon a subject touching the welfare of society in general and because of the distinguished participants, of highly educational character.

However, just as the subject was being presented and its radio audience feeling the atmosphere of the distinguished setting, suddenly the air was assailed by an impassioned call to noodles—the best on earth doubtless as noodles go—but disquieting at the moment.

*Would that some far-seeing radio company might include in its commercial contracts a clause permitting matters of public importance, especially in governmental affairs, federal, state, municipal, to take precedence.*

I am looking forward to the day when radio may become an agency in public education instead of a "doubtful pleasure."—Mary L. Norris, *Washington Post*, March 29, 1934.

## Government Ownership?<sup>1</sup>

*Senator Capper.* I would like to ask Judge Sykes if this system of unified government regulation of wire and radio communication is in use in any other country?

*Mr. Sykes.* Most countries, Senator, most all of the principal countries in the world have one head of the department. The government operates those things in a great many countries. It is practically unified in all of the great nations over the world.

*Senator Wheeler.* Most of the nations control them and own them, do they not?

*Mr. Sykes.* Yes, sir.

*Senator Wheeler.* That is what we should have in this country.

<sup>1</sup> Hearings before the Committee on Interstate Commerce, United States Senate, Seventy-third Congress, Second Session, on S. 2910, p47.

## A Federal Investigation of Radio Broadcasting

THE PRESIDENT OF THE UNITED STATES should obtain authority from the Congress to establish a small non-political commission to investigate the whole problem of radio broadcasting and to make recommendations to the President for legislative and administrative changes necessary to insure the maximum beneficial use of broadcasting facilities.

Only thru studies by such a commission can all interests find an orderly means of studying their claims and having them fairly appraised. A commission should not take longer than a year to complete this work. Its cost should be comparatively slight. No agency of the federal government is equipped to undertake such a job.—Conclusions of Henry J. Eckstein, Morris L. Ernst, Norman Thomas, Levering Tyson, and Bethuel Webster, Jr., constituting a special committee of the Civil Liberties Union investigating the present unsatisfactory radio broadcasting situation.

### Listeners Betrayed

PROPOS OF THE DISCUSSION of the Philharmonic-Symphony Society's begging for funds from the public, allow me to point out that last year's begging by the Metropolitan Opera Association has taken on somewhat the aspect of fraud, which is generally the case with all forms of mendicancy.

The Metropolitan Opera Association begged its radio listeners to contribute to "save the opera" and was loud in its characterization of the institution as "your" [the radio public's] opera. The Metropolitan Opera Association was careful not to reveal too freely the fact that the radio broadcasting privilege was paid for by the National Broadcasting Company.

Moreover, the Metropolitan Opera Association had the effrontery to beg the radio audience for funds without giving the slightest assurance that there would be any opera broadcasts this year.

How many of the contributors to the "Save the Opera Fund" realized that they were making voluntary contributions to hear advertising talk?

The present protest is brought about by the fact that none of the Wagner cycle operas is to be broadcast this year, contrary to the published prospectus from the National Broadcasting Company before the tobacco "sponsorship" was announced. A letter to Mr. Gatti-Casazza brought his regrets that "the operas to be broadcast are selected by the National Broadcasting Company."

Am I wrong in believing that the radio public is part owner of the opera which was "saved" by its generosity and is entitled to the broadcast of the Wagner cycle?

Whether the tobacco company cares to spend the money or not, it is the plain obligation of the opera association to broadcast the "ring" dramas, using the money the public contributed while under a misapprehension which the opera association made no effort to dispel.

The National Broadcasting Company, which was a party to the begging for funds by allowing the pleas to be broadcast is also under obligation to broadcast the Wagner cycle as it promised before the entrance of the cigarette advertising factor into the picture.—Howard Morrison, in a letter to the *New York Times*, February 9, 1934.

### Radio Discussion Groups in England

ACCORDING TO THE LATEST REVISED FIGURES, the total number of wireless discussion groups during the autumn of 1933 was 690, of which 506 followed evening talks [chiefly the series arranged by the Central Council for Broadcast Adult Education], 110 followed daytime series [chiefly the morning and afternoon talks for the unemployed], and 74 followed the concluding section of the talks on "God and the World thru Christian Eyes." Of these 690 groups, 200 were organized in Yorkshire, 192 in the Northwest, 134 in the West Midlands, and 129 in Scotland, where there was a remarkable increase over the autumn of 1932. The usual national conference of wireless group leaders, which has been held in previous years in January, is to take place this year, on April 7, at Broadcasting House. As the term of office of the Central Council for Broadcast Adult Education closes in July, it has been decided to substitute for the usual sectional meetings a general discussion on the broader issues of broadcast adult education and on reviewing the achievements of the past six years' work. The morning session will be devoted to a consideration of the programs which have been broadcast in the past and their suitability as a medium of adult education. The principal speakers will be Colonel A. G. C. Dawnay, controller of the program division of the BBC, and Mr. C. A. Siepmann, talks director. In the afternoon the place of group listening in adult education will be reviewed, the speaker being Professor J. H. Nicholson, chairman of the executive committee of the Central Council. It is hoped that group leaders will give serious thought to the many problems involved, and will come prepared to discuss, on broad lines, the development of broadcast talks during the past six years.—*The Listener* [London], March 7, 1934, p391.

### A Plan for American Radio

THE MAJOR AMERICAN [radio broadcasting] stations should be owned by the federal government and operated by a small commission made up of representatives of intellectual, artistic, and civic societies that contribute in an expert way to the science and art of radio. Such a body would include those competent to speak for music, the drama, the humanities, public affairs, engineering, economics, and so on. A large advisory committee representing all interests which have a stake in radio could be set up, the members of which could have easy access to the commission for the purpose of guarding the interests of the groups which they represent. Smaller state and municipal broadcasting stations could be set up following the pattern of the federal units of broadcasting after a plan worked out by the commission and in consideration of the best technical adjustment. All stations should be financed by the payment of one listener's fee, the total income from fees being distributed among all broadcasting stations. All commissions—federal, state or local—should be entirely free from political domination. The members of all commissions should be appointed by the respective organized artistic, scientific, and civic societies designated in the act of Congress.—Henry Harap. "Shall the People Reclaim Radio?" *American Teacher* 18: 11, April 1934.

### Characteristics of a Sound Broadcasting System<sup>1</sup>

2. Makes adequate provision not only of facilities for broadcasting educational programs but for the expense of building, publicizing, and following-up such programs.

<sup>1</sup> Under this title in successive issues *Education by Radio* is presenting a series of points, the consideration of which is fundamental in the development of a sound radio broadcasting system.

# Gleanings from Varied Sources

Portland, Oregon, schools, in addition to numerous broadcasts from their own station, KBPS, are using dramatized news events broadcast by radio stations KGW and KEX. These broadcasts are especially designed for school use; contain no advertising matter; and are suited in vocabulary and subject-matter to the needs of elementary school pupils. The director of the department of research of the public schools each week selects the details to be dramatized. Practically all of Portland's elementary schools are equipped for radio reception and at the time designated, the appropriate grades are assembled to listen. Provision is made for questions and discussions of the program following each broadcast. The superintendent, principals, and teachers are well satisfied with the results of the broadcasts.

Rome—A system of mass education by radio was inaugurated today when Commendatore Giulio Santini, Director General of Elementary Schools, spoke to hundreds of thousands of school children, listening in from classrooms all over Italy. Even the schools in the most remote rural districts have been equipped with receiving sets to pick up lessons to be broadcast daily from Rome. Many of the schools have loudspeakers in the various classrooms, so pupils may listen in during the broadcast hour without leaving their desks.—*New York Times*, March 11, 1934.

Privately controlled broadcasting companies making millions of dollars thru advertising are not going to bother their heads about organized educational broadcasts. It is only natural that they should guard jealously the precious wavelengths on the narrow band of frequencies assigned to broadcasting, and that they should temper the quality of their programs to the "average" intelligence in order to get the greatest number of listeners.—Alice Keith. "Education by Radio." *Independent Woman* 13:9, January 1934.

The situation in Canada's radio industry is believed to be brighter than at any time in the past two years, according to a report to the Commerce Department from Assistant Trade Commissioner A. F. Peterson, Ottawa. According to figures compiled by a local trade publication, total radio sets in Canada at the end of 1933 numbered 1,182,000. The percentage of wired homes equipped with radios is estimated at slightly more than 49.—U. S. Department of Commerce, March 9, 1934.

Radio, though recognized as a most important educational instrument, is of little value unless properly handled by the teacher. It can supply the stimulation and inspiration needed; but adequate preliminary preparation and follow-up are necessary if the greatest benefit is to be realized. The wide-awake teacher finds no end of ways to use the broadcasts to motivate work in many fields.—*The Gavel* 16:46, March 1934.

Much has been heard of the fine things that radio has done to bring good music home to the people. The truth is that the average radio listener will be ready to testify that for every hour of good music that is moved over the radio there has been spread from the same source ten hours of bad music.—*Republican* [Waterbury, Conn.], July 22, 1933.

The plain truth about radio is that it is, in America at least, a business, an advertising business. And it remains an advertising business whether you can tune in on the Philharmonic Orchestra or on Amos 'n' Andy.—Samuel Chotzinoff. "Good Music on the Air." *Today* 1:8, March 17, 1934.

Western State Teachers College, Kalamazoo, Michigan, is conducting a radio hour three afternoons each week over station WKZO. The Wednesday and Friday broadcasts are from 3:15 to 3:30 EST, while the Sunday series is from 1:30 to 2. The programs are under the direction of Wm. McK. Robinson, head of the rural education department.

Hence it [radio] has never exercised normal editorial supervision of programs in the interest of listeners. It has sold its front page, sold its editorial page, sold anything and everything without reservation to keep that rich income rolling in.—Eddie Dowling. "Radio Needs a Revolution." *Forum and Century* 91:68, February 1934.

Every year the American public pays for radio sets, tubes, and equipment, far more than the cost of all the programs that are being sent out. They are entitled to listen to these programs without any sense of obligation.—Robert W. Griggs. "Listeners Don't Buy Because of Gratitude." *Broadcasting* 6:7, March 1, 1934.

I have been following your publication [*Education by Radio*] with great interest and find it decidedly valuable in keeping me informed as to significant issues in the field.—Henry M. Busch, head, division of informal adult education, Cleveland College, Cleveland, Ohio.

In spite of impressive mechanical advances and many exciting achievements in broadcasting, there has been little improvement in the quality of programs for the past four or five years.—Merrill Denison. "Why Isn't Radio Better?" *Harpers* 168: 577, April 1934.

"Only the surface has been scratched as regards the possibilities of radio," says Dr. Walter Damrosch. But from listening to some programs, one would think that it is being scratched rather too hard.—Editorial, *Christian Science Monitor*, August 31, 1932.

[It is] no use at all expecting legislation in the public interest while public opinion is a commodity bought and sold in the director's room or the advertising office.—Michael Roberts. "Whither Britain?" *The Listener* [London], February 28, 1934, p364.

A democracy whose members are rulers, upon whose judgment collectively the entire welfare of society must depend, must have above all things true, reliable, and unprejudiced sources of information.—Arthur G. Crane in *Education on the Air*, 1933, p21.

And shall we just carelessly allow children to hear any casual tale which may be devised by casual persons, and to receive into their minds ideas for the most part the very opposite of those which we wish them to have when they are grown up?—Plato.

The only really independent stations are some of those operated by educational institutions and state governments.—Mitchell Dawson. "Censorship on the Air." *American Mercury* 31: 265-66, March 1934.

"Who Owns the Air?" is the subject of an instructive article on radio broadcasting written by Joy Elmer Morgan and appearing in the March 1934 issue of *The Womans Press*.

More than 25,000 school children each week hear the broadcasts of the Wisconsin School of the Air thru WHA, state radio station at the University of Wisconsin.

Radio is an extension of the home. Let's keep it clean and free.





## A Mother's Viewpoint

**W**OULD YOU LIKE TO KNOW the views concerning children's radio programs of a parent who has five children; who is vitally interested in all things pertaining to children; and who has been giving considerable study to the problem in the hope that she may guide her children into living useful, happy lives?

For the past fifteen years I have been a regular attendant at parent-teacher association meetings and have taken my turns at chairmanships and the rest of the "extracurriculum" activities which are as much a part of the modern mother's job as is the family mending or spring house-cleaning.

My husband and I have endeavored to maintain an even balance between the necessary discipline and the equally necessary freedom which a child must have to gain his rightful independence. I have studied child psychology and applied it to my children by word of mouth as well as by hand while holding them "bottom side up" across my knee.

We have given them balanced diets, vitamins, and music lessons; sent them to camp and Sunday school; and have tried in every way to equip them mentally and physically for whatever task might be ahead of them. We have successfully fought off the movie menace, but in turn have had the basement overrun with white rats and rabbits, and have all but vacated the breakfast room in favor of twenty tanks of tropical fish. Our house has been wired and rewired for home-made telegraph outfits and crystal radio sets, as each of three boys has reached the electrical stage in his development. Now we are dodging lines strung with dolls' clothes, but all these things have been encouraged for the sake of keeping these young minds filled with worthwhile constructive interests.

Calvin Coolidge said, "The future of a nation depends upon the ideas which are put into the minds of its people." Can we not say as well that "The future of a nation depends upon the ideas which are put into the minds of its children?"

Now, when our children—I am speaking of America's children—are at the most impressionable age of their entire lives, when ideals are in the making and habits are forming, we are confronted with an insidious evil which creeps into our homes and, like nitrous oxide gas, does its damage before we are aware of its venom.

This evil comes thru the type of children's radio programs which are sponsored by ignorant or ruthless advertisers—let us hope ignorant, or at least thoughtless rather than ruthless. I use the word ignorant because I mean just that. They argue that the children like the thrillers. Of course they like the thrillers, but so would they like ice cream loaded with arsenic. And, being children, they cannot see the harm in thrillers any more than they can see the good in spinach.

Anyone who is intelligent enough to be at the head of a large company surely could see what he is doing to our children if only he would give as much consideration to the cultural side of the program as he does to the commercial side. Does he want the fear of being kidnapped so indelibly stamped upon a little girl's mind that she is afraid to go to school? Does he want a little boy's mind to become so filled with the technic of criminals that he loses all taste for stories of any other type? Of course he does not, if he really thinks about it, but the trouble with him is that he leaves the choice of the program to some indiscriminating person who convinces him that a certain program is just what the children want. The poor mis-

guided soul does not know that what the children really want are the coupons which are given with the merchandise. Every child passes thru the collecting craze at some time or other and there are many who never recover from the hope that sometime they will get something for nothing even tho they continue to collect soap wrappers to a ripe old age. The "hook" in the program, not the program itself, is the thing that sells the merchandise. The children are even less interested in the product. In fact, they would urge their mothers to buy excelsior if there were a chance to win a kodak or a puppy.

I grant that there are those, even among educated, intelligent people, who think that because they read "Diamond Dick" stories, the modern radio thriller is harmless. The evil element to be found in "Diamond Dick" is negligible in comparison with that which confronts the child at every turn. The front page of any newspaper, with its daily record of murders, suicides, indecencies, and crime of every sort, provides infinitely more harm than all the "Diamond Dicks" and "Jesse Jameses" put together. One crime alone is flaunted over the entire country by means of glaring headlines and "Extras," each trying to outdo the others in its sensational writeup. The broadcasting stations which are owned by newspapers then take up the cry and heap more exaggerations into the news flashes. Then there are the movies which certainly make "Diamond Dick" and "Jesse James" look like mere novices when compared with the modern gangster. Aside from all this, "Diamond Dick" appeared only on the printed page, which cannot possibly impress the child as does the human voice, especially when accompanied by the ingenious sound effects of modern broadcasting. Our sheltered children can be protected from the harmful movies by being permitted to see only the good ones, and they can be given antidotes for the newspapers, but what about the unguarded children who are shifting for themselves?

If I seem to have run off the track for a moment, it is because I wish to point out that, considering all these inescapable contacts with crime, the average child is getting so much of the sordid side of life all the time that the injection of this crime element into programs especially designed for children has come to be a matter for serious consideration. An occasional thriller would not be harmful, but three consecutive programs of fifteen minutes each, day after day, all winter long, each depicting scenes of head hunters, cruelty, and kidnapping, [rape, insofar as I know, has been mercifully left out] must eventually leave an indelible impression upon the sensitive mind of the growing child.

My next criticism of most of the children's programs is the ruthless mutilation of the English language. The time to teach the use of good English is when the children are forming their habits of speech. If they listen to maimed and crippled English for an hour and a half each day, their own speech is bound to suffer. I am not criticising dialect, for it has a very definite place in characterizations and particularly in radio broadcasting. Dialect, if well done, is thoroly enjoyed by most children.

For the most part the persons who write the continuities have no ability to write whatever. They may be good advertising agents because they are trained for that job, but they have not been trained for juvenile writing. A college course in journalism, as a matter of fact, does not necessarily fit one for

## EDUCATION BY RADIO

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TRACY F. TYLER, secretary

1201 Sixteenth Street, Northwest, Washington, D. C.

#### Committee Members and Organizations They Represent

- ARTHUR G. CRANE, president, University of Wyoming, Laramie, Wyoming, *National Association of State Universities.*
- J. O. KELLER, head of engineering extension, Pennsylvania State College, State College, Pa., *National University Extension Association.*
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juvenile writing. I happen to know that one of the continued programs which ran daily during the season of 1932-33 was written by a person who used material for this program which he gathered while serving as a detective on the police force of a large city. The program was just what one would expect. I believe there is an entirely new phase in the field of literature—that of radio dramatization, and particularly for children. I would like to see teachers interest their students in it.

We want our children to have their own radio programs for reasons other than that they are the most effective means yet discovered for getting the children into the house promptly at five o'clock. One program, for example, sponsored by the makers of a certain toothpaste, finally convinced my small son that his teeth should be brushed twice a day, and I am sure the amount of toothpaste needed for this ablution must have appreciably increased the sales. Would that someone could "sell the idea" of a daily bath to this same child with equal success!

Seriously, however, a children's story hour means much to the children and the stories are very real. Lest we have forgotten how real, let us think back to the days when we played Indian, or Queen Elizabeth and Raleigh, or we were princesses imprisoned in a tower hoping to be rescued by bold brave knights riding on snow-white steeds. Don't you wish our children could recapture some of this romance?

An old Spanish proverb says, "Tell me what company thou keepest and I will tell thee what thou art." Can we escape its application to books and radio programs as well?

Parents and teachers everywhere are showing deep concern over the poor radio programs for children. A number of groups have taken definite steps to arouse public interest against this menace. We proceeded to form a radio committee within the Parent Teacher Association of the Milwaukee State Teachers College.

The committee spent endless hours interviewing educators, librarians, social workers, broadcasters, children, and advertisers, and then compiled a working outline of suggestions for various types of programs suitable for different ages and tastes.

The committee found that the real difficulty lay in the fact that the advertiser is not willing to employ really good talent either in writing or presenting the broadcast. The cheapest form of broadcasting is by employing children as actors, and, call it what you will, it is a form of "child labor." After all, things are usually worth just what they cost.

The public can have whatever it wants for its children. To quote from the Milwaukee committee's report: "The mothers hold the purse strings, and if there is a choice of bread sponsoring a thoroly worthwhile program or a sensational hair-raising 'thriller,' needless to say, the mothers, banded together in a common cause for their children, can generally determine the success of the program and of the bread company."

I believe the parent-teacher associations thruout the country can solve the problem, and I am urging them to take up the cause. In order to do it, the *advertiser* must be reached. Reach the local advertisers and the national ones, but get to the advertiser and make him see that American women want not only good wholesome clean food for their children, but also good clean wholesome programs for their children to listen to.—NEITA OVIATT FRIEND, chairman, radio committee, Parent Teacher Association, Milwaukee State Teachers College.

## A British Radio Discussion Group

I WOULD LIKE TO GIVE SOME IDEA as to how we have carried on the Bradford Adult Schools Wireless Group. We have just finished our fourth winter session and have always met on Thursday evenings in the homes of various members owning wireless sets. We have found this method very successful, our average attendance being about fourteen. However, during the interesting series on Rural Britain by Professor Scott Watson, our attendance slightly improved, and we—mostly industrialists—learned quite a lot about our fellows in the rural districts of our country. The Industrial Britain series by Professor John Hilton, has also been exceedingly interesting, and the attendance reached twenty-one. Probably being identified with the textile industry mainly accounted for the keenness of our group about the talks by Professor Hilton, and we have had several very profitable discussions after the broadcasts. We have a rota of four houses at which we meet, and we are convinced that this fireside meeting is better than meeting in a room, as we get away from all formality. I am calling attention to this type of meeting in case there may be some who are at a loss as to how to get a group started.—SMITH PICKLES. *The Listener* [London], April 11, 1934, p633.

## Protests Inaccuracies in Radio Drama

WHY RADIO, a natural medium for the romance of the spoken word, has never achieved greater success with dramatic programs has long been a source of wonder to this writer.

Even the visibility is lacking, the drama has a definite place in broadcasting and it should be in a higher place than it has yet merited.

A listener's protest against the inaccuracy of radio dramas probably explains much. Signing himself "A Canadian," the listener complains in particular about a recent broadcast of NBC's "Dangerous Paradise."

The program depicted an American as a member of the Royal Canadian Mounted Police who was sent to the South Seas in search of opium smugglers. None but British subjects are accepted as "Mounties" in Canada, writes the listener, and these are never sent outside the borders except on extradition cases.

Such flagrant digressions from authenticity as this should not be tolerated by any broadcaster who aspires to the attention of an audience. And audiences will continue to sneer at radio drama in general as long as this state of affairs continues.—DICK TENNELLY. *Washington Daily News*, April 10, 1934.

## Radio Conference, May 7 and 8

"THE USE OF RADIO AS A CULTURAL AGENCY IN A DEMOCRACY" was the subject of a conference held in Washington, D. C., on May 7 and 8 under the auspices of the National Committee on Education by Radio.

Conference membership, which was by invitation, included leaders in education, recreation, government, and civic affairs. The size of the conference was limited purposely to insure freer and more adequate discussion.

Speakers included Hector Charlesworth, chairman of the Canadian Radio Broadcasting Commission; Arthur E. Morgan, chairman of the Tennessee Valley Authority; John Dickinson, assistant secretary of the United States Department of Commerce; Harold B. McCarty, director, WHA, University of Wisconsin; Jerome Davis, Yale University Divinity School; Thomas E. Benner, dean, College of Education, University of Illinois; and James A. Moyer, director, division of university extension, Massachusetts State Department of Education.

George F. Zook, United States Commissioner of Education; William John Cooper, his predecessor, now professor of education at George Washington University; Rev. Edmund A. Walsh, S. J., regent, school of foreign service, Georgetown University; and John Henry MacCracken, associate director, American Council on Education, served as presiding officers for the various sessions.

### Teaching Singing by Radio

**E.** B. GORDON, school of music, University of Wisconsin, is carrying out one of the most unique programs of mass singing ever attempted. He is using the radio in teaching songs which will be sung at the radio music festival on May 12 by thousands of children in all parts of Wisconsin.

School children follow Professor Gordon's "Journeys in Music Land" broadcast each Wednesday afternoon and learn, together in the classroom, many songs. As a climax to the work of the semester the children are invited to come to Madison to broadcast in the festival program over WHA, Wisconsin's state-owned station. One- and two-part songs are included in the program.

The children who will play in an orchestra at the festival are being taught by means of radio lessons broadcast by Orien Dalley, over WHA each Saturday morning at 8:30. Youngsters wishing to play with the orchestra send in their applications and receive their music by mail. These children, after learning the numbers at home before their loudspeakers, will meet on May 12 and play together in the broadcasting studio.

Several hundred children from scattered communities have already asked to come to the festival. Interest is keen and teachers report that the children are making remarkable progress in learning the songs.

Professor Gordon is one of the pioneers in teaching music by radio. In the early days of broadcasting he gave lessons for

### Characteristics of a Sound Broadcasting System<sup>1</sup>

3. Machinery for the management of radio should be so set up as to enable the listener to exert direct control.

<sup>1</sup> Under this title in successive issues *Education by Radio* is presenting a series of points, the consideration of which is fundamental in the development of a sound radio broadcasting system.

**H**ELP US to extend the influence of *Education by Radio*. Pass it on to your local library or to a friend. We will be glad to supply you with an additional copy.

adults which were heard by listeners in many states. He has long been an experimenter in the possible means of increasing the pleasure which young and old can get out of music. Radio lessons, according to Professor Gordon, have great possibilities in that they can reach a multitude of people at a minimum of expense. This radio festival project is another accomplishment for the state of Wisconsin in the field of radio education.

### Radio's Legal Racket

**N**CESSITY FOR RETAINING "EXPERT" COUNSEL is keeping many radio stations "broke." Because of the peculiar setup of the radio regulatory body and the conditions under which it operates, Washington has become the "happy hunting ground" for former members of the FRC legal staff.

To what extent this phase of radio has developed is indicated by the fight being made by WLTH and other small Brooklyn, N. Y., stations to prevent the *Brooklyn Eagle* from taking over their time and wave. In this case the various stations involved have been represented by some fifteen lawyers and technical experts.

The legal expenses of most stations are much larger than their business warrants, but they must be in a position to protect themselves.

One small station, after several years of strenuous effort, finally managed to show a net profit of \$500. Because of the high cost of lawyers, the station was forced to "shell out" during the year the sum of \$3000 to Washington and New York lawyers. That money came from the pocket of the owner, not the corporation till.

This situation has been brought about because . . . of the Radio Act. It is not easy to define "public convenience and necessity" and the Federal Radio Commission has wide latitude in making definitions. The *Brooklyn Eagle* can apply for the time of smaller stations. It can point to its strong financial position and this can easily blind political appointees, who have little or no knowledge of radio, to the point where they might believe the public would be better served by the interests with the most cash, altho those interests have no experience in broadcasting.—*Radio Art*, April 15, 1934, p4.

### Adult Education a Necessity

**W**E SHOULD NO LONGER think of adult education as an isolated thing or a luxury desirable when there happens to be money enough. It is a necessity because it holds the promise of continued educative growth instead of an arbitrarily arrested education. If our democratic experiment fails, it will be in large part because education, after leaving schools, has been left to chance, to the pressure of interested groups, and to agencies like the press, radio, movie, and drama, managed for commercial ends. The next great step forward in American public education must be an organized movement for continuous, life-long education in the realities of our common life, economic, political, and cultural.—From the *Report of the Committee on Social Economic Goals for America* as found in the *Journal of the National Education Association* 28:12, January 1934.

# Gleanings from Varied Sources

One of the more difficult problems the [Canadian Radio Broadcasting] Commission had to consider was the broadcasting of advertisements of patent medicines. In order to establish effective control over such advertisements, the Commission had the cordial cooperation of the Department of National Health. Continuities for these advertisements must be submitted to the Commission in advance, and are forwarded to the Department of Health for careful examination. They are handled very carefully and speedily by the Department of National Health and are returned, thru the Commission, to the sponsors with any necessary deletions. Thru this procedure, Canadian radio listeners are protected from unsound or misleading advertisements of patent medicines.—CANADIAN RADIO BROADCASTING COMMISSION. *Interim Report*, 1933, p10.

I believe we should set aside a liberal number of radio channels for the exclusive use of educators and educational institutions. It has been clearly demonstrated that radio can be used most advantageously as an aid to classroom work and as a means of conveying worthwhile information to the general public. Opponents of that proposal claim that only a limited number of people listen to educational programs, but I contend that it is more in the interest of the public welfare and well being that 10,000 people listen to a learned discussion or lecture on some important public question or scientific subject, than it is for 1,000,000 people to listen to a great many of the programs that are now being broadcast.—JAMES H. HANLEY, member, Federal Radio Commission.

Just now there is much discussion of our system of money and in some quarters there is fear that the coinage will be depreciated and debased. There is another coinage far more precious, far more essential to human happiness and stability than the pieces of metal or the sheets of paper which we use in our daily financial transactions. This more fundamental coinage consists of the ideas, ideals, purposes, motives, manners, and morals which make up the culture of the people. To debase this culture is a much more far-reaching and serious matter than to debase the financial coinage of a nation.—JOY ELMER MORGAN.

The adult school faculty of Grasslands Hospital [The Westchester County Hospital] at Valhalla, N. Y., broadcasts lessons over a public address system to the tuberculosis patients, each of whom has earphones at his bedside. The patients, using the same apparatus, can listen also to programs from radio stations. In the Grasslands children's preventorium and the orthopedic wards, part of the school program is listening to the excellent broadcasts for elementary grades of the "American School of the Air."

School children in Syracuse have been quoting from comedy radio programs in the classrooms so much lately to the embarrassment of their teachers that an edict has been issued prohibiting it. The Joe Penner program, which has only been fed to WSYR for seven weeks, was one of those most frequently quoted from, definitely proving the influence of radio on the juvenile mind.—*Radio Art*, April 15, 1934, p27.

Perhaps the greatest of all values of radio is the possibility of its use in building up group discussion on great international issues by broadcasting brief, well-informed talks on current world events and thus creating an international outlook and understanding.—E. A. CORBETT, director, department of extension, University of Alberta.

The ruling classes always possess the means of information and the processes by which it is distributed. The newspaper of modern times belongs to the upper man. The under man has no voice; or if, having a voice, he cries out, his cry is lost like a shout in the desert. Capital, in the places of power, seizes upon the organs of public utterance, and howls the humble down the wind. Lying and misrepresentations are the natural weapons of those who maintain an existing vice and gather the usufruct of crime.—JOHN CLARK RIDPATH. *History of the World*.

The Fourth Annual Radio Play Tournament, conducted by, and broadcast over WOSU, The Ohio State University Broadcasting Station, April 20 and 21, attracted entries from seven Ohio colleges and universities. The institutions entered in the 1934 tournament were: Capital University, Columbus; Rio Grande College, Rio Grande; Denison University, Granville; Findlay College, Findlay; Baldwin-Wallace College, Berea; Western Reserve University, Cleveland; and Bowling Green State College, Bowling Green.

The real devil we have to contend with is not the devil of indecency, profanity, and radicalism, so ardently feared by the FRC and the studios, but the devil of despotic control of the radio channels. Rather than succumb to such domination, it would be better to hurl all of our broadcasting apparatus into the deep blue sea.—MITCHELL DAWSON. "Censorship on the Air." *American Mercury* 31: 268, March 1934.

Must America, with 120,000,000 people, 30,000,000 of whom give their entire time to education either as pupils, teachers or administrators, continue a system in which stations lose money, listeners complain, broadcasters and the press fight each other, and states lose their right to control public education?—ARMSTRONG PERRY, in an address, "Radio and Educational Understanding."

The radio is already an important influence in determining our emotional status and may become a very vital force in this direction when we learn more about the art of teaching by radio.—CLINE M. KOON, in an address, "Radio Music in Our Changing Social Order."

To me the prime purpose of this great medium of thought-communication is to assist in developing to the highest degree the latent possibilities of the talent lying undeveloped or semi-developed in our cosmopolitan population.—E. A. WEIR, Canadian Radio Broadcasting Commission.

Turning from stage productions to the newer field of radio dramatics, student actors from seven Wisconsin colleges will participate in the First Radio Play Festival over the state-stations, WHA and WLBL, on May 11 and 12.

The entertainment features of radio, however, altho they are most talked about, are of less importance than its power to create and influence mass opinion.—MERRILL DENISON. "Why Isn't Radio Better?" *Harpers* 168: 586, April 1934.

I don't know any other agency whereby we can, under the present conditions, present the vast issues upon which the country's life depends except the British Broadcasting Corporation.—DAVID LLOYD GEORGE.

The number of radio receiving licenses in force in Great Britain at the end of March was 6,254,400, as compared with 5,497,000 a year ago.—*Heinl Radio News Service*, April 14, 1934, p8.

"Where there is no vision, the people perish."



# Washington Conference Charts Radio's Future

**T**HE WASHINGTON CONFERENCE on "The Use of Radio as a Cultural Agency in a Democracy" held May 7 and 8 proved to be an important milestone in radio's history. At the invitation of the National Committee on Education by Radio, one hundred leaders in education, government, and civic affairs, listened to outstanding speakers and entered into a free and frank discussion of the problems and issues involved.

The most important single outcome of the Conference was the report of the committee on "Fundamental Principles Which Should Underlie American Radio Policy." The report was prepared by a committee of ten headed by Dr. Arthur G. Crane, president of the University of Wyoming. Other members of the committee included Dr. W. G. Chambers, dean, School of Education, Pennsylvania State College; Dr. W. W. Charters, director, Bureau of Educational Research, the Ohio State University; Dr. Jerome Davis, Yale University Divinity School; Harold B. McCarty, director, WHA, Wisconsin State Station, Madison; Walter E. Myer, Civic Education Service, Washington, D. C.; Rev. Charles A. Robinson, S. J., Saint Louis University; James Rorty, author, New York, N. Y.; Armstrong Perry and Dr. Tracy F. Tyler, National Committee on Education by Radio, Washington, D. C.

The report, which received the unanimous approval of the Conference, was as follows:

Radio broadcasting, an instantaneous, universal means of communication, reaching literate and illiterate, young and old alike, exerts an inevitable educational influence upon American standards, ideals, and actions. This influence is either good or bad. It either improves or debases American standards. Radio broadcasting—this great, new agency—should be so guided and controlled as to insure to this nation the greatest possible social values. The social welfare of the nation should be the conscious, decisive, primary objective, not merely a possible by-product incidental to the greatest net returns to advertisers and broadcasters.

To promote the greatest general welfare the following principles must be observed:

**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 postoffice 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; and international relationships in broadcasting.

**Appeal to President**—We recommend to the Conference the appointment of a committee to wait upon the President of the United States to urge that the recommendations of the Conference be put into effect by the President.

Monday evening the Conference divided itself into four groups, each of which studied a specific phase of the Conference topic. Group A discussed "Government Regulation." James Rorty served as chairman and Armstrong Perry as secretary. Group B discussed the question "In Whose Hands Should Broadcasting Be Placed? [Groups with motive of profit, culture, or politics predominant]" Its officers were Walter E. Myer and Dr. Tracy F. Tyler. Group C discussed "Protection of the Rights and Provision for the Needs of Minorities." Its officers were Rev. Charles A. Robinson, S. J. and Dean W. G. Chambers. Group D discussed "Cultural Values and Freedom of the Air." Its officers were Dr. W. W. Charters and Dr. Jerome Davis. Each group, after considerable discussion, prepared a formal report which was presented to the entire Conference at the morning session on May 8. After discussion of the reports the Conference approved them and transmitted them to the committee on "Fundamental Principles Which Should Underlie American Radio Policy." These four reports follow in full text:

**Group A. Government Regulation**—[1] This group goes on record recommending that a thoro, adequate, and impartial study be made of the cultural and technical 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 value.

[2] This group recommends that the proposed study include a consideration of the opportunity offered by the principal national broadcasting systems for the full development of educational and cultural radio programs.

[3] Because undesirable advertising has exceeded reasonable bounds both in regard to the amount and more especially the kind of copy, we urge that the study also include the possibility of government regulation including the censorship of advertising.

[4] That the investigation consider the problem of securing educational broadcasting facilities for public stations operated by states and regions, and for groups representing specific interests such as labor, education, religion, and political parties.

**Group B. In Whose Hands Should Broadcasting Be Placed?** [Groups with motive of profit, culture, or politics predominant]—It is the sentiment of the committee which considered the question "In Whose Hands Should Broadcasting Be Placed? [Groups with motive of profit, culture, or politics predominant]" that broadcasting should be in the hands of groups whose predominant motive is the promotion of culture. However, the committee is aware that we do not have now in the United States a broadcasting system of that ideal sort, broadcasting being in the hands of those whose motive is profit. They recognize of course that there are a number of stations which operate from the educational motive but these are not the stations which command a hearing from the millions of radio listeners of America.

The committee does not advocate so revolutionary and difficult a project as complete and immediate change of our broadcasting system by the creation of a complete governmental monopoly. The committee

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

JOS. F. WRIGHT, director, radio station WILL, University of Illinois, Urbana, Ill., *Association of College and University Broadcasting Stations.*

does not advocate at present the substitution of anything like the British system for that which prevails in this country. It does feel, however, that the people of the nation should be given the opportunity of listening to programs determined by groups which are dominated by the cultural motive. It believes that there should be developed a plan whereby stations with adequate facilities may operate under public authority and at public expense without broadcasting advertising.

As a means of bringing such a plan into effect, the committee by unanimous agreement brings in the following recommendation:

"In the issuance of licenses there should be reserved and made available at such time as the states or regional areas wish to take them, adequate fulltime broadcasting facilities in each state or group of states cooperating.

"Federal aid for these stations should be provided, in return for which the federal government would be given the privilege of using not to exceed a stated proportion of the time on the state or regional broadcasting stations, for national programs."

The committee feels that if this plan should be adopted, a considerable number of states, acting singly or in groups, would take advantage of the opportunity offered to establish and maintain adequate broadcasting facilities. It is the understanding that each of these state or regional stations would broadcast such programs as might seem best to serve the interests of the people of its territory. In addition it is understood that the federal government would use a portion of the time of each station and provide national programs comparable in character to those which are offered to the British public by the British Broadcasting Corporation. It is believed that enough of the public stations would soon be in operation to furnish facilities whereby the federal government could broadcast national programs to the people of the entire nation.

It is probable that the suggestion of such a plan will meet with opposition from those who are jealous of the prerogatives of private business organizations. Attention is called, however, to the fact that a program of this kind is not out of keeping with American tradition inasmuch as the social agencies and services have traditionally been promoted and maintained in this country by public authority.

It is not the understanding of the committee that its recommendations if adopted would provide an ideal plan of broadcasting but it is felt that such a plan is practicable and would be a step toward the development of broadcasting with a predominant cultural intent. It would furnish to those who believe broadcasting might be conducted on a higher cultural level than that to which we are accustomed, an opportunity to test their faith by actual experience. Hence the committee recommends the adoption of its suggestion as a practicable program of immediate action.

**Group C. Protection of the Rights and Provision for the Needs of Minorities**—We thought that the word minority was to be understood in the sense of group minorities rather than class minorities, the group signifying an organized minority. Under this heading might come such minorities as political, religious, musical, educational, agricultural, according to localities, and the like.

Dealing first with the rights of minorities, we thought that this could not be adequately treated without also considering the rights of the majority. At the very outset we thought it necessary to disrupt the fallacy that seems to be very commonly propagated, namely, that the people get what they want. In answer to this fallacy we decided, after somewhat lengthy discussion, that the people could not get what they wanted so long as they had not constantly the possibility of choice, and at the present time the possibility of choice is frequently denied

to them. You might just as well say that a person is getting what he wants because he actually gets bank failures, graft in local politics, and similar infringements of his rights. It is not sufficient to say that a person is free to choose just because he can turn his dial and in this way change from one station to another. Even by this action he cannot eliminate advertising, for instance, if he so wishes, because he never knows at what time or over what station advertising may be broadcast. But if there were provisions made in the law of such a nature that either there would always be a station in every locality entirely free of advertising and yet giving a great variety of programs in the course of the day, or if there were certain hours of the day, both in the afternoon and evening, during which programs from various stations would have to be different and yet entirely free from any form of advertising, then there would be some possibility of real choice on the part of the listener. We came to this conclusion from considering the basic principle that a man's home is his castle, and that he and the members of his family have natural rights to their physical, mental, and moral integrity. These rights might, and in many cases would be infringed, at least indirectly, by the power of untoward suggestions, unless the individual were assured that at least at certain times of the day, or on certain channels of the air, these rights were always to be respected.

As regards the broadcasting end, we thought that no minority should be excluded merely because it is a minority, but only for practical reasons. For example, in case there were not enough distributable broadcasting hours, every minority would have some time for the expression of its own views.

**Group D. Cultural Values and Freedom of the Air**—[1] We recommend that steps be taken to inaugurate an impartial study of the influence of radio broadcasting upon children, youths, and adults.

[2] We recommend that the President of the United States appoint a commission on the social and cultural values of radio broadcasting. This commission should be composed of members of the government and of social, civic, scientific, and educational organizations of the nation and should report its findings in some appropriate manner.

[3] We recommend that the Conference seek the introduction of a bill into the Congress of the United States for the appointment of a Congressional radio committee to make a thoro study of the present ownership and operation of radio broadcasting in the United States. This committee should develop a plan for a system of radio broadcasting which will more adequately develop the radio as a cultural and social agency in the United States. The committee should be composed of one representative from the Senate, one from the House, and ten others appointed by the President of the United States representing educational interests and other impartial representatives of the public who shall serve without pay. All necessary expense of the committee should be paid for by the federal government.

The Conference itself, altho called by and held under the auspices of the National Committee on Education by Radio, was an entirely selfdetermining body. However, a great deal of the credit for its efficient functioning is due to those who served as chairmen of the four general sessions: Dr. George F. Zook, United States Commissioner of Education; Dr. William John Cooper, former United States Commissioner of Education and now professor of education, George Washington University; Rev. Dr. Edmund A. Walsh, S. J., regent, School of Foreign Service, and vicepresident, Georgetown University; and Dr. John Henry MacCracken, associate director, American Council on Education.

The Conference was so planned that the majority of the morning and afternoon sessions on May 7 were devoted to prepared addresses. In this way the groundwork was laid for the discussion groups which met in the evening.

The Conference was particularly fortunate in having the opportunity of hearing about Canada's national planning with respect to radio as described by Hector Charlesworth, chairman of the Canadian Radio Broadcasting Commission. Mr. Charlesworth stated at the beginning that he was not basing his talk on theory but on the practical experience of Canada. He showed how the radio served to bind together the people of a country having vast areas, diverse communities, and small population. He stated that the Canadian radio commission had had no difficulty at all in the matter of political interference. The Commission had experienced opposition from private interests but that had been expected. It

had received splendid cooperation from the Canadian universities so that a sufficient opportunity for educational broadcasting had been provided.

Dr. John Dickinson, assistant secretary of Commerce, pointed out the advantages that radio brings to democratic government in a country with as great an area as the United States. Thru radio he felt that we had met the specifications for a successful democracy set up by Aristotle more than two thousand years ago by making it possible for the voice of a single speaker to be carried to all the citizens. Altho the larger part of radio programs will be recreational in character, he believes that much will be at the same time educational and cultural. Radio is better adapted to those types of educational effort in which the emotional and dramatic have a part. However, by means of the right types of programs, listeners may become interested in and aware of the fascinating problems of science, history, literature, and philosophy, and thereby derive more benefit from the textbook and classroom.

Dr. Arthur E. Morgan, chairman of the Tennessee Valley Authority, discussed some reasons for the commercial control of cultural and informational agencies in this country, such as the press, radio, and movies. He alluded to the motion picture industry as "perhaps the most critical case in all America where purely commercial incentive combined with vigor and energy and shrewdness has affected the cultural temper of the country." He was convinced that social control of that industry and of the radio industry is necessary. To quote from Dr. Morgan's address:

These agencies [the newspaper, moving pictures, and radio] that are giving character and form to, and are determining the set of personality of our national life, are too important to be controlled by commercial considerations. I believe that there is only one right answer to the whole situation. You may say it is such an impossible answer that we cannot consider it, and yet I believe there is only one right answer and that is that the newspaper, the radio, and the moving picture *should not be operated for profit* [italics ours], that they should be operated as social services and not for commercial profit just as are the public schools.

Harold B. McCarty, program director of the Wisconsin state station, told of Wisconsin's experience in using radio for university extension, to supplement classroom work in elementary schools, as an instrument of adult education, and as a general cultural medium. He described the Wisconsin method of providing free uncensored time on the air to all political parties and candidates for state offices over its two stations WHA and WLBL. He did not believe such political freedom could be secured from a privately-owned station. Quoting Mr. McCarty:

Ultimately a forward-looking, statesmanlike policy of public good must bring changes in the present practise of distributing radio facilities. There is something *structurally* wrong with a system that releases the public commodity of air rights for private exploitation without adequate provision for true public service in citizenship, education, and culture. Surely the weakness of the present system will not be perpetuated.

### Characteristics of a Sound Broadcasting System<sup>1</sup>

4. Service to listeners should be the primary consideration in determining the geographical location of stations.

<sup>1</sup> Under this title in successive issues *Education by Radio* is presenting a series of points, the consideration of which is fundamental in the development of a sound radio broadcasting system.

Wallace L. Kadderly, now connected with the United States Department of Agriculture in San Francisco but until recently director of Oregon's state-owned station, KOAC, told of the recent developments in that station.

Dr. Jerome Davis, Yale University Divinity School, while not wishing to minimize the many fine things radio has brought to the United States, concluded that our present use of radio is highly defective. He scored what he termed "the outrageous ethics and educational effects" on the child mind of certain advertising programs. Dr. Davis states:

It seems clear to almost everyone who is not himself either directly or indirectly a beneficiary of the present commercialized radio that some radical change should be made in the present setup.

Dean Thomas E. Benner, College of Education, University of Illinois, decried America's cultural depression and popular worship of materialism. He believes that adult education holds the key to the difficulty and concluded:

Since radio is the most effective and most economical means of providing this needed adult education for the rebuilding of the national culture, as well as an important means of enriching our programs of public education for childhood and youth, it is obvious that some provision should early be made for recapturing for public use under public control radio channels sufficiently broad and well chosen to make possible the carrying forward of the program which this implies. The present almost complete surrender of the public interest in radio to private ownership is a striking example of the severity of our cultural depression.

Dr. James A. Moyer, director, Division of University Extension, Massachusetts State Department of Education, felt that educational broadcasting had not been as successful in the United States as it had in England.

The issue resolves itself into a question of whether or not the American public is going to continue to be hoodwinked by commercial radio interests. Education by radio should be the objective of national planning, not the incidental by-product of private enterprise. Only by adequate public control of radio time will this be brought about.

Joy Elmer Morgan, chairman of the National Committee on Education by Radio, made a plea for national planning in the field of radio. He concluded that the present American radio setup which puts radio broadcasting in the hands of private commercial monopoly is diametrically opposed to the three fundamental ideas of freedom of thought, progress, and planning which underlie American civilization. Freedom of thought, he felt, is inconsistent with the idea of freedom to make profit. There are six fundamental principles which, according to Mr. Morgan, should be considered if we are to plan our radio future:

- [1] All air channels to belong to the people free from any suggestion of ownership by private parties.
- [2] Listener interests and needs to determine programs.
- [3] Cultural uses of radio to precede commercial uses.
- [4] The assignment of radio channels to be so managed as not to destroy state sovereignty.
- [5] The child mind to be safeguarded from selfish exploitation.
- [6] Freedom of speech to be safeguarded from interference by either commercial or political forces.

Not confining themselves entirely to national broadcasting, the members of the Conference heard Miss Heloise Brainerd of the Pan American Union describe the radio as "an immensely broad instrument" for "the furtherance of better understanding and free relations between the peoples of the Western Hemisphere." She told of the types of educational broadcasting being carried on in several of the Latin American countries and of the plan for an exchange of programs between the American republics thru the allocation of five short-wave channels for the exclusive use of members of the Union.

# Gleanings from Varied Sources

Ohio's Emergency Junior Radio College has enrolled 1734 individuals since January 1. Under this plan, daily instruction is broadcast thru the cooperation of the State Relief Commission, the State Department of Education, and the Ohio State University. University faculty members have donated their services to give radio instruction in French, English literature, political science, psychology, Spanish, and European history. Unemployed teachers serve as supervisors of local discussion groups thruout the state. The largest enrolment in the Radio College came from Franklin County with 220. Second place went to Richland County with an enrolment of 110 students. Enrolments were received from all but fourteen of the eighty-eight counties. Sixty-seven percent of the Radio College students are highschool graduates.

Last summer I had the privilege of talking with an Englishman who said he had very little use for an educational program in radio. He said he did not see how that thing could be managed. I told him I would show him when I got back to the United States, so I had the great privilege and pleasure of sending to him our WOSU [state-owned station] programs, covering a month at a time. His reaction to the programs was very pleasing to me. He said, "I can see now how you can carry on education by radio." It was very gratifying to me to get his reaction to that. The only criticism he had to make was that fifteen minutes is too short a time to treat physics, geography, or other great subjects.—G. W. RIGHTMIRE, president, the Ohio State University.

A new course of radio lessons in typewriting will begin on May 28 over state-owned station WHA at the University of Wisconsin. Last year's experimental series utilized a morning hour but the demand was so great that this year's course is to be broadcast from 7 to 7:15PM each week day except Saturday. Hundreds of people who want to learn the touch system will sit in front of their loudspeakers and follow instructions on their typewriters. Radio cannot perform the miracle of teaching people to operate a typewriter without practising. However, the average person can learn in one month the fundamentals of the system by following the radio lessons.

Popular educational talks are broadcast on five evenings each week in Western Australia under the auspices of the educational broadcasting committee of the Australian Broadcasting Commission. The programs which are broadcast by station 6WF, Perth, are allotted the valuable evening time of 7:15 to 7:30PM. The talks on Monday, Tuesday, Wednesday, and Thursday evenings are on subjects of general interest, while those on Fridays are devoted to agricultural topics. Listeners' licenses in force in Western Australia have increased from 3820 in February 1929 to 26,457 in February 1934.

The Bulgarian Government has decided to erect at Sofia a state broadcasting station of fifty kilowatts. A credit from postoffice savings of 40,000,000 levas [about \$450,000] has been arranged, and it is believed that the new station will be completed within the next twelve months.—*New York Times*, May 18, 1934.

With the hot weather coming on, the NRA should give some attention to a code which penalizes those radio users who encroach upon the privacy of their neighbors. Unwilling listeners deserve some protection.—MORRIS GERWITZ [New York], *New York Times*, May 18, 1934.

From the standpoint of service to the people in the state and from the standpoint of making dollars count, the radio microphone has a distinct place in education, and there is every reason for the state to furnish broadcast service to its people. It can not well be done on a smaller basis but it can be very efficiently as well as economically done by the state. We have all been very much pleased at the extended reach which radio station WOSU has attained. *Unquestionably it should be further increased until that station reaches all parts of the state.* With the enormous teaching body of the Ohio State University and with the field organizing ability of the State Department of Education, *such a station should have full time on the air.*—GEORGE WHITE, governor of Ohio.

"The Broadcasting Monopoly" is the title of a chapter in Marshall E. Dimock's recent book, *British Public Utilities and National Development*. Dr. Dimock, associate professor of political science, University of Chicago, wrote his book during a nine-months' residence in Great Britain. His investigation was made possible by grants from the Social Science Research Council and the University of California. Those who are interested in studying the trend in England toward national public service monopolies and in securing an accurate appraisal of the British Broadcasting Corporation will want to read this book. It is published in London by George Allen and Unwin Ltd.

After a year of planned broadcasting in Canada, the vast majority of people are convinced that the system is sound and that in time we shall have in Canada a public utility operated in the best interests of the people who pay for it, as opposed to the privately controlled system which must always operate in the interests of the share-holders.—E. A. CORBETT, director of extension, University of Alberta.

Our Master's Voice [John Day] is the title of James Rorty's recently published book on advertising. It paints an interesting, vivid, critical, and at the same time authentic picture of what the advertisers are doing to American culture. A chapter on "Rule by Radio" discusses briefly some of the problems of radio broadcasting, particularly that of private commercial censorship.

Germany had 5,424,755 radio receivingsets in operation on April 1, an increase of 60,198 over March 1. Broadcasting in Germany is a government enterprise; nobody can legally listen in unless he subscribes with the postoffice, which supervises the radio as it does the telephone and telegraph, and pays two marks a month for this privilege.—*New York Times*, April 22, 1934.

Great Britain is not now and perhaps never will be disposed toward sponsored programs and, for this reason, it does not seem that advertising will ever enter into British programs as is the case here [in the United States].—CAPTAIN ROGET H. ECKERSLEY, director of entertainment programs, British Broadcasting Corporation, *New York Times*, April 22, 1934.

The British Institute of Adult Education is the author of a pamphlet entitled *Group Listening* which constitutes number eight in the Information Series of the National Advisory Council on Radio in Education.

Personally, I am in favor of more local stations and I am very sympathetic towards the plans of the educators for additional radio facilities.—JAMES H. HANLEY, member, Federal Radio Commission.





# Why British Educational Radio Programs Are Successful

Alice Keith

**B**ROADCASTING IN THE BRITISH ISLES is both consciously cultural and intelligently organized. If one has become used to the idea of radio as an agency of advertising and popular entertainment, he may have to change his point of view in order to appreciate British radio. It is not surprising, therefore, that a number of Americans visiting England for the first time have criticized the BBC radio programs for their lack of variety and entertainment appeal.

Admitting that programs in the United States are often witty and high-spirited in the typical Broadway manner; that programs of real merit are frequently presented; that many splendid educational programs have been given which were paid for by foundations, educational and social organizations, various societies wishing publicity, advertising firms, and even by certain radio stations themselves; still the consistently planned, carefully-checked programs of the BBC have not been duplicated on a nationwide basis in the United States.

This inability of radio in our country to function nationally is due in part to the fact that education is a state and not a federal function, and in part to the size of the continent. However, if we get down to basic facts, we find that the chief cause of difference is due almost entirely to the type of control.

Our system is operated for profit and controlled chiefly by the great public utility companies owning the wire facilities of the country and selling equipment to sending stations and the receiving public. Instead of paying the government for the franchise, which has netted them millions, they have been charging huge fees for advertising, while our government spends \$872,000 annually to support a Federal Radio Commission whose principal duty is to settle disputes.

In Great Britain, the BBC is a corporation supported by a government tax on receiving sets. Out of approximately \$2.50 a year for each set, the BBC receives about ninety cents. The balance goes to the government.

In order to have a system of educational radio that will be highly successful, there must be cooperation with the press and a judicial use of printed matter; actors, musicians, authors, composers, and directors must participate; educators and parents must be a part of the scheme; and there should be governmental help rather than political confusion.

Let us compare the two systems—the English and the American—in order to see how these various elements function.

In the case of the press, there is out-and-out warfare in the United States since radio has become a competitor in the field of advertising and more recently in the dissemination of news. In England, the BBC publishes *The Listener*, *World Broadcasting*, the *Radio Times*, and special illustrated school pamphlets,

containing a limited amount of advertising. These magazines and pamphlets print advance information about music, dramas, and talks. We have nothing similar in America. Our radio journals are either technical or fan magazines. There seems to have been no disposition in America to establish a magazine comparable to the *Radio Times*, which has two million subscribers. The reason is obvious. The character of most of our programs is such that intelligent informational notes would be superfluous.



**A**LICE KEITH, graduate student, Columbia University, New York; formerly director, division of education, Radio Corporation of America, and broadcasting director, American School of the Air. Before going to New York Miss Keith broadcast to the Cleveland schools for three years. She has studied school broadcasting in the leading European countries, only last summer having spent two months in the British Isles.

All of us know of the disputes, arguments, and legal battles that have taken place in America with respect to the actors, artists, and authors. There is much less difficulty in England where certain more or less well-established fees are paid to all. In America, some paradoxical situations have developed. A crooner may get \$5000 weekly from an advertiser, while most of the educational programs are contributed "free" by performers. For example, the radio director for the national YMCA has been getting the semi-volunteer salary of twenty-five dollars a week, altho having had experience and superior training. The speakers, artists, and language teachers receive absolutely nothing in the way of remuneration. The commercial stations receive credit for putting on their quota of educational programs, which they can report to the Federal Radio Commission. At the same time, the YMCA is supposed to feel deeply grateful for the courtesy extended to them. This situation is duplicated many times in our system.

Let us next consider the question of cooperation among educators. Altho many have consented to act in an advisory capacity, and many have contributed their services over the air, there is to be found in America a pretty general tendency on the part of school people to hold back. Either they are afraid that advertising will enter the schools or they cannot be persuaded to take seriously radio as a cultural agency. In England, on the other hand, there are a permanent central council, and regional councils made up of government officials, specialists, and classroom teachers.

The activities of the BBC are not hampered by political complications like those which have grown up in the United States. Various forms of political entanglements, much too numerous to mention, have been the direct result of the American method of control. One of the most important issues before the public today, and one in which the President is greatly interested, is that of government ownership of public utilities. In fifteen states local governments may legally own and operate their own public utilities. Probably no other phase of the "Power Trust" control has brought the issue more clearly before the public than has radio.

In England, it is possible for a permanent organization to

exist. Programs are outlined by educational experts with informational notes prepared for teachers a year in advance. The educational directors are prepared for their positions by thoro training and experience in the field of education, not in the field of advertising. In the course of years, the stability of

the English system has enabled educators to experiment.

Any visitor at the BBC is forcibly impressed by the fact that there is a sincere desire to use radio as a cultural agency rather than a money-making institution. The same situation exists in practically every country in the world except the United States.

# Adult Education by Radio<sup>1</sup>

James A. Moyer

Director of University Extension, Massachusetts State Department of Education

**E**DUCATION BY RADIO has been a pioneer activity in Massachusetts. It is wellknown that the first collegiate broadcasting station was in Massachusetts, at Tufts College, and Massachusetts has the distinction of having organized the first university extension courses by radio with provision for homestudy with the aid of a syllabus supplemented by written assignments and leading to certification—really only a variation of the wellknown correspondence method of instruction.

There was a time when these courses by radio were so much in demand that there were enrolments from nearly all the states east of the Rocky Mountains and north and south from Newfoundland and Labrador to Florida and Texas. In one course more than 600 were enroled for certification, and the listeners were heard from in European countries. Such were the glowing prospects when the "air" first became available for broadcasting education. I was most touched by the letter from the mother of a family living in an isolated farmhouse near Osborne, Ohio, which was somewhat as follows: "I want to enrol in the course you are broadcasting. It is such a fine, generous offer for folks like me who simply can't get away from home and yet who dread the thought of stagnating because of isolation."

It was not uncommon to note encouraging headlines in the newspapers such as these: "Radio May Make of Rural School a Modern University in Miniature"; "Radio's Greatest Field is in Popular Education"; "Culture by Radio"; "A Radio University"; "A College Education by Radio"; "Radio—The Modern Educator"; "Progress in Adult Education by Radio in the South"; "Possibilities of Radio in Public Schools Are Limitless"; "Ignorance Now Difficult With Radio Schools"; "Radio and Cultural Education"; "Radio Democratizes Higher Learning"; "People's Radio University"; "Extending Cultural Education by Radio"; "Radio Colleges"; "Educational Democracy by Radio"; "College Radio Courses"; "Great Educational Institutions to Educate Millions Instead of Thousands by Radio."

So far as I can see we have drifted into a mire. Educational broadcasting has not made good in this country. The glowing prospects of five or six years ago have not materialized. For example, in 1927 Merlin H. Aylesworth, president of the National Broadcasting Company, had fond hopes for the future accomplishments in radio education.<sup>2</sup> He said radio broadcasting has thrown the door wide open to those who would raise the level of national culture by greater educational opportunities and to the millions who yearn for some of the advantages of higher education.

The problem of adult education is to reach the adult in his home rather than to bring him to the classroom. From this standpoint radio broadcasting can be made the greatest agency of public education. Now what are the reasons that we have failed to give the "radio public" as it is called the cultural

advantages that seemed so nearly within our grasp a few years ago? Fundamentally there has been lack of planned co-operation between those having the disposition of available time for educational broadcasting and the tax-supported institutions that should be most interested in making available to all the people the best possible cultural advantages. In my connections with state universities and land-grant colleges, I have heard a great deal about taking the university to the people where they live—taking the college to the people. Most of the tax-supported institutions have failed to make the most of the opportunities that were theirs by the means of radio broadcasting. The policy seems to have been to spend hundreds of thousands for vocational demonstration services—a very expensive method—and a few thousands for technical operation and next to nothing for talent. Getting along with free services in educational broadcasting has been about as successful as university extension and other extra-mural courses would be if given on a volunteer basis. A fundamental mistake was here made in the early days. At first, because of the novelty, really good programs were prepared with unusual care. It was a mark of distinction to be invited to give a radio broadcast, and the best talent was obtainable on a no-fee basis. But as the novelty wore off there was less preparation and the lesser lights had to be substituted. As it is now collegiate programs are not as good as they should be. Comparison of the lecture-work over the radio with the educational "talks" of the British Broadcasting Corporation puts the American product in a very inferior position.

Lack of any sense of showmanship, too much "academic self-consciousness," too many inferior lecturers, and inadequate financial support are the chief reasons why the radio programs of collegiate institutions have reached fewer and fewer loud speakers.

## EDUCATION BY RADIO

is published by

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<sup>1</sup> An address before the Conference on the Use of Radio as a Cultural Agency in a Democracy, sponsored by the National Committee on Education by Radio, Washington, D. C., May 7, 1934.

<sup>2</sup> *Boston Herald*, March 4, 1927.

Yet in the early days of radio most of the broadcasting was controlled by collegiate institutions. Gradually the commercial broadcasting stations expanded their programs until they had occupied nearly every worthwhile air channel. Collegiate institutions lost ground steadily by continuing to put on programs by inferior artists and lecturers which a discriminating public simply would not listen to.

Our educational institutions would never have had to fight to retain their air channels if their programs had been comparable to those of the English tax-supported radio system which broadcasts only the very finest of educational "talks" and musical and dramatic programs which carry no advertising.

Yet despite the present subordinate position of educational institutions in the broadcasting field, there is a growing insistence on the part of listeners for more serious and better programs. They are becoming weary of nothing but crooners, middle-aged gags, jazz orchestras, and more crooners.

The time is at hand for constructive efforts toward the development of new educational programs, planned for the general public by people who know what the public is interested in, and most important, by individuals who know how to "put it over."

A great stride forward would be to place more and more responsibility for such educational broadcasts upon librarians, newspapermen, magazine editors, public officials, and professional artists of the stage and concert hall.

The issue resolves itself into a question of whether or not the American public is going to continue to be hoodwinked by commercial radio interests. Education by radio should be the objective of national planning, not the incidental by-product of private enterprise. Only by adequate public control of radio time will this be brought about.

The director of the National Advisory Council on Radio in Education stated recently that there is an apparent tendency toward planned radio programs—that is, the planning of radio programs in an evening or during a week that will put together broadcasts of the same type. For example, from 6 to 8 o'clock in an evening for a given station there would be only dramatic presentations; from 8 to 10 popular music; from 10 to 11 political addresses, and the like. This is a commendable tendency, and should be encouraged. It may be significant also of an effort to promote planned cultural broadcasting to take the place of the present jumbled programs that listeners get from every commercial station, evening after evening. Tax-supported broadcasting stations have always accepted this principle in making program arrangements. This effort at planning on the part of the commercial stations marks, therefore, possibly a recognition of the excellence of the program planning of noncommercial stations, and an effort to follow a good lead.

This effort at program planning should have the support of those who realize the objectionable, unnecessarily exciting types of dramatic presentations called "dramatic sketches," that are now broadcast from many commercial stations during the early

evening hours when young children are likely to be attentive listeners. Exciting dramatic broadcasts during the early evening hours have many of the objectionable features of motion pictures of similar subjectmatter. Dramatization unsuitable for children, as presented in motion pictures, is, however, much more easily controlled than the broadcasting of similar subjects, for the reason that children can be sent to motion picture theaters only when suitable or at least the less objectionable kind of pictures are on the program. Objectionable dramatizations that come by radio broadcasting cannot be easily avoided, especially when jumbled programs come daily from practically all broadcasting stations.

We may as well realize that opportunities for educational broadcasting, as now made available to educational institutions by the commercial stations, are not satisfactory arrangements for either the stations or the educational institutions. The commercial stations must necessarily have misgivings about putting on the air at their expense the type of educational program that is currently offered to them by educational institutions, the services for educational broadcasting being usually those for which no compensation is given. In this connection there is another interesting fact, and that is the diversity of opinion among educators as to how educational broadcasting can be best arranged. There are some who believe it is necessary that separate channels be set aside for the exclusive use during the day and evening time for tax-supported educational institutions or by departments of education of the federal or state governments; and, on the other hand, there are those who are convinced that for the absolutely free expression of views, especially political, it is necessary for education and similar services to have a definite time allotment from the commercial stations.

Doubtless there is merit in the contentions of both these groups, and probably the method proposed by the first group is more suitable for some parts of the country, while in many of the eastern states, the plan of a percentage allotment of time on all radio channels would be more acceptable than that requiring the establishment of radio broadcasting stations by the federal government, located according to district or regional planning.

## Radio at the Crossroads<sup>1</sup>

**A**MERICAN RADIO, in my opinion, is heading in one of four directions. *First*, the system might remain substantially the same as it is now with program practices changed to meet what the license holders interpret as the wishes of the radio audience.

*Second*, the competitive element in the present system might be retained to some extent with the federal government doing one of two things—either regulating by law the types of programs that shall be given preferential consideration on the air, or providing facilities over which certain types of programs will be given preference, including programs for which the federal government itself, or some branch of it, might be entirely responsible.

*Third*, the federal government might take over the control of radio, delegating authority including direction of programs, to a licensee or licensees, as has been done in Great Britain.

*Fourth*, the federal government might take over absolute control of all phases of radio, as has been done in Russia, Germany, and Italy.

### Characteristics of a Sound Broadcasting System<sup>1</sup>

5. Radio programs should be planned so as to give no offense to the most discriminating home or the defenseless minds of children and youth.

<sup>1</sup> Under this title in successive issues *Education by Radio* is presenting a series of points, the consideration of which is fundamental in the development of a sound radio broadcasting system.

<sup>1</sup> Tyson, Levering. "Where is American Radio Heading?" *The Future of Radio and Educational Broadcasting*. Chicago: The University of Chicago Press, 1934. p1.

# Gleanings from Varied Sources

The consumer's desire for more truthful and informative advertising has been crystallized as a result of the agitation in connection with the proposed revision of the Food and Drugs Act. During recent years no piece of legislation affecting consumers' welfare proposed in Congress has aroused more widespread interest and feeling among consumers. And this is in spite of the far-flung propaganda against it—propaganda not only misleading but so inept that consumers in widely separated sections of the country have detected its falseness and resented it. . . . May we not hope that advertisers will rise to the challenge to change the nature of advertising from the psychological to the informational appeal! This would mark a new period of development in advertising and would help both the advertiser and the consumer in a changed economic world.—ALICE L. EDWARDS, *What Consumers Need from Advertising*, an address before the American Association of Advertising Agencies, Washington, D. C., May 22, 1934.

Careful consideration was given to the broadcast of educational talks, not only by eminent Canadians, but also by distinguished visitors from other lands, especially from Great Britain. Radio is one of the greatest educational influences in the present age, but radio talks must be specially prepared and arranged in a way that they will be interesting to the listener. Such talks must be short and effective; they must also be placed at a time on the program schedule when the listener is likely to be most receptive to such broadcasts. During the past year the [Canadian Radio Broadcasting] Commission presented several series of addresses on important and interesting topics and cooperated with universities, national societies, and associations in presenting outstanding addresses.—CANADIAN RADIO BROADCASTING COMMISSION, *Interim Report*, 1933, p8.

Radio students of the University of Denver, under the direction of Roscoe K. Stockton, broadcast their first program over station KOA on June 6. Radio equipment has been secured for auditioning the work of the various radio classes. At present the University of Denver is the only school in the Rocky Mountain Conference which has the facilities for work of this kind. The programs will aid in keeping a contact with the alumni of the University. The University of Denver offers more courses in radio broadcasting than any other college in the United States according to information received from the United States Office of Education by Mr. Stockton, head of the university board of review.

I have received many of our [television] broadcasts in my home, and I have never experienced the slightest difficulty in imagining myself in a classroom with the professor before me. The transition is so easily made that it takes place automatically. The picture at once catches the eye and almost complete concentration results. Obviously, with two senses at work instead of one, more assimilation takes place.—E. B. KURTZ, head, electrical engineering department, and director, television station W9XK, State University of Iowa.

An interconnecting, interconnected web of communication lines has been woven about the individual. It has transformed his behavior and his attitudes no less than it has transformed social organization itself. The web has developed largely without plan or aim. The integration has been in consequence of competitive forces, not social desirability. In this competition the destruction of old and established agencies is threatened.—*Recent Social Trends*, p217.

The Federal Communications Commission, which will regulate interstate and foreign commerce in communication by wire and radio, will take over the duties of the Federal Radio Commission on July 1. Among the specific assignments of this new seven-member commission is one to study the proposal that Congress, by statute, allocate fixed percentages of broadcasting facilities to particular types of nonprofit programs or to persons identified with particular kinds of nonprofit activities.

Canada's publicly-owned radio system with its "planned broadcasting" has come to stay. The Canadian plan has done much and can do more to unite the far-flung provinces of the Dominion in a national consciousness and a common understanding. I doubt if there is any considerable body of intelligent and disinterested people who would go back to the private idea if they could.—E. A. CORBETT, director of extension, University of Alberta.

Fundamental Principles Which Should Underlie American Radio Policy, is the title of a publication which can be secured free by writing the National Committee on Education by Radio. The eight-page pamphlet contains, in addition to the "Principles," the names of the members of the Washington Conference of national leaders who formulated and approved them.

We reaffirm our belief that radio has educational, cultural, and entertainment potentialities far in excess of those at present realized. We urge that, in the further development of radio programs, high cultural standards be maintained.—Resolution adopted at the Annual Convention of the National Congress of Parents and Teachers, Des Moines, Iowa, May 1934.

Captain S. C. Hooper, director of U. S. naval communications, was awarded the Medal of Honor of the Institute of Radio Engineers at its annual convention banquet held in Philadelphia, May 29. The award was bestowed on him largely for his contributions to the development of naval communications and to international radio regulation.

As a result of radio broadcasting, there will probably develop during the twentieth century either chaos or a world order of civilization. Whether it shall be the one or the other will depend largely upon whether broadcasting be used as a tool of education or as an instrument of selfish greed.—JOY ELMER MORGAN.

The educational station's strongest bid for listeners is the fact that its programs are not only outstanding from the content point of view, but are presented without advertising or stale jokes by would-be comedians.—W. I. GRIFFITH, director, radio station WOI, Iowa State College.

One of the objections to the radio for oratorical purposes is that it dismisses the proofreader and tempts to extemporaneous utterance. Radio spontaneities whether in prose or song should never be taken too literally.—*Washington Star*, April 27, 1934.

Tho the use of the radio for direct pupil instruction may prove to be comparatively limited, the possibilities for supervision loom increasingly larger.—H. M. BUCKLEY, assistant superintendent of schools, Cleveland, Ohio.

It is generally agreed that the average broadcast now presented for child consumption is undesirable, if not actually harmful.—W. L. DOUDNA, radio editor, *Wisconsin State Journal*.



# Radio as a Cultural Agency in Sparsely Settled Regions and Remote Areas<sup>1</sup>

Arthur E. Morgan  
Chairman, Tennessee Valley Authority

SOME YEARS AGO the English writer, G. Lowes Dickinson, spent a year or two in Japan and China, and on his return he wrote an account of his observations. Among other things, he discussed the trend of public taste in Japan. He said that everywhere in Japan there were indications of a day when taste in architecture, in fine arts, in personal manners, in personal dress, was at a very high level. There were everywhere vestiges of discriminating fineness, and yet he did not find in Japan at the time the sources of good taste. He said that as commercialism had swept over the country, as factories had been built, the new expressions of life were generally ugly. He tried to find an explanation for this tremendous change. His explanation was that the Japanese breed had somehow fundamentally changed, that probably the old race had died off and a new race of cruder makeup had taken its place, because he said there seemed to be no source of fine taste in the present regime.

In my opinion Dickinson's explanation was in error. I suspect that the genetic strains in Japan have not greatly changed. I suspect that at all times the number of persons who have had exceptional discrimination has been limited. As is customary generally, fine taste little by little achieves recognition and following, and little by little builds up authority for itself, so that those who have good taste come to be the arbiters of affairs.

Then when there is a social revolution, when those in authority lose control and the average mass of men suddenly throw up new leadership, that leadership is apt to be provincial, it is apt to have a certain strain of ability that brings it into power; as, for instance, commercial ability in Japan. That power without a background of discipline expresses itself in crude ways. It may be centuries before the occasional occurrence of discriminating taste can again win a position of power and authority in Japan and again establish that quality that has made the whole world admire the fine things in Japan in art, in fabrics, in personal manners, in landscaping, and in many other fields.

We often hear it said that in music the Europeans have very much better taste than Americans. We hear it said that the everyday worker in Europe is acquainted with opera, is acquainted with good music; that the Italian laborer at his work will be whistling an opera. We have almost been made to believe that there is something in the European climate that makes people appreciate music in Europe as they do not in America.

Observing the sources of music in Europe, one notes that to a very great extent music in Europe is endowed. Little by little those who have had capacity to discriminate have come into positions of authority in the musical field, they have been given power to create music, and the music that has been available to the public is that which has been furnished by people of exceptional taste, of exceptional discrimination. It has been made available to the public often thru endowed opera, thru concerts supported by municipalities or other

organizations, but nearly always with people of authority and discrimination in charge.

What would happen if those people were not in charge? In going thru Europe I visited those places where there was music without discipline—the country fairs, for instance, where music was on a commercial basis. There I found almost invariably the crudest of American jazz predominated. Even proximity to a great educational institution does not save the day. Under the walls of Oxford each year is held the traditional Banbury Fair, commercially operated. American jazz holds full sway.

The point that I am making is this: Leadership in almost any field is rare, almost by definition, because the leaders are those few who are in the van. On a lower level, leadership might be on a correspondingly lower level, but on whatever plane we live the few who are farthest ahead are the leaders. That is true in public taste. Always there are a few men and women with greater discrimination, with greater imagination, with finer taste than the mass, and slowly the public comes to recognize that superiority by placing that leadership in power, unless there are forces preventing it.

It may be, sometimes, that some almost accidental force may be so in control of a situation that standards of taste are fixed possibly for generations or for centuries, not by discriminating leadership but by some other factor. At any time, the industrial leadership of the country is largely occupied; it has already found its place. If a new opportunity comes, the existing leadership does not generally flock to that new opportunity because it is already engaged, and if there is vitality and vigor that has not had its opportunity, it will tend to pick up the new issues as they come along. For instance, we find an example of that in moving pictures. The moving pictures appeared on the scene at a time when our metropolis abounded with men of vigor but without cultural background. They were in all sorts of fields. For instance, if one goes into the wholesale districts of New York he finds scores or hundreds of little wholesalers, vigorous men of European descent, without much cultural background, who are trying to break into some field where they can be independent, where they can make their own way commercially. They are feeling their way in all fields. One of these fields happened to have a very great national significance, that of moving pictures. The men who took hold of it were some of these men of peasant background, without much cultural discrimination, but exceptional in energy and in business keenness. Commercial gain was almost the sole incentive, and by one of the peculiar twists of fate, that industry had more capacity to educate the American public than almost any other agency in our national life. It was by a peculiar twist of fate that a tremendous educational implement was put into the hands of people who had almost no sense of social responsibility, whose sole concern was commercial, and thru that peculiar circumstance the whole color of American life, of American standards of values, has been profoundly revolutionized and debased. The fate of our nation culturally seems to have rested, to some extent, upon that accident of invention combined with an accident of immigration and an accident in the distribution of commercial opportunity.

<sup>1</sup> An address before the Conference on the Use of Radio as a Cultural Agency in a Democracy, sponsored by the National Committee on Education by Radio, Washington, D. C., May 8, 1934.

## EDUCATION BY RADIO

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We are facing a time today when we must choose [we always have to choose, but today more than ever] between rugged individualism, the uncontrolled exercise of personal initiative on the one hand, and social planning and control on the other hand. The moving picture industry is perhaps the most critical case in all America where purely commercial incentive combined with vigor and energy and shrewdness has affected the cultural temper of the country. It is the most crying case where it is extremely necessary that discrimination, that ethical control, that social control, shall be exercised over industry, and shall give it its direction.

The radio industry is a similar example. The old and tried leadership of the country to a large degree was otherwise occupied, and this field was left for those who were seeking outlet for rugged individualism. It is on a higher plane possibly than moving pictures, because it has associated itself with older industries, and those older industries had a more stable personnel that combined cultural values with commercial interests, and yet the superiority is not tremendously great.

I spend little time listening to the radio. A week ago Sunday, I sat down for an hour in the evening and I moved back and forth across the range trying to find something that was not trivial, something that was not cheap. In that whole range of wave lengths, here and there I found something that was innocuous, but scarcely anything that was great, scarcely anything that was the work of a master. Nearly all was trivial and very much of it debasing.

I am to speak on radio as a cultural agency in sparsely settled regions and remote areas. I think that a cultural characteristic of any rural region is an unrecognized sense of inferiority. Persons or groups of persons who are in the less favorable position economically and socially come to consider themselves as inferior and to crave to be like the superior person. I have been among Indian groups in the past, and I noticed that the words used by white men had a dignity in the eyes of those Indians which their own language did not have. The very fact that a race is considered superior gives to its language or institutions a dignity in the eyes of the race which regards itself as inferior.

It is characteristic of rural regions that the people having less contact with life feel less sure of themselves, and whatever comes to them from the great world has an authority and dignity that makes it more readily acceptable. The radio is one of the principal connecting links between the urban and the

rural worlds and its influence upon rural people especially is tremendous. Trade names enter quickly into their common speech; phrases, standards, and appraisals are accepted as coming from good authority. Whatever is trivial, whatever is debasing or commonplace, will leave its influence as coming from superior authority.

It is, as I say, something of a trick of fate that these most powerful instruments that ever were invented for the transmission of culture fell into the hands of people with commercial interests only, and not of cultural purpose. I think, as we look at it, we are facing one of the great crises of our national life in these three elements that the Chairman mentioned: the newspaper, the moving pictures, and the radio. To some extent the newspaper had the same origin. The newspaper of a generation ago could pay only very low wages; its reporters often were not men of culture; often they were men of the street who picked up the job and could find the news and report it. The reporter knew all the prize fights that came to town; he knew the police headquarters; he knew some of these things, but his cultural background left much to be desired. And yet, because of the setup of the newspaper, he became the medium for transmitting culture to the American people. We have these three cases where the commercial motive, using the cheapest means available, came to give character and form to our national life as almost no other institutions could.

From what I have said you may guess that I am something of a revolutionist, and I am in this respect. These agencies that are giving character and form to, and are determining the set of mind, the set of personality of our national life, are too important to be controlled by commercial considerations. I believe that there is only one right answer to the whole situation. You may say it is such an impossible answer that we cannot consider it, and yet I believe there is only one right answer, and that is that the newspaper, the radio, and the moving picture should not be operated for profit, that they should be operated as social services, just as our public schools. They are just as truly educational institutions as our public schools. We look at them differently, I believe, simply because by historical accident they have come to be differently established. Suppose our public schools had been established on a purely commercial basis in the same way. There might be no charge to the public for our public schools; the teaching staff might be supplied by the toothpaste manufacturers or patent medicine manufacturers a certain amount of the time; and they would have textbooks describing the values of toothpaste or patent medicine. A child might then be free to go to any school he should choose. The schools would be furnishing what the public wanted, and the one that furnished the most habit-forming drink would be in greatest demand, and the one that had the most salacious movies would have the patronage.

If the public schools for a century or for a generation had happened to grow up in that way they would represent vested interests, and any effort to change them to another basis would be looked upon as an interference of the government in business. It would be looked upon as improper. Fortunately, our public schools have been saved from that fate, but our radio, our newspaper, our moving picture, are none the less determiners of culture. That is what the public school is—a determiner of culture. The movie, the radio, the newspaper, are determiners of culture, perhaps to a greater extent than our public schools, and I say there is no other right answer than that those great dominant determiners of culture should be free from commercial control.

That does not necessarily mean they should be under government control. Our universities are of different kinds. We have universities that are almost free from government control; they are endowed institutions, which I think is well. Under the present temper of government—I mean by “present” the last hundred years—it might be a very serious matter if government should control the radio and present our programs. The possibility of using it for political purposes might be serious, and yet in some way or other I believe it is our duty to see that these great instruments of social control, of cultural determination, shall be free from the profit motive, as most of our hospitals are free, as most of our universities are free, and as our churches are free.

As to our rural regions, in the Tennessee Valley 2.5 percent of our white rural population has access to radio; about .5 percent, I think, of our Negro population has access to it; so that at present the radio audience is very small. Perhaps it is fortunate. That audience can be developed. In our Tennessee Valley program I believe that education by radio could become a very great force. I doubt whether such a program ought to be under the Tennessee Valley Authority. I think that there would be the danger of government propaganda. The picture I have had in mind that I would like to see carried thru would be this: that we could get a board consisting of well-known educators, public-spirited men in various fields, to manage an educational radio; that a radio station might be established which would reach the entire Tennessee Valley area, with possible hook-ups elsewhere; and then thru the cooperation of the state university, of other agencies, that a program might be put on that would be an experiment in radio as a cultural medium with social controls and not commercial controls.

We have made studies of the cost of such a station, of the range it might have, of how it might work. I think there is no doubt but that its program could be fully made up of good material, and I think it would become a great educational force.

As to its financing, I do not see how it could be financed except as our universities or colleges are financed, by private contributions.

As to the need for it, I think there is no doubt. As I said, our rural regions look to the leadership of the centers of population. The rural population is less sophisticated.

I think a change of temper must come thru our American life. I think that is the heart of the New Deal, that whoever has control of the vital interests of people shall use that control in a spirit of trusteeship and not primarily in a spirit of profit. That must be done with radio, and I am hoping that from some source or other we shall be able, outside of government control, to have set up in our region an experimental educational radio which will have its due proportion of entertainment, but which will be controlled always by that discrimination which constitutes cultural leadership.

### Characteristics of a Sound Broadcasting System<sup>1</sup>

6. Broadcast programs should be subjected to an adequate, periodic, and impartial check-up to ensure that the needs of the people are met.

<sup>1</sup> Under this title in successive issues *Education by Radio* is presenting a series of points, the consideration of which is fundamental in the development of a sound radio broadcasting system.

LEGISLATION SHOULD BE ENACTED which will safeguard, for the uses of education, a reasonable share of the radio broadcasting channels of the United States. State and national school officials should develop the technics for using the radio effectively in education.—Resolution adopted at the Annual Convention of the National Education Association, Washington, D. C., July 6, 1934.

### New Body Controls Radio

THE FEDERAL COMMUNICATIONS COMMISSION on July 11 took over the radio duties formerly exercised by the Federal Radio Commission. Judge Eugene O. Sykes of Mississippi stepped from the chairmanship of the Federal Radio Commission to that of the new Communications Commission. Col. Thad H. Brown of Ohio is the only other radio commissioner to receive an appointment to the new body. The other five members appointed by President Roosevelt are: Dr. Irvin Stewart of Texas, radio expert in the Department of State; Paul A. Walker of Oklahoma; Norman S. Case of Rhode Island; George Henry Payne of New York; and Hampson Gary of Texas.

### Misrepresentation Continues

COMMERCIAL RADIO INTERESTS continue their campaign of misrepresentation. Their magazines, periodicals, and spokesmen are afraid apparently that the truth about the success of radio in England may adversely affect their own private interests. An article in the June 1, 1934 issue of *Radio Art* states,

The majority of the broadcasts over the BBC are electrical transcriptions. Speakers also predominate. On Sundays no music is permitted; hence the listeners tune in to Continental stations for entertainment.

Sir John Reith, director-general of the British Broadcasting Corporation, in a letter dated June 15, comments as follows:

It may be of interest to let you know that the proportion of gramophone records in our programs, national and regional, for the past four months has been 6.7 percent of the total transmitting time.

With regard to Sunday programs, broadcasting in this country starts in the morning with a musical program and continues uninterrupted until half past ten at night. Apart from a short religious service in the evening, a children's service in the afternoon, and possibly a short talk also in the afternoon, the programs on Sundays are entirely musical and their content varies from light popular music to modern symphonic works.

Another example of misrepresentation, a direct attack on two of the educational stations, was contained in an article in the *Washington Star* of Sunday, June 17, 1934. The article which detailed the sale of Radio Station WRHM to the *St. Paul Dispatch* and *Pioneer Press* and the *Minneapolis Tribune* says,

The station's wave length is shared for several hours a week by WLB of the University of Minnesota and WCAL of St. Olaf College, Northfield, Minnesota. It is considered likely the college stations may be abandoned in favor of using time instead on the newspaper station.

The business manager of St. Olaf College writes,

We have no intention to abandon our station, and any rumor that we are about to do so is entirely without foundation. We have just had our power increased from 1000 to 2500 watts and are embarking upon a larger program than ever.

The chairman of the University of Minnesota radio broadcasting committee says,

Please be assured that the situation with reference to the two college stations has not been changed a whit. . . . We still retain our time as awarded to us by the Radio Commission and believe that we will get along without any friction with the two newspapers, both of which are very friendly to the University.

# Gleanings from Varied Sources

National radio has provided a medium of daily communication between the provinces that will have a gradually increasing influence in uniting Canadian people more closely in a spirit of national fraternity and common understanding. By the daily exchange of radio programs between East and West the geographical barrier of distance is being surmounted and in this way there tends to be a disappearance of parochialism and the development of a vigorous national perspective. Obviously national radio is an effective instrument in nation building.

The significance of Canadian programs by Canadian artists being heard simultaneously thruout Canada daily, and the fact also that programs are being presented from leading centers in every part of Canada, is very impressive.

What was accomplished in 1933 is but the beginning of a system of national radio that will be of incalculable service to the people of this country.—CANADIAN RADIO BROADCASTING COMMISSION, *Interim Report*, 1933, p9-10.

We shall some time in the years that are ahead of us really learn how to use the talking picture, and the radio, or some hook-up of these and similar inventions as an effective means of education. Up to now our efforts to use these new discoveries as tools of education have been spasmodic, ineffective, and sometimes childish. The "Talking Book" too is just around the next corner in our history, and will doubtless be made a cheap, effective means of education. These things when put to use, and logically fitted into the educational plan may be as great a factor in education as was the invention of printing.—*Dade County [Florida] Teacher*, May 31, 1934.

The future of good music on the air is dependent on the same factors that will influence the future of good music in our concert halls and opera houses. People everywhere will shun boredom, whether it be in the field of the classics or in that of music of the moment. If our symphonic and operatic performers can be as perfect in their way as their lower-browed colleagues of the air are in *theirs*, devotees of the best in music will have much to hope for in radio.—SAMUEL CHOTZINOFF, "Is it Possible for Good Music on the Air To Win Without Advertising?" *Today* 1: 8, March 17, 1934.

Vested interests in America will always give noble arguments for retaining control and final censorship of programs. This is only natural. A disinterested person, however, can easily understand why the English system is becoming increasingly more effective, both in the field of school and of adult education. Its critics may bemoan the fact that Amos 'n' Andy, Ed Wynn, and their ilk cannot be heard, but the British still survive and maintain a keen interest, as the two million subscribers to the *Radio Times* attest.—ALICE KEITH.

Frieda Hempel, soprano and former member of the Metropolitan Opera Company, has offered to sing over WNYC, the radio broadcasting station owned by the City of New York. In a series of concerts authorized by Mayor LaGuardia, Mme. Hempel will present some of the much-neglected works of great composers.

Radio Education is the title of a six-weeks course for teachers being given this summer at the University of Maryland by Dr. Tracy F. Tyler, secretary and research director of the National Committee on Education by Radio. This is the first year such a course has been offered at the Maryland institution.

Educators are awaiting eagerly the findings of the committee recently appointed by Mayor LaGuardia to survey the facilities of WNYC, municipally-owned broadcasting station of the City of New York. Particular interest centers around the recommendations for this publicly-owned station since the membership of the committee includes William S. Paley, president, Columbia Broadcasting System; Richard C. Patterson, Jr., vicepresident and general manager, National Broadcasting Company; and Alfred J. McCosker, president, National Association of Broadcasters, and an executive of WOR, Newark, N. J.

In its essence, the charge levelled against the "American System" of advertising-subsidized radio broadcasting is that it is drunk and disorderly. As to this general charge, the commercial broadcasters, the radio engineers, the educators, the radio lawyers, radical and reactionary pressure groups, and even the officials of the Federal Radio Commission are in substantial agreement.—JAMES RORTY, *Order on the Air! The John Day Pamphlets*, No. 44. New York: The John Day Co., 1934. p7.

Applause on the radio has been overdone, according to one letter-to-the-editor writer. Sometimes the applause comes from visitors in the studio, this writer is informed, sometimes from instruments which imitate the clapping of hands. American radio listeners may be willing to be told how good the radio advertiser's product is, but they still want to make up their own minds about his program.—*Christian Science Monitor*, June 11, 1934.

To permit radio to become a medium for selfish propaganda of any character would be shamefully and wrongfully to abuse a great agent of public service. Radio broadcasting should be maintained on an equality of freedom similar to that freedom which has been and is the keystone of the American press.—FRANKLIN D. ROOSEVELT, in a message to the Radio Manufacturers' Association, Chicago, Ill., June 13, 1934.

The International Bureau of Education, in a press release dated April 1934, has called attention to the importance of an article entitled "Radio in Education" written by Clarence G. Lewis, secretary to the Director of Education and registrar of the Advisory Council of Education in South Australia. This article appeared in *Education by Radio* 2: 6-7, January 14, 1932.

Radio in the Classroom is the title of a three-weeks course being offered this year at the summer session of Columbia University. The course is being given by Dr. Cline M. Koon, federal Office of Education, and Professor Fannie W. Dunn. Dr. Koon gave the course for the first time at the 1933 summer session.

WHA, Wisconsin's state radio station, received permission June 15, 1934 to make equipment changes and increase its power of operation from 1000 to 2500 watts. More than a year ago WHA was permitted to increase its power from 750 to 1000 watts.

The radio is a source of real recreation [for children] for but a fraction of the day, and the movie for a lesser portion.—JAMES F. ROGERS, federal Office of Education.

Radio station KFKU, University of Kansas, secured permission on June 29, 1934 to raise its power from 500 to 1000 watts.



# The Federal Communications Commission

**T**HE FEDERAL COMMUNICATIONS COMMISSION, created by an Act of Congress approved June 19, 1934, was organized on July 11, 1934. Judge Eugene O. Sykes, who was appointed chairman by President Roosevelt, together with the other six Commissioners, is pictured in the photograph on this page. The members of the Commission were given recess appointments following the adjournment of Congress, and, consequently, must be confirmed by the Senate when Congress convenes in January.

The Act creating the Commission gave it the power to regulate interstate and foreign communications by wire or radio and abolished the Federal Radio Commission which was organized March 15, 1927.

Three divisions of the Federal Communications Commission have been set up. The chairman of the Commission, Judge Sykes, serves on each of the three divisions. The other members of each of the divisions are: broadcasting division; Commissioner Gary, chairman, Commissioner Brown, vicechairman; telegraph division; Commissioner Stewart, chairman, Commissioner Payne, vicechairman; telephone division; Commissioner Walker, chairman, Commissioner Case, vicechairman.

In setting up the three divisions the Commission has provided that the broadcasting division shall have and exercise jurisdiction over all matters related to or connected with broadcasting; the telegraph division, over record communications by wire, radio, or cable and all forms and classes of fixed and mobile radiotelegraph services and amateur service; the telephone division, over telephone communications [other than broadcasting] by wire, radio, or cable, including all forms of fixed and mobile radio telephone service.

The whole Commission shall have and exercise jurisdiction over all matters not specifically allocated to a division, over all matters which fall within the jurisdiction of two or more of the divisions, and over the assignment of bands of frequencies to the various radio services. In any case where conflict arises as to the jurisdiction of any division or where jurisdiction of any matter or service is not allocated to a division, the Commission shall determine whether the whole Commission or a division shall have and exercise jurisdiction and if a division, the one which shall have and exercise such jurisdiction.

Altho educators will be principally concerned with the activities of the broadcasting division, they will be interested also in learning of the background of these seven men into whose hands has been placed the destiny of such important instruments of modern communication.

Judge Eugene Octave Sykes [term expires 1941] is the only member of the Commission who served as one of the five original members of the Federal Radio Commission. Named vicechairman at that time [March 15, 1927] he served in that capacity until he was elected chairman, March 21, 1933, which position he held until the Federal Radio Commission was abolished by the enactment of the Federal Communications Bill.

Judge Sykes was born in Aberdeen, Mississippi, July 16, 1876. He was a student at St. Johns College, Annapolis, Maryland, the United States Naval Academy, and the University of Mississippi, receiving the degree of LL.B. from the latter institution in 1897. Following his graduation, he took up the practise of law at Aberdeen, Mississippi. In 1916 he was

appointed justice of the Supreme Court of Mississippi. In November of the same year he was elected to the same office for an eight-year term. On his retirement from the bench in 1924, he resumed his law practise. Appointed a member of the Federal Radio Commission in March 1927 by President Coolidge, he was reappointed by President Hoover on February 24, 1930. He attended a number of international radio conferences while serving as a member of the Federal Radio Commission. He was chairman of the American delegation to the Ottawa Conference in 1929, to the Madrid Conference in 1932, and to the Mexico City Conference in 1933. Judge Sykes is a Democrat.

Colonel Thaddeus Harold Brown [term expires 1940] is the only other member of the Federal Radio Commission to be named a member of the Federal Communications Commission. Colonel Brown was born in Lincoln Township, Morrow County, Ohio, on January 10, 1887. Beginning his education in a country school, he was graduated successively from high school, the Ohio Wesleyan University, and the Ohio State University. He was admitted to the practise of law in Ohio in June 1912, and to practise before the Supreme Court of the United States in 1930. He served as journal clerk in the Ohio House of Representatives, 1909 to 1911; was assistant secretary of the fourth Ohio Constitutional Convention, 1912; practised law at Columbus, 1912 to 1917; served in the World War, 1917 to 1919, entering with the rank of Captain and retiring with that of Major. On being discharged from the service, he resumed the practice of law in Columbus. He served as a member of the Ohio Civil Service Commission, 1920 to 1922; was secretary of state for Ohio, 1923 to 1927; served as chief counsel of the Federal Power Commission, September to De-



**M**EMBERS OF THE NEWLY-CREATED FEDERAL COMMUNICATIONS COMMISSION. *Left to right, seated: Col. Thad. H. Brown, Columbus, Ohio; Judge Eugene O. Sykes, chairman, Jackson, Miss.; Paul A. Walker, Oklahoma City, Okla. Standing: Dr. Irvin Stewart, Fort Worth, Texas; George H. Payne, New York, N. Y.; Norman S. Case, Providence, R. I.; and Hampson Gary, Tyler, Texas.*

## EDUCATION BY RADIO

is published by

### THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

TRACY F. TYLER, secretary

1201 Sixteenth Street, Northwest, Washington, D. C.

Committee Members and Organizations They Represent

ARTHUR G. CRANE, president, University of Wyoming, Laramie, Wyoming, *National Association of State Universities.*

J. O. KELLER, head of engineering extension, Pennsylvania State College, State College, Pa., *National University Extension Association.*

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

JOS. F. WRIGHT, director, radio station WILL, University of Illinois, Urbana, Ill., *Association of College and University Broadcasting Stations.*

sity of Chicago in 1909 and of LL.B. from the University of Oklahoma in 1912. He was principal of the Shawnee, Oklahoma, high school for three years and was an instructor on the faculty of the University of Oklahoma for three years. From 1912 to 1915 Mr. Walker practised law at Shawnee, Oklahoma. For more than fifteen years he was connected with the State Corporation Commission of Oklahoma, serving as counsel and commissioner. He was elected to the Corporation Commission and was made chairman in January 1931, serving until he resigned to accept appointment to the Federal Communications Commission.

As special counsel for the State Corporation Commission, Mr. Walker was engaged continuously in the conduct of important litigation for the Corporation Commission of Oklahoma, the Interstate Commerce Commission, and the federal courts. He represented the State of Oklahoma in rate litigation and proceedings which brought about a reorganization of the Oklahoma rates on grain, cotton, livestock, petroleum, and other important commodities. Public utility investigations initiated by Mr. Walker included a general investigation of natural gas, electric light and power, telephone, and cotton gin rates. Mr. Walker is a Democrat.

Norman Stanley Case [term expires 1938] was born in Providence, Rhode Island, October 11, 1888. He received the A.B. degree from Brown University in 1908 and the LL.B. from Boston University in 1912. He began the practise of law in 1911, having been admitted to the Rhode Island bar in the same year. He was admitted to the Massachusetts bar in 1912 and to practise before the Supreme Court of the United States in 1923. He served in the Providence City Council, 1914 to 1918; was United States District Attorney, 1921 to 1926; was lieutenant governor of Rhode Island, 1927 to 1928, becoming governor upon the death of Governor Pothier on February 4, 1928. After finishing the unexpired term of Governor Pothier he served two terms as governor, retiring from that office in January 1933. Mr. Case is a Republican.

Hampson Gary [term expires 1935] was born in Tyler, Texas, April 23, 1873. Mr. Gary was educated at Bingham School, North Carolina, and at the University of Virginia. He was admitted to the bar in 1894 and practised law at Tyler, Texas, until in 1914 he came to the District of Columbia. In that year he was made special counsel to the Department of State and became solicitor in 1915. He served as American envoy to Egypt, 1917 to 1920. While in Cairo he was in charge of American interests in Palestine, Syria, and Arabia. In 1919 he was called to Paris for technical work with the American Commission to Negotiate Peace. He served as Envoy Extraordinary and Minister Plenipotentiary to Switzerland, 1920 to 1921. Mr. Gary has practiced law in Washington since 1921 and also in New York since 1931, having offices in both cities. Mr. Gary is a Democrat.

George Henry Payne [term expires 1936] was born in New York, N. Y., August 13, 1876. He was a student at the College of the City of New York, 1891 to 1893. He took special courses at the New York College of Pharmacy and was a student of law at New York Law University. Mr. Payne is an author and journalist. He was proprietor of *Long Branch Summer Season*, 1893; the *Gothamite*, 1895 to 1896; exchange editor and editorial writer, *Commercial Advertiser*, 1895 to 1896; associate editor, *Criterion Magazine*, 1896 to 1899; music and dramatic critic, *New York Evening Telegram*, 1903 to 1907; political writer, *Evening Post*, 1909 to 1912; lecturer on history of American journalism, Cooper Union, 1915. Mr. Payne is a Republican.

ember, 1929, when he resigned to become chief counsel of the Federal Radio Commission. He held the latter office until he was appointed to membership on the Federal Radio Commission on March 28, 1932, and served as vicechairman from April 25, 1933, until the Commission was abolished. Colonel Brown is a Republican.

Dr. Irvin Stewart [term expires 1937] came to the Federal Communications Commission from the Department of State where he served as expert on communication matters. Dr. Stewart was born at Fort Worth, Texas, October 27, 1899. After graduating from the Fort Worth high school, he attended the University of Oklahoma law school, 1917 to 1919. He received the LL.B. degree from the University of Texas in 1920 and was admitted to the Texas bar the same year. In 1922, after receiving the A.B. and M.A. degrees from the University of Texas, he was made a member of the faculty of the department of government, serving in that capacity until 1926. One year of this time was spent in residence at Columbia University, from which he received the Ph.D. degree in 1926. He served as assistant solicitor in the Department of State, 1926 to 1928. He then returned to spend eighteen months on the faculty of the University of Texas, following which he served as head of the department of government in the graduate school of the American University, Washington, D. C., during the academic year 1929-30. He entered the treaty division of the Department of State on October 1, 1930, and served as an expert on communication matters until he resigned to become a member of the Communications Commission. He was a member of the American delegation to the International Radio Conference, 1927; of the International Technical Consulting Committee on Radio Communication, Copenhagen, 1931; Pan American Commercial Conference, Washington, 1931; International Radio and Telegraph Conference, Madrid, 1932; and the Mexico City Conference, 1933. He was a member of the Interdepartmental Committee on Communications and worked with the Congressional committees in drafting the bill creating the Federal Communications Commission. He is the author of a book, *Consular Privileges and Immunities*, and the editor of a volume on radio published in the Annals of the American Academy of Political and Social Science. Dr. Stewart is a Democrat.

Paul Atlee Walker [term expires 1939] was born January 11, 1881, and has been a continuous resident of Oklahoma since 1905. He received the degree of Ph.B. from the Univer-

## Hearing on Nonprofit Radio Programs

THE BROADCASTING DIVISION of the newly-created Federal Communications Commission has set October 1, 1934, for a hearing on "the proposal that Congress by statute allocate fixed percentages of radio broadcasting facilities to particular types or kinds of nonprofit radio programs or to persons identified with particular types or kinds of nonprofit activities."

This hearing has been called pursuant to the provisions of Section 307 [c] of the Communications Act of 1934 which reads,

The Commission shall study the proposal that Congress by statute allocate fixed percentages of radio broadcasting facilities to particular types or kinds of nonprofit radio programs or to persons identified with particular types or kinds of nonprofit activities, and shall report to Congress, not later than February 1, 1935, its recommendations together with the reasons for the same.

The Federal Communications Commission has issued the following orders so as to collect the necessary data to present to Congress:

*It is ordered*, that any person or licensee [of a radio broadcast station] desiring to submit information to the Commission concerning any matter referred to in said section may do so by appearing in person or by attorney at a hearing to be held at the offices of the Federal Communications Commission beginning at 10AM on October 1, 1934, and continuing from day to day until completed. Written notice of intention to appear at said hearing should be furnished the Commission not later than September 20, 1934.

*It is further ordered*, that the Secretary cause copies of this order to be sent all licensees of radio broadcast stations and any other parties known to be interested in said matters.

### Who Fashions Radio Styles?

IT IS MY CONTENTION that it is not the public who fashions radio programs but the radio that creates the public's taste. Advertising agencies fail to realize that the performer does not make the advertiser as much as it is the sponsor who develops the success of a performer.

Stating that the public creates the style of radio programs is as ridiculous as saying the public creates styles in dress.

I contend that any wellknown radio sponsor could take a nonentity as far as the public is concerned, but one who has unquestionable merit, and within a short space of time make this nonentity a known personality. For that reason I believe that if the sponsors were to select talent and not names they would not only be serving the public well but would be doing a great deal for their client as the unknown performer could be contracted for a much more reasonable figure. Good music, either played or sung, could be brought to the public by sponsors who would in turn develop a latent taste for the worthwhile that lies in every one.

Popular music is something that should be listened to only with the feet. The slobbering sentimentality of the lyrics is neither educational nor beautiful and those people of the

### Characteristics of a Sound Broadcasting System<sup>1</sup>

7. Opportunity should be provided for developing to the highest degree the latent possibilities of undeveloped or semi-developed talent.

<sup>1</sup> Under this title in successive issues *Education by Radio* is presenting a series of points, the consideration of which is fundamental in the development of a sound radio broadcasting system.

church who are interested in cleaning up indecent moving pictures might also put their efforts to better purpose by censoring many of the lyrics of popular songs, which not only are suggestive but indecent and vile.

The radio is in every home and while I as an adult can often laugh and get some amusement from hearing the double meanings of some things, I think for the sake of children some pointed expressions might well be dispensed with. It is not only rubbish but filth that comes into the home thru the lyrics of some modern songs and the suggestive tone of radio performers. Music that has stood the test of ages develops a love for fine things and an appreciation of the arts. The rest, while seemingly entertaining many millions, tho it may not degrade, certainly does not elevate the mind.

Sponsors of radio programs would be doing the public a greater justice not to consider them morons and offer worthwhile entertainment. I feel certain that their listening audience will not be greatly lessened and the purchases of their product will certainly not decrease.—JOSEPH A. LIPPMAN, *New York Times*, July 22, 1934.

### Canadian Parliamentary Committee Reports

THE CANADIAN RADIO BROADCASTING COMMISSION was established in 1932 under an Act of Parliament. Under this Act the Commission was to function for a period of ten years. Considerable misunderstanding of the status of the Canadian Commission has occurred in the United States. This misunderstanding was probably due to the appointment of a special committee which was commissioned to "inquire into and report upon the operations of the Commission, under the Canadian Radio Broadcasting Act, as amended at the last session of Parliament."

The functions of the special committee were merely advisory and, as a matter of fact, the Parliament accorded little discussion to the report. The question was raised as to whether the committee thought that the law as to advertising content should be abandoned. The chairman of the committee was emphatic in his opposition to such change, stating that the committee merely intended to suggest a little more latitude in the manner of its enforcement. The Parliament ignored the suggestion of the committee that the Commission appoint a general manager, hence it appears that nothing will come of the recommendation. A verbatim report of the special committee on radio follows:

Your committee held twenty sessions and heard thirty-seven witnesses, including five Members of Parliament, and, after reviewing the evidence, it has been made apparent to your committee that the establishing of national broadcasting in Canada presents many difficulties, for the correction of which time, experience, and large expenditure of public money will be necessary.

Your committee therefore recommends:

[1] That in view of evidence given before this committee, the Government should, during the recess, consider the advisability of amending the Act, with a view to securing better broadcasting facilities throughout the Dominion. In the opinion of your committee, radio broadcasting could best be conducted by a general manager.

[2] That the collection of the fees for radio licenses should be simplified and that one license fee should cover only one receivingset.

[3] That the provision of the Act dealing with advertising should be more liberally interpreted.

[4] That a greater use of electrical transcriptions be permitted.

[5] That, pending nationalization of all stations, greater cooperation should be established between privately-owned stations and the Commission.

[6] That Chapter 35 of the Statutes of Canada for 1933, which expired on the 3d of April 1934, be renewed until the 31st day of March 1935.

# Gleanings from Varied Sources

We remember the prominence given a generation ago to three great influences on the character of youth. There were the home, the school, and the church. Their teaching still continues, but now it is being overshadowed all too much by teaching of another kind which comes from three other sources that are not so unselfish, not so high-minded, and not so much interested in the best development of the youth of the nation. I refer, of course, to the lower type of radio broadcasts and movies and cheap literature which in a few years have become universal. By reason of these influences interests in things that are wholesome and helpful have been replaced by attention to helter-skelter skits, blood-and-thunder stories, and suggestive and positively indecent productions, including gun play, licentiousness, kidnapping, and other crimes. All these are intended to produce profits for their perpetrators—and at the expense of the youth of our nation! What should be done, is considered by some of our best thinkers and leaders as the paramount question of the day. Some fear we would destroy the civilization we have developed with the instruments we have devised.—RAYMOND A. PEARSON, president, University of Maryland, in his remarks to the graduating class, June 2, 1934.

Allow me at this time to express my hearty accord with your recent editorial, "Driving Them Crazy." I deferred buying a radio until some seven months ago, largely because of the character of so much of the matter coming over the air. Now, after so short a time, for the same reason, we simply do not turn the instrument on for a whole day or more at a time. A good program, when put on, is too often interspersed with or followed by unctuous and sickening advertising of toothpaste, soap, cosmetics, or something of the sort. The effect on me is such that I usually am impelled to jump up and turn the radio off at least until the offending stream of "tripe" has temporarily run dry.

I should much prefer to pay a small monthly "tax" for fewer programs, without advertising. Perhaps this is the ultimate solution of the problem of how to provide worthwhile entertainment and education by radio.—R. A. YOUNG, Washington *Evening Star*, July 27, 1934.

Much has been done in the field of adult education by the department of extension [University of Alberta] thru the medium of radio. But the wonderful possibilities of the broadcasting medium for the equalizing of opportunities in education need to be more fully realized and the radio utilized more extensively for educational work, especially in rural communities.—University of Alberta, *Annual Report of the Department of Extension for Year Ending March 31, 1934*, p10-11.

The fact that radio cannot play to and appeal to special audiences and that it must, by its very nature, play to universal audiences, is a colossal abstract fact incompatible with the necessary selectivity of art. A further fact is that entertainment created for mass-production is bound to be mediocre because it sets out to touch human sentiments along a line of common level.—FRED SMITH, originator, "March of Time."

The Canadian [radio broadcasting] system saves listeners from the uncontrolled announcements of those evangelical gentlemen who plead with us in the name of Heaven to look for the spear on the cover and from hearing the same popular music come from half a dozen different stations in the same evening.—E. A. CORBETT, director of extension, University of Alberta.

Your editorial, "There's Rubbish on the Air," is most timely. I know that this rubbish is estranging many intelligent listeners. Even what starts as a good program often turns to mediocrity after the first selection, and more often than not, one finds it difficult to get anything but jazz or similar entertainment on any station. Radio artists tell me that they cannot sing or play the more classical types of music, as they prefer to do, because the advertising agencies have a mistaken idea that the public wants nothing but jazz, cheap, sentimental ballads, crooning, and the like.

If we are to have better programs, we must tell sponsors and broadcasters of our desires, and send our thanks and appreciation to them. I am convinced that a thoro housecleaning of radio programs would be welcomed by many. May we have more cards or letters of appreciation sent to those who are responsible for wholesome and inspiring programs by great singers and instrumentalists of our day, singing and playing the world's finest music.—ERNEST EDWARDS, *Christian Science Monitor*, July 7, 1934.

It is unfortunate that over the radio one hears so much jazz and crooning songs and inferior music when the operas can be had in record form as easily and a taste in music cultivated in the public, and especially in the young during the formative period of their lives. Unless children acquire a taste for good music early in life, often, unfortunately, they never learn to appreciate opera music and are satisfied with secondary music when adults, because they know nothing better. Parents can inculcate love for good music in children by allowing them to hear opera music from victrola records instead of hearing jazz music continually. Nothing will give children as much pleasure as music in after years, as it is a hobby that never bores and a constant inspiration to an individual.—DOROTHY A. DAVIS, Washington *Evening Star*, July 27, 1934.

The radio in the shaping of public opinion already is one of the most powerful influences in our political and social relations. It is going to become more and more powerful. I am regretful that we did not follow the English example of keeping the radio completely under governmental control. We have allowed it to remain in private hands and have thereby exposed the country to very serious dangers.—REPRESENTATIVE ROBERT LUCE, Massachusetts.

Without free speech no search for truth is possible; without free speech no discovery of truth is useful; without free speech progress is checked and the nations no longer march forward towards the nobler life which the future holds for man. Better a thousandfold abuse of free speech than denial of free speech. The abuse dies in a day, but the denial slays the life of the people, and entombs the hope of the race.—CHARLES BRADLAUGH.

Erection of a modern radio station, with concert halls and a theater to seat 2000, has been suggested to the Greek Government by Marconi Limited, which proposes to finance the building of the \$600,000 station by obtaining a long term loan. Greece has no radio station.

The General Board of Christian Education of the Methodist Episcopal Church, South, has issued recently a pamphlet entitled "A Mother's Viewpoint." It is a reprint of the article by Mrs. Friend which appeared in the May 10, 1934, issue of *Education by Radio*.

Radio is an extension of the home.



# College and University Broadcasters Meet

**W.** I. GRIFFITH, director, radio station WOI, Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa, was elected president of the Association of College and University Broadcasting Stations at the annual meeting held in the Muehlbach Hotel, Kansas City, Missouri, September 10-11, 1934. He succeeds Jos. F. Wright, director, radio station WILL, University of Illinois, Urbana, Illinois, who has been president during the past two years.

Harold G. Ingham, director of extension and of radio station KFKU, University of Kansas, Lawrence, Kansas, was named vicepresident of the Association to succeed Mr. Griffith; Dr. B. B. Brackett, director, radio station KUSD, University of South Dakota, Vermillion, South Dakota, and T. M. Beard, director, radio station WNAD, University of Oklahoma, Norman, Oklahoma, succeed themselves as treasurer and executive secretary, respectively. Professor Griffith, as president of the Association, becomes automatically a member of the National Committee on Education by Radio. He is the third member of the Association of College and University Broadcasting Stations to serve on the National Committee. R. C. Higgy, director, radio station WOSU, Ohio State University, Columbus, Ohio, was the representative when the Committee was first organized late in 1930. He was succeeded in 1932 by Jos. F. Wright, director, radio station WILL, University of Illinois, Urbana, Illinois.

The meeting was well attended. In spite of its being held in the central part of the country it drew representatives from both coasts. Representing the East Coast was Charles A. Taylor, in charge of agricultural radio programs, Cornell University, Ithaca, New York, and the West Coast, Dr. Frank F. Nalder, director of general extension and radio programs, State College of Washington, Pullman, Washington. The latter, with his wife, had driven 2200 miles to attend the meeting. Among the others present were presidents of institutions, station directors, program directors, engineers and members of the technical staffs, and representatives of national organizations.

Two roundtable discussions were held on Monday afternoon. One was designed for station directors and program directors and was in charge of Harold B. McCarty, director, state broadcasting station WHA, University of Wisconsin, Madison, Wisconsin. Among the subjects discussed were: exchange of program ideas and of educational programs, the future of the Association's bulletin service, the organization of listening groups, and the problem as to whether educational stations should present children's programs.

The other roundtable was planned for engineers and mem-

bers of the technical staffs of the stations. It was presided over by W. E. Phillips of radio station WILL, University of Illinois, Urbana, Illinois. Among the subjects discussed were: the proposal to increase regional power, the use of directional ant-

ennae, high fidelity transmission, and determining station performance from field surveys. Both roundtables were well attended and stimulated valuable discussion.

The afternoon session on September 11 was a closed one. Routine business, including the reports of the secretary and the treasurer and the election of officers, was disposed of. However, the majority of the time was spent in the presentation and discussion of the report of a special committee on the reservation of channels for educational stations. This committee was headed by Harold G. Ingham of the University of Kansas.

The problem of the reservation of channels was important and timely due to the fact that, beginning on October 1, the Federal Communications Commission will hold hearings on the proposition of the reservation of radio broadcasting facilities for nonprofit agencies. The Association of College and University Broadcasting Stations, as a result of the discussion, voted to ask for an opportunity to be heard and authorized the sending of a representative or representatives to the hearings in Washington.

The officers had planned a particularly valuable general program consisting of the following subjects and speakers: "The Administration of Educational Programs," L. L. Longsdorf, Kansas

State College of Agriculture and Applied Science, Manhattan, Kansas; "Why Educational Stations Are Where They Are and What To Do About It," F. E. Schooley, University of Illinois, Urbana, Illinois; "Effective Publicity Broadcasts for Helping Educational Institutions Serve Their People," T. M. Beard, University of Oklahoma, Norman, Oklahoma; "The Value of Educational Programs—What Is It?" Dr. Frank F. Nalder, State College of Washington, Pullman, Washington; "The Federal Communications Commission," Dr. Tracy F. Tyler, National Committee on Education by Radio, Washington, D. C.; "Effective Radio Drama," Homer Heck, University of Oklahoma; "The Wisconsin School of the Air"; H. B. McCarty, University of Wisconsin, Madison, Wisconsin; "Must Educational Broadcasts Be Sugar Coated?" W. I. Griffith, Iowa State College, Ames, Iowa; "Securing Recordings from Federal Departments for Use by Educational Stations," T. M. Beard; "Exchanging Programs via Shortwave Transmission," Carl Menzer, State University of Iowa, Iowa City, Iowa; and "Reservations of Channels for Educational Stations," Armstrong Perry, National Committee on Education by Radio.



**W.** I. GRIFFITH, director, radio station WOI, Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa, who has just been elected to the presidency of the Association of College and University Broadcasting Stations. Professor Griffith becomes automatically a member of the National Committee on Education by Radio succeeding Jos. F. Wright, University of Illinois, Urbana, Illinois, who held the position two years.

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

## Wisconsin Expands Radio College

THE WISCONSIN COLLEGE OF THE AIR will begin its second term on Monday, October 1, 1934, and continue for thirty weeks, ending on May 3, 1935. The first term, which began on October 2, 1933, consisted of five half-hour courses broadcast once each week for a period of thirty weeks, and was referred to in a previous issue of *Education by Radio*.<sup>1</sup>

This year the number of courses has been increased to ten. They are: farm life and living, rediscovering Wisconsin [natural history], everyday economics, American life and books, the girl of today [home economics], better speech, science at work, literature of other lands, social problems of today, and the world of music.

They will be broadcast each school day from 1 to 1:30PM and from 3 to 3:30PM. All programs in the series originate in the studios of WHA in Madison. The station is owned by the state and operated thru the University of Wisconsin. Station WLBL at Stevens Point, operated by the State Department of Agriculture and Markets, will rebroadcast the programs simultaneously with WHA. Each station uses 2500 watts power and together they cover the major portion of the population of the state.

The success of the College of the Air broadcasts is assured thru the cooperation of the following Wisconsin agencies: State Board of Vocational Education, State Department of Public Instruction, Wisconsin Teachers Association, State Board of Normal School Regents, Madison Vocational School, Wisconsin Press Association, and the college of agriculture, school of education, extension division, department of economics, department of physics, department of geography, and department of speech, of the University.

The Wisconsin College of the Air is designed to provide educational opportunities for all, particularly the out-of-school young people of Wisconsin. The lessons will be on the youth and adult level. Many high schools will use them to supplement class work.

While there may be many educational talks on the air, the College of the Air offers the only carefully planned, integrated courses of instruction available to listeners in the state at large. Anyone may listen at home, or at a neighbor's, and hear leading educators speak with authority. There are no tuition fees,

no enrolment costs, no books to buy, and no charges for anything. Bulletins, study outlines, examinations, and certificates of achievement are given free.—HAROLD A. ENGEL, promotion manager, WHA.

## Government Radio Chain<sup>2</sup>

THE UNITED STATES GOVERNMENT should establish, operate, and maintain a federal broadcasting system. This chain [call it what you will] might operate under the following conditions:

[1] All costs for program production, administration, and transmission should be borne by the federal government.

[2] The programs would be available to any or all radio stations desiring them, whether educational or commercial, and each broadcasting station would be relieved of the cost of transmission of the programs to the station.

[3] The chain would be in operation eighteen hours a day.

[4] Determination of the nature of the programs and the administration of the chain would be in the federal Office of Education.

[5] Programs would be accepted from educational or commercial stations or chains provided they were approved, and provided, further, that no commercial announcements were made.

The plan may be fantastic, but again it may be a solution of, or lead to a solution of the question of how to improve American radio programs. Such a chain would have all of the possibilities of the British Broadcasting Corporation, the merits of which are so frequently proclaimed. It would not deprive anyone of privileges now enjoyed under existing licenses. It would leave to those listeners who desire to do so the opportunity to listen to commercial station programs, and it would give to others an opportunity to hear occasionally programs which at present are made available too infrequently by the commercial stations. It would give to educational stations meritorious programs to supplement those originated on their own campuses.—FRANK E. SCHOOLEY, radio station WILL, University of Illinois.

## Radio in Australian Schools

WHAT ARE SOME OF THE BENEFITS to be gained thru introducing radio lessons into the school? Clarence G. Lewis of the education department of South Australia believes that the following are particularly important:

[1] Radio could be used to teach subjects when no qualified teacher is available in the classroom.

[2] Broadcasting should be able to supplement the efforts of the class teacher, and to bring about the fuller reading of newspapers and magazines and investigation into books and encyclopedias.

[3] Lessons by air should bring about discussions by the pupils with the teacher, with other members of the class, and with the family.

[4] In country districts radio should assist towards equalizing educational opportunity.

[5] Broadcasting stations should be able to introduce an expert whom no school could possibly afford to have in person to talk to the scholars. It could also bring the inspiration of the expert with a great personality into the school.

<sup>2</sup> Excerpts from an address before the Association of College and University Broadcasting Stations, Kansas City, Missouri, September 10, 1934.

<sup>1</sup> *Education by Radio* 3:55, November 23, 1933.

## Radio Educator Disappears

**F**REDERICK H. LUMLEY has not been seen since he left Goat-haunt Camp, Glacier National Park, August 13. The supposition is that he attempted to walk around Waterton Lake in Canada and met with some accident. Searching parties have been hampered by snow and bad weather and up to the present have been unable to find any trace of him. Officials have given up hope of ever finding him alive.

Dr. Lumley had been in charge of the radio division of the bureau of educational research in the Ohio State University for a period of three years. He was a thoroly trained psychologist and his researches in the radio education field commanded the respect both of educational and commercial interests. The annual Institute for Education by Radio held at the Ohio State University had been his individual responsibility and its marked success was excellent testimony concerning his administrative ability.

Dr. Lumley will be missed not only by those with whom he came in immediate contact but by all persons interested in radio education. His place in the bureau of educational research will be difficult if not impossible to fill. His parents and associates have the sympathy of the members and staff of the National Committee on Education by Radio.

## Youth and False Advertising

**Y**OUTH TODAY is looking out upon a world of bread lines and soup kitchens. . . . He looks upon a world of shattered ideals, a world disillusioned by war. . . . Little wonder youth doesn't understand. Who does? Society says, "Thou shalt not steal," and straightway society employs its master minds to make us covet our neighbor's possession. They ballyhoo us into wanting automobiles and fur coats and tile bathrooms, and then if we break the rules of the game they tie us down with a ball and chain. And what are the rules of the game? It's wrong for me to slip my hand into your pocket and lift your billfold, but it's all right to take your money by lying about tooth paste to the accompaniment of grand opera or a jazz band.—WALTER L. BISSELL, head, English department, Central High School, Cleveland, in an address before a joint meeting of four national educational organizations, Cleveland, Ohio, February 26, 1934.

## Can't Something Be Done?

**A**BOUT THIS QUESTION of censoring radio programs. I believe in giving everyone a chance to mend his own ways but when there is no improvement, only strict censorship can be the cure.

Why, after all, must comedians descend to off-color words to punctuate the same gags that did or did not bring laughs last year and the year before? Why must they push ever closer to the line that marks good taste from bad?

Why must song lyrics, the sort that used to be cut to just "ums" and "de-da-dees," be permitted in full when the most

broadminded of persons can't help but feel a little uncomfortable about them?

And these dramatic stars! Isn't it possible for them to show off their talents without a playlet in which practically every vice and sex irregularity raises its pink skull every few minutes?

After all, when Miss Catherine Hayes Mencken goes on the air, her name is all that matters. Can't those who've never seen her on the stage be introduced via some pleasant little piece rather than thru ten minutes of obvious pot-boiling whose only claim to being alleged entertainment is a heap of unnecessary lewdness swept up from some forgotten corner?—A letter in the *Washington Daily News*, July 28, 1934.

## Radio Writers Forfeit Confidence

**S**OME RADIO WRITERS in the United States have seemingly adopted a policy of distorting information concerning radio broadcasting systems in foreign countries. They take particular pleasure in emphasizing in their publicity articles any intimation that a governmentally-owned or controled broadcast system is being discredited in the country operating it.

At the time of S. L. [Roxy] Rothafel's visit to London, newspapers circulated the report that this gentleman had endeavored to capture the charter of the British Broadcasting Corporation, which expires in 1936, and failing that, it was his intention to get hold of the Corporation thru the American-controlled British electrical combine. It was further asserted that he aimed to put broadcasting in England on the basis of private enterprise and build a "Radio City" in London based on the New York original. It was a good story but somehow it was not quite convincing. A check with officials of the BBC revealed that Mr. Rothafel discussed with one of them his plans for building a music hall in London to learn if the Corporation were interested. That was all that transpired.

The same publicity article sought to establish a connection between the time when Mr. Rothafel's negotiations were conducted and the rumor that Sir John Reith, director-general of the British Broadcasting Corporation, was "fighting a battle for his official life and for the Corporation's charter." It was stated that Parliament was ready in its criticism of the Corporation's control and policy, and that Sir John was to be called upon by that august body to render an account of his stewardship.

As scheduled, Sir John submitted to Parliamentary questioning in the House of Commons and emerged victorious from the ordeal. The members were so satisfied with Sir John's frank replies to their questions and so inspired with confidence in his judgment and ability in handling England's great radio concession that they applauded and cheered him loudly when he had completed his testimony.

The most convincing bit of evidence submitted at the meeting, in reply to a question concerning reports that the members of the staff of the British Broadcasting Corporation were discontented with its management, was a testimonial signed by 800 employees of the Corporation expressing their confidence in Sir John's administration and their loyalty to him personally. This effectively silenced further criticism on that point.

The tendency among commercially-minded radio writers in the United States to publicize widely rumors of unfavorable reaction to broadcasting systems in other countries and to "soft-pedal" the praise accorded these systems by the majority of the listeners in those countries is one of the things that is destroying public confidence in American commercial broadcasting.

### Characteristics of a Sound Broadcasting System<sup>1</sup>

8. The primary function must be public service; hence every policy and decision must be arrived at wholly from that point of view.

<sup>1</sup> Under this title in successive issues *Education by Radio* is presenting a series of points, the consideration of which is fundamental in the development of a sound radio broadcasting system.

# Gleanings from Varied Sources

**The Control of Radio** is the title of a 32-page pamphlet by Jerome G. Kerwin which presents considerable helpful material for those who are studying methods of improving America's haphazard radio practise. Should "what the public wants" be the governing factor in educational and cultural matters or must standards in these fields come from the top down rather than from the bottom up? How much reality is there in freedom of speech today when the system of communication is closely held, mainly for commercial purposes? Does not freedom of speech also imply freedom of circulation if it is to be socially effective? How much of that freedom does our system of radio control provide? Is there anything to be learned in that respect from the English and Canadian systems? Addressing himself to these problems, Professor Kerwin concludes: "The incontestable fact remains, nevertheless, that the privately controlled commercial broadcasting system needs a corrective which because of its nature the system cannot apply to itself." The pamphlet can be secured at a cost of twenty-five cents from the University of Chicago Press.

**Resolved:** That we commend to the officers of the board of education of the Methodist Episcopal Church, and the executive committee of the Federal Council of the Churches of Christ in America, the suggestion that they affiliate with, or look into the matter of official cooperation with the National Committee on Education by Radio, with headquarters in Washington, D. C., which now officially represents: National Education Association; National Catholic Educational Association; American Council on Education; The Jesuit Educational Association; National Association of State Universities; National University Extension Association; National Council of State Superintendents; Association of Land-Grant Colleges and Universities; Association of College and University Broadcasting Stations.—Resolution adopted unanimously at the 1934 Southern California annual conference of the Methodist Episcopal Church, Long Beach, California.

**The University of Michigan** opens its 1934-35 series of educational radio programs on October 7. The programs are broadcast from the university campus in Ann Arbor over the facilities of station WJR, Detroit, and are under the direction of Waldo Abbot of the university faculty. There are broadcasts on each school day at 9:15AM and 2PM and on Sundays at 1:30PM. There will be also one evening program each week, the day and the hour to be announced later. The weekly schedule provides classes in stringed instruments, wind instruments, and elementary singing, and broadcasts in the fields of parent education, vocational guidance, foreign language, speech, health, mental hygiene, current problems, and university research, and a series giving valuable information about the State of Michigan.

It thus becomes obvious that the coming year will witness important developments in the regulation of communications. . . . On the part of the new [Federal Communications] Commission, the rules, regulations, and procedural methods established by it, and the policies and principles adopted by it, will substantially affect . . . the character, quality, and quantity of radio broadcasting service received by the people of the country. The commercial consequences of the Commission's regulations will be far-reaching, but in all probability the social consequences will be even greater.—Standing committee on communications, American Bar Association. *Report*, 1934, p145.

The statutory basis for granting a broadcasting license is "public convenience, necessity, or interest." In other words, the station is authorized to render a public service. The primary function of radio is not to sell goods. There is no justification for the federal government maintaining an instrumentality for the benefit of advertisers. The only justification for radio advertising is that the station or system may be maintained financially for the purpose of rendering a greater public service.—EWIN L. DAVIS, vice-chairman, Federal Trade Commission, in an address before the National Association of Broadcasters, Cincinnati, Ohio, September 18, 1934.

**Who Owns the Air?** is the title of a well-written editorial appearing on page 201 of the August 22, 1934, issue of *The Nation*. The article is devoted to a review of *Radio as a Cultural Agency*, the proceedings of the national conference held in Washington, D. C., on May 7-8, 1934. It concludes with the statement: "The government, we think, might also very reasonably insist that certain hours of certain days be reserved for noncommercial agencies and that ballyhoo should not always and inevitably take precedence over everything else."

**Henry A. Bellows**, who has had a checkered career as a university instructor, house organ editor, radio station director, recess appointee to the Federal Radio Commission, and, more recently, vicepresident of the Columbia Broadcasting System, is now on the executive staff of the National Association of Broadcasters. It is understood that he will devote his time to presenting the case for commercial radio in the forthcoming hearings before the Federal Communications Commission.

**Considering how strict the censorship** of radio stations is in regard to certain words which, unfortunately, have become too common to occasion much surprise or create any great shock when heard in conversation, it is surprising that practically no attention has been paid to the grossly suggestive and maudlinly erotic songs with which crooners burden the ether and affront their more decent listeners.—Editorial, *Christian Century*, September 5, 1934, p1109.

**In spite of increased station ownership** by and affiliation to chain companies, broadcasting in the United States is still disjointed, and no general, well-organized program in the interest of public policy is pursued. Programs are still constructed, broadcast, and paid for on the basis of their mass appeal.—F. H. LUMLEY. *Broadcasting Foreign-Language Lessons*, p5.

**The International Typographical Union**, at its Chicago convention, September 14, declared that the major networks virtually control radio facilities at present and urged the government to hold back at least 50 percent of all licenses from private hands for the use of labor, farm, educational, religious, and fraternal groups.

**Paul D. P. Spearman** of Mississippi has been named general counsel of the Federal Communications Commission. Mr. Spearman came to Washington in 1929 and for two years was a member of the legal division of the Federal Radio Commission. Since that time he had been engaged in private practise.

**Britannia Rules the Air** is the title of an article by Tracy F. Tyler which appears on page 423 in the September, 1934, issue of the *Womans Press*. In the article Dr. Tyler presents a number of facts about British broadcasting which are not generally known by the people of the United States.





# New Commission Studies Educational Broadcasting

**T**HE FEDERAL COMMUNICATIONS COMMISSION began hearings on October 1 on the proposal that educational, religious, and other nonprofit agencies be allocated fixed percentages of radio broadcasting facilities. Acting in accordance with a provision of the Communications Act of 1934, the Commission began the hearings less than three months after its organization.

The National Committee on Education by Radio and its nine constituent organizations were allocated the first ten hours of the hearings. The official position which the Committee took in its presentation was given by its chairman, Joy Elmer Morgan, editor of the *Journal of the National Education Association*, who said:

*The National Committee on Education by Radio is contending for:*

[1] The assurance to American listeners of the opportunity to hear a reasonable number of programs of information, instruction, and wholesome entertainment without advertising and free from domination by the advertisers, and;

[2] The protection of the broadcasting privileges of educational stations whose primary purpose is the broadcasting of programs designed to promote public welfare.

*The National Committee on Education by Radio recommends to the Federal Communications Commission:*

[1] That existing educational public welfare stations be protected in their present privileges, and;

[2] That provision be made for the improvement of the existing facilities of these educational public welfare stations and for the establishment of additional stations of like character, as need for such stations appears, by allocating for noncommercial broadcasting a reasonable and adequate percentage of desirable channels and privileges, and;

[3] That in determining "public interest, convenience, and necessity" public welfare as a primary purpose of educational stations should be given due and favorable weight.

The National Committee on Education by Radio had designated its secretary, Tracy F. Tyler, to have charge of the preparation and presentation of the case on behalf of the Committee and the educational organizations of which it consists. Dr. Tyler made it clear in his opening remarks at the beginning of the hearing that the Committee had not prepared its case in accordance with the legal procedure that might be required in the case of a criminal trial or civil suit. The present development of the art of radio broadcasting in general and of educational broadcasting in particular would make it impossible to develop a large body of factual evidence. A great deal of the presentation must of necessity be of a philosophical nature and would naturally involve the expert opinion of those prominent in the educational world.

Joy Elmer Morgan, the Committee's chairman and its first witness, devoted his presentation to pointing out the great importance of radio as a factor in American cultural life rather than as a mere vehicle, no matter how excellent, for the promotion of sales. He spoke of the events which led up to the organization of the National Committee on Education by Radio and

of the opposition which that Committee had faced from certain of those who had a selfish interest in radio. He pointed out the representative character of the Committee and the large group of those engaged in the educational profession for which the Committee served as a coordinating agency.



**J**AMES E. CUMMINGS, statistician, department of education, National Catholic Welfare Conference, and new member of the National Committee on Education by Radio, representing the National Catholic Educational Association. Mr. Cummings is well known for the many educational activities in which he has been engaged and by reason of his authorship of books and articles on educational subjects. He succeeds Charles N. Lischka who has been a member of the Committee since its inception.

The chairman of the National Committee on Education by Radio protested the apparent tendency on the part of certain correspondents to provide the public with untrue material on the subject of broadcasting. He suggested that a Senate investigation might find a similar connection between these writers and the radio interests as it found between financial writers and the selfish interests who were profiting by their so-called news.

Mr. Morgan read into the record certain resolutions concerning the safeguarding of radio channels for the uses of education and government which had been passed by the National Education Association as well as a statement in a similar vein which was a part of the Association's permanent platform. He inserted also as a part of the record the ten principles which he presented to the Canadian Parliamentary Committee.

He mentioned the conference held in Washington on May 7 and 8, 1934, on "The Use of Radio as a Cultural Agency in a Democracy," and presented for the record a copy of the fundamental principles adopted by the conference. He asserted that this statement of principles had been adopted by the National Committee on Education by Radio as its own official pronouncement.

He read a number of letters from the files of the Committee as an indication of the growing dissatisfaction with radio broadcasting on the part of discriminating listeners. In closing, he made this significant statement:

So, you hold in your hands, gentlemen, one of the most important interests of American life, and I bespeak for our educational institutions more consideration than they have yet had, and I want to bespeak for the entire broadcast practise of America higher standards because I believe that recovery in character and recovery in culture are fundamentally essential if we are to have any recovery in industry and economics.

Glenn Frank, president, University of Wisconsin, was to have been presented as a witness on behalf of the National Association of Educational Broadcasters. He was unable to appear because of important University matters and sent Henry L. Ewbank to testify in his behalf.

Dr. Ewbank contended that the United States does not have a planned radio system. Congressional legislation has been of an emergency rather than a permanent nature. In his opinion we have barely begun to realize its tremendous social, educational, and cultural possibilities. As an example of future possibilities, he cited the political forums which have been carried out so successfully on the state-owned stations in Wisconsin.

## EDUCATION BY RADIO

is published by

THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

TRACY F. TYLER, secretary

1201 Sixteenth Street, Northwest, Washington, D. C.

### Committee Members and Organizations They Represent

ARTHUR G. CRANE, president, University of Wyoming, Laramie, Wyoming, *National Association of State Universities.*

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

W. I. GRIFFITH, director, radio station WOI, Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa, *National Association of Educational Broadcasters.*

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

JOY ELMER MORGAN, CHAIRMAN, 1201 Sixteenth Street, Northwest, Washington, D. C., *National Education Association.*

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

JAMES N. RULE, state superintendent of public instruction, Harrisburg, Pennsylvania, *National Council of State Superintendents.*

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

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

He concluded that noncommercial stations are essential if the rights of the public are to be safeguarded and freedom of the air is to be guaranteed. The present method of allocating radio facilities, according to Dr. Ewbank, is not conducive to the development of these noncommercial stations. He urged the Commission to recommend to the Congress that adequate provision be made for noncommercial stations. He believed that the Commission's technical staff could draw up a sound plan which would provide for the needs of the educational stations. He suggested that the Commission could conceivably earmark a sufficient number of broadcasting channels to provide for the noncommercial stations that would ultimately be needed to put the plan in operation. In closing, Dr. Ewbank said:

We freely admit that this noncommercial system that we have in mind cannot be created in a day or even in a decade. Those who are in business and who can pass on the costs to the public can get funds for more rapid development than can those who work on public budgets. Those who work for the public interest have a harder and a slower task.

What we are asking is that you take the initiative in setting up this long-time plan and that that plan stand as the goal and a challenge to the educational and nonprofit interests in different parts of the country. . . .

We in the United States have always been slow to conserve the interests of the public in what was once public property. We have squandered our oil and our coal and our forests, and now we are asking government aid to set out little trees so that our children and our children's children may know what a tree is like.

Now, here, while the situation is not quite analogous, since the radio channels do remain public property, we have an opportunity to conserve what seems to us a real public interest and public agency fully as important to our civilization as coal, gasoline, and lumber.

Jos. F. Wright, University of Illinois, was the second witness on behalf of the National Association of Educational Broadcasters. He pleaded for a continuance of the existent educational stations and for necessary increases in facilities for such of them as are now granted inadequate power and hours of operation. He presented a resolution adopted by his Association at a meeting held in Kansas City on September 11. This resolution was a definite request that the Federal Communications Commission "allocate to recognized institutions of higher learning operating noncommercial broadcasting stations . . . sufficient facilities to serve adequately the territory which they normally serve in other capacities."

Arthur G. Crane, president, University of Wyoming, appeared on behalf of the National Association of State University Presidents.

He spoke of the increased efficiency radio would bring to the American schools and of the necessity of presenting programs

to them under proper auspices. He detailed the experiments which had demonstrated the effectiveness of public school broadcasting. He told of the value of radio in the field of adult education and pointed to the necessity of keeping educational and informational programs free from advertising. He cited the fact that state universities are official agencies of state government and as such are in a peculiarly strategic position to present authentic material to their constituents.

He expressed the belief that the Commission itself, either thru its policy or by virtue of legislation, would be able to protect and promote programs of educational worth. He urged the Commission to protect and extend the broadcasting privileges of existing educational stations and provide for the addition of new educational stations as the need for them appears. "The protection of educational broadcasting privileges," he insisted, "requires a frank recognition on the part of the Commission of the value and variety of public service objectives of educational institutions."

H. J. C. Umberger presented the viewpoint of the Association of Land-Grant Colleges and Universities. Dean Umberger called attention to the fact that certain institutions in his Association were also included in the group represented by President Crane. He pointed out the particular service to the agricultural population rendered by the land-grant institutions, and summarized the results of surveys which have proved the effectiveness of radio in the presentation of agricultural information and in the adoption of desirable practises. He showed that as the representative of the land-grant institutions he had contended for more than ten years for the incorporation of a provision to protect the broadcasting privileges of these institutions as well as of the United States Department of Agriculture.

James A. Moyer, altho representing the National University Extension Association, presented, at a subsequent session, documentary evidence secured from the *Congressional Record* and from the testimony before the House and Senate committees in support of the allegation that the Congress had intended to protect these educational broadcasters in the Radio Act of 1927. It appeared from the official records that certain interests had effected the deletion of this provision from the legislation prior to its passage.

Dean Umberger made it clear that commercial broadcasting stations could render valuable assistance in broadcasting certain types of agricultural material. However, the distinctive service which could be rendered by an institution's own station made it necessary to permit the operation of such stations by all land-grant colleges which desired to use them.

James N. Rule, superintendent of public instruction, Commonwealth of Pennsylvania, spoke on behalf of the National Council of State Superintendents of Public Instruction. He devoted his testimony to indicating to the Commission the organization of the Pennsylvania State Department of Public Instruction, and the various educational functions which it is called upon to render. Since these functions affect the social and economic life of the entire population of the state, under favorable conditions the radio could enhance and enrich these services.

He called attention to the failures of past attempts in Pennsylvania to establish facilities for educational broadcasting. He showed the real reasons which caused the abandonment of stations WPSC, Pennsylvania State College, and WBAK, Pennsylvania State Police.

Finally, he showed that *public education as an indigenous governmental function must discharge its functions directly thru institutions and agencies coming under its immediate con-*

*trol and administration.* He contended that radio to the extent to which it promotes a state's program of education should be subject to state control, that is, state administration within the range of the channels exclusively allocated for that purpose.

**William John Cooper**, former United States Commissioner of Education and now professor of education at George Washington University, was called to the stand to give briefly the history of the efforts which led up to the formation of the National Committee on Education by Radio. Dr. Cooper presided at a meeting held in Chicago in 1930. As a result of this meeting, the Committee was formed. He it was who appointed its original members.

**Reverend Cornelius Deeney, S. J.**, University of Santa Clara, Santa Clara, California, testified on behalf of the Jesuit Educational Association. He described his organization which consists of twenty-seven universities and colleges and thirty-seven secondary schools in the United States. He stated that his organization considered that the hearings before the Commission were of the highest importance because whatever regulations were established or legislation adopted would have most salutary consequences on radio broadcasting and therefore on the homes and the culture of the nation. He expressed the hope that even in radio broadcasting there would be a "new deal."

In Father Deeney's opinion commercial radio broadcasting, even if it wished, could not do what ought to be done in behalf of education in a nation like the United States where ideals are so high. This becomes increasingly important because radio broadcasting is essentially monopolistic, there being but a limited number of available broadcasting channels. The radio invades the home insidiously and irresistibly even as the air we breathe. It cannot be avoided in the same manner as the movie or the theater. At present it is controlled almost entirely by commercial interests and cannot be used as effectively as it might for the dissemination of knowledge and of truth.

The granting of fixed percentages of radio broadcasting facilities to educational and other nonprofit agencies is neither new nor unheard of. The same principle has been used in the case of land-grants for educational institutions which were non-existent at the time the grant was made.

Father Deeney related the difficulties which had been experienced by certain Jesuit institutions in the operation of broadcasting stations. He urged the protection of the rights of those engaged at present in broadcasting and the rights of others to establish stations at such a time as their establishment became desirable. He deprecated the present system under which the facilities of educational stations might be applied for by commercial interests, and alluded to the radio law under which apparently one is guilty until one proves one's innocence. He closed by reading a resolution adopted by his organization.

**James A. Moyer**, director, university extension division, Massachusetts State Department of Education, appeared in behalf of the National University Extension Association. He devoted considerable time to the legislative history of the Radio Act of 1927 as mentioned in connection with the presentation on behalf of the Association of Land-Grant Colleges and Universities.

Director Moyer detailed the difficulties experienced by three of the institutions holding membership in his organization. These institutions were: University of Arkansas, Pennsylvania State College, and Indiana University. The facts he presented were particularly helpful since they could not be secured by reference to the official records of the Federal Communications Commission. He pointed out the difficulties which a state would experience under the present procedure if it should endeavor to

set up a broadcasting station or increase the facilities of an existent station.

He expressed the belief that there should be both a reservation of channels for the establishment of educational stations and the allocation of time on existent commercial stations. He believed that the first method might be more suitable in some parts of the country while the latter would be more desirable in other parts. He scouted the idea that there was a diversity of opinion among educators on the subject of radio broadcasting. He believed that in the important, fundamental matters they were all in complete accord.

**Armstrong Perry**, director, service bureau, National Committee on Education by Radio, was the concluding witness. Mr. Perry, because of his experience, was in a peculiarly fortunate position to give assistance to the Commission. He has visited all of the states in the United States and thirty-seven foreign countries. He has interviewed officials of these as well as of thirty-two other countries and has corresponded with officials of all countries in which broadcasting stations exist. He was an observer at the International Communications Convention in Madrid in 1932 and was in Mexico City during the North American Radio Conference in 1933. He did much of the field work of the National Advisory Committee on Education by Radio, appointed by the Secretary of the Interior in 1929. He served as specialist in radio education in the United States Office of Education for fifteen months. In his presentation Mr. Perry offered evidence in support of the following contentions:

[1] The Federal Government's protection of broadcast stations supported by taxation and contributions and operated primarily for public welfare is inadequate.

[2] Educational stations provide an unusual and needed service.

[3] There is evidence of growing dissatisfaction of the public with programs from commercial stations. If it is desired that the present system should be continued, stations maintained by the public thru taxation and contributions must be protected.

[4] There is evidence of public resentment against radio advertising. It is increased by placing hardships upon stations whose primary purpose is service to the listener.

[5] There is a worldwide trend toward government ownership. It might be checked here by a change of attitude on the part of our Government and of the commercial broadcasters toward educational stations.

[6] The majority of educational stations have been driven from the air, leaving many listeners with no station in which they have full confidence.

[7] Universities having broadcasting stations are doing valuable research work in education by radio not attempted by commercial broadcasters.

[8] More than 30,000,000 people in the United States are giving their entire time to education as pupils, teachers, administrators, and executives but only 2.5 percent of radio time is under their control.

[9] The facts presented here or available elsewhere indicate the falsity of the following statements often repeated:

[a] That freedom of speech can be ensured only by having radio channels in the control of commercial broadcasters.

[b] That the American system ensures free and fair competition among broadcasters.

[c] That there is no censorship of programs by commercial broadcasters.

[d] That there is no censorship of radio programs by government officials.

[e] That governmental ownership or control of broadcasting stations forces censorship into broadcast programs.

[f] That listeners do not pay for radio programs.

[g] That educators are trying to take broadcasting channels belonging to commercial stations.

[h] That education is a class interest.

[10] The possible solutions of present difficulties are:

[a] Governmental protection of educational broadcast stations.

[b] The use of directional antennae, more highly developed receivers, and other technical devices that will reduce interference.

[c] The use of ultra-high radio frequencies for local and possibly other service.

[d] The further development of program service over telephone and electric light circuits.

# Gleanings from Varied Sources

Wisconsin is using its publicly-owned radio stations to bring to the attention of voters all sides of the questions upon which they are to ballot in the primary and regular elections this fall. Long a leader in progressive practices, the state two years ago gained nationwide recognition thru its broadcasts of political education programs. All political parties, regardless of financial backing and the ability to buy advertising, received equal time on the air in which to tell their stories. The 1934 series of broadcasts, which started on August 20, features three periods daily. Time is equitably divided among the recognized political groups by the drawing of lots. Speakers on the air are selected by the various parties. The state-owned stations which are carrying out this program are WHA, at the State University, and WLBL in Stevens Point. Neither station sells any time.

The New Zealand Broadcasting Board, which operates the government-owned broadcasting stations, has satisfied the radio listeners so well that the number of receiving licenses has increased 27 percent in a year. From 1929 to the end of 1933 the number increased from 50,273 to 113,053. In two years since the Board took control of the service the hours of transmission have been increased 117 percent. During the past year 1427 different local artists were heard from the government stations and 47 performances by musical societies and choirs were broadcast.

The whole system of American broadcasting where it appears to us strange is merely a reflection of American life still outside our comprehension; the public consciousness which, on the one hand, submits to what we in this country could only describe as the tyranny of commercial competition, and, on the other hand, solemnly declares that "The American sense of freedom would not permit of applying set licenses and license fees," clearly springs from a specifically American conception of democracy.—British Broadcasting Corporation. *Yearbook*, 1932, p47.

According to data recently published by the Union of German Engineers, there were at the end of 1933 all over the world 1453 radio broadcasting stations with a total capacity of 6422 kilowatts. In Europe there were 270 stations with a capacity of 4037 kilowatts. The Union of Soviet Socialist Republics occupies first place in Europe in radio broadcasting, having 67 stations with a capacity of 1563 kilowatts.—*Economic Review of the Soviet Union*, August-September, 1934, p182.

Educational institutions possessing radio stations are assigned mainly daytime operation, when it is common knowledge that the great mass of our people listen in after six o'clock at night.—SENATOR HENRY D. HATFIELD, West Virginia. *Congressional Record*, May 15, 1934, p9137.

Our American Schools, the regular weekly radio program of the National Education Association, opened its 1934-35 season on October 6. These programs, which formerly were given on Sunday evenings, are now heard each Saturday afternoon from 5:30 to 6PM EST.

The broadcasting officials of the German government have organized a class for broadcasters in which the pupils learn announcing, the delivering of lectures, and other matters of broadcasting technic.

The EIRA, which operates the broadcasting system in Italy, has organized a class for broadcasters in Rome. It is reported that many journalists are especially interested.

Bayer Company, Inc., has been served by the Federal Trade Commission with an order to cease and desist from unfair competitive practices in the sale of its aspirin. The company did not contest the Commission's proceedings and consented to the issuance of a cease and desist order. This order directs the Bayer Company to cease and desist from broadcasting language stating or importing that the word "aspirin" is a trademark of the Bayer Company. It must also discontinue its claim that aspirin is a quick relief for bad headache, neuralgia, neuritis, or other severe pain. This decision is of particular significance because representatives of the National Committee on Education by Radio have called attention on numerous occasions to the falseness of certain statements in connection with the company's advertising.

Radio Station WSUI, State University of Iowa, began on October 15 a series of radio programs for high school students. The content of the broadcasts and the class work demonstrations have been selected so that they may be considered an integral part of the regular high school course. High school principals and teachers will be provided in advance with assignment lists and informative material. The broadcasts, which are given on Mondays and Tuesdays at 11:45 to 12M and Wednesdays and Thursdays from 11:30 to 12M, will close on February 1.

The public, convinced that it has been victimized, is moving steadily toward the collective control of its basic services. Nothing can stop it. As it has already taken over the control of its posts and its schools and its water supply, so it will take over light, transportation, health maintenance, banking, communications, and the provision of basic commodities. The process may require years, but the trend has already been established and the ultimate outcome is certain.—Editorial, *Christian Century*, October 10, 1934, p1272.

Walter Damrosch began the seventh consecutive season of the NBC Music Appreciation Hour on October 5. The programs are being broadcast by a chain of seventy-two NBC associated stations. Dr. Damrosch has arranged the programs in four series and uses the hour from 11 to 12 EST each Friday morning. Charles H. Farnsworth and Ernest La Prade have prepared students' notebooks for each of the series and Mr. La Prade has arranged an instructors' manual which includes material covering all four of the series.

Radio Station WSUI, State University of Iowa, began on October 1 a series of broadcasts for the Iowa Federation of Women's Clubs. These programs, designed to augment the year's study in clubs and club departments, will consist of talks, interviews, and dramatizations. Appropriate music will constitute part of the program. In so far as possible each phase of the work of the Federation will be featured. The programs, which are given each Monday from 3:30 to 4PM CST, are scheduled to close on May 27.

During the third quarter of this year twenty new radio stations are to be constructed in various parts of the Union of Soviet Socialist Republics. Their capacity ranges from 1 to 35 kilowatts.—*Economic Review of the Soviet Union*, August-September, 1934, p182.

School Life, monthly journal of the federal Office of Education, has increased its subscription price to \$1 per year for ten issues. The higher rate has been necessitated by an increase in both the number of pages and in the printing costs.



T.L.

# Tennessee Valley Authority Urges Federal Chain<sup>1</sup>

IN THE FEW SPECIFIC RECOMMENDATIONS that I shall make, I am representing the Tennessee Valley Authority.

As I sat thru the program this morning, I was impressed by the sincerity of the speakers but amazed at some of the radio activities which they term "educational." I, also, have had some experience in the field of education. This experience has extended over a period of twenty-seven years and has included teaching, supervision, and administration at every level, from the elementary school thru the college and the university. For the eight years preceding my appointment as director of personnel of the Tennessee Valley Authority, I was engaged in teaching courses in education at the University of Chicago.

I recognize the great values that radio has brought to American education, but I am also convinced that there are potential values that can never be secured without some modification in the present method of administration and control.

The Tennessee Valley Authority now has more than twelve thousand employees and the number is increasing rapidly. In the personnel division of the Authority, which is under my immediate direction, there is a section which provides a broad adult education program for employees. If the radio were available for use on a noncommercial basis, I am certain that it could be made a much more effective instrument for spreading education and general culture than it now is, not only among our own employees but among others as well.

The present plan for providing radio facilities to the American public is not satisfactory from the standpoint of meeting the needs of the educational and cultural agencies of America. I recognize that the radio can never take the place of the teacher in the schools, but if radio programs were properly coordinated and given adequate time and suitable wavelengths at satisfactory hours, the radio could become a more valuable supplement than it now is to the classroom teacher.

America is entering a period of great expansion in adult education. It is difficult to overestimate the values that might be derived from the radio in the development of such a program. These benefits cannot be secured, however, when radio service is maintained almost entirely for profit and is financed by advertising. Commercial programs have forced many adult education programs off the night air waves, and adult education is impossible without night programs.

There should be an opportunity for people to hear a reasonable amount of educational and cultural broadcasting free from advertising. It should not be forgotten that freedom of speech needs to be safeguarded not only from interference, by political forces but also from interference by commercial forces. This cannot be accomplished with all or almost all of the radio channels operated under commercial ownership. The public should own the air and should rule as to what is sent over it.

If we are to get the benefits of radio in education, some method must be found to secure talent of such a quality that large groups of people will desire to listen to it. To secure this talent, planning on a national scale is necessary.

When radio is maintained on a commercial basis, it must cater to the widest possible audience in order to make the most

effective use of the advertiser's time. Its main interest is not that of trying to elevate the public standards, but of getting the maximum return for its advertisers. Most educators who have made a study of radio education agree that the radio should be used more widely for educational purposes. It seems probable that the radio could be employed with powerful effect in every public school in the country, if adequate facilities were provided. This cannot be accomplished so long as the system is operated entirely on a commercial basis. Even tho a majority of the people may be satisfied with the types of programs given over the radio, there are several million, at least, who are disgusted with them. In all fairness to these dissatisfied people, there should be at least proportional representation in radio programs. Those who desire better entertainment and educational materials should have an opportunity to secure them.

*It is recommended, therefore:*

[1] That the United States Government own and operate a national system of radio stations, giving full-time coverage over the entire country thru suitable allocation of frequencies;

[2] That these frequencies be allocated with a view to as little disruption of present commercial broadcast facilities as possible;

[3] That the mechanical operation be financed by the federal government;

[4] That the control of programs be under the direction of a committee representing the foremost nonprofit national educational and cultural agencies, these agencies to be designated by the President of the United States;

[5] That these facilities be available to nonprofit organizations, including governmental departments, for educational and cultural programs.

Those opposed to plans of the type suggested have argued that educational and cultural agencies, such as universities, have not found it possible to produce programs of a type such that large numbers of people enjoy listening to them. In a measure, this has been true, but it in no way condemns the plan proposed. There has never been a real opportunity to develop such programs. An organization, nationwide in scope, is necessary to develop such programs, in order to have available always the best talent. Furthermore, supervision and administration of the type suggested will make it possible to utilize some of the best talent that has been developed in commercial radio, as well as the best talent from other sources.

A major advantage of the method suggested would be that the listener who wants good programs would always know where to turn the dial to get what he wants.

## Interests of Secondary School Pupils in Commercial Radio Programs

KEITH TYLER, assistant director of curriculum, Oakland, California, Public Schools, recently completely a questionnaire study of the interests of secondary school pupils in commercial radio programs. The pupils were chosen in such a manner as to represent a rough cross-section of the city as a whole.

The study may be summarized as follows:

[1] An inquiry blank was given to seven hundred pupils in the high-seventh, high-ninth, and high-eleventh grades of two junior and two senior high schools.

[2] There are radios in from 97 to 99 percent of the homes of these students.

<sup>1</sup> Testimony of Floyd W. Reeves, director of personnel, Tennessee Valley Authority, before Federal Communications Commission, October 19, 1934.

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[3] Two hours and twenty-two minutes was the average time spent on week-days listening to the radio.

[4] There was little difference in time from grade to grade.

[5] In all grades girls averaged more time than boys.

[6] Dramatics, sports, and comedy were the favorite types of radio programs for the entire group.

[7] Sports programs and news broadcasts rated higher with boys than with girls, while dance music and "crooners" were better liked by girls than boys.

[8] Dance music rose steadily in favor from the high-seventh thru the high-eleventh grade.

[9] Short plays fell in favor from first place in the high-seventh grade to fifth place in the high-eleventh.

[10] "One Man's Family," "Myrt and Marge," and "Amos 'n' Andy" were the consistently popular programs in the three grades for both boys and girls.

[11] There are decided differences in the popularity of specific programs from grade to grade, and between boys and girls.

[12] From grade to grade a smaller percent of boys and girls listened with their family and larger percents alone and with friends.

### Destiny Listens In<sup>1</sup>

WHEN BROADCASTING WAS IN ITS INFANCY great claims were made relative to what its effects on culture would be. To the criticism that these claims are not being realized, representatives of the industry assert that broadcasting, being a means of mass communication, must deliver messages suitable for mass consumption. Unfortunately, the messages are dictated, not by the public, but by persons concerned solely with making money out of the public. The situation is not surprising when one considers the history of radio in the United States and compares our planless broadcasting practise with the systems that have developed in other countries.

Today, even the federal agency charged with the administration of broadcasting believes that advertising must be accepted for the present as the sole means of support for broadcasting. The Commission created to bring order out of chaos has only reduced the number of stations to some 600 instead of the 315 they had planned.

<sup>1</sup> A summary of a chapter in *America in Search of Culture*. Orton, William Aylott. Boston: Little, Brown, and Co., 1933. p244-64.

The forty cleared channels, instead of providing variety, are associated mainly with the networks and provide, instead of forty different programs, an endless duplication of the same material.

All cleared channel facilities should be combined to present operas, concerts, important events, and the like, and advertising programs should be relegated to purely local stations.

There is no such thing as the masses as far as cultural activities are concerned. Society consists of a large number of distinct minorities and educational and cultural activities must start from this fact. The commercial basis of American broadcasting not only makes such a service difficult but affects the entire tone and temper of American broadcasting.

Persons who have been important factors in the development of broadcasting have been associated with commercial and financial practises of questionable morality. Such persons are hardly fit to have the control of the cultural destinies of the people.

The centralized control in America of the entertainment business, commercial in its motivation, weighs heavily against any possible benefits to the cause of culture. The contrast with England is very striking.

"There is no reason to suppose that an adequate national culture can be developed without deliberate collective effort designed to secure it."

America's present difficulty in radio, as in a number of other fields, is that she has permitted the profit motive to dominate. That economic aims are not aims in themselves was pointed out by Aristotle many years ago. We should take care lest we lose our cultural opportunities thru being blinded by commercialism.

### Concerning the FCC Inquiry

WHEN THE LAST CONGRESS was at work on the legislation which eventuated in the formation of a new Communications Commission to control radio, telegraph, and telephone, an attempt was made to insert a section which would make mandatory the allocation of a fourth of the wavelengths now being used for radio broadcasting to nonprofit stations. The attempt failed, but by so narrow a margin as to throw a genuine scare into the commercial interests which at present dominate American broadcasting. And Congress did write into the legislation a section instructing the new Commission to make a study of the whole question of allocating a fixed percentage of the broadcasting facilities of the nation to noncommercial interests, reporting the results of this investigation to the coming session not later than February 1, 1935. That inquiry is to get under way before the broadcasting division of the new Commission next Monday. It will take a week or two to show whether it is to be an honest investigation, determined to discover the real facts as to present radio control and anxious to improve the present state of affairs, or whether it is to be no more than a *pro forma* affair, designed to intrench the commercial interests in their privileged position. Already the approaching hearing is being attacked as in the interests of government ownership. This is nonsense. The *present* system is government ownership, pure and simple, for every licensee waives all claim to the frequency channel he uses, which is expressly stated to belong to the government. But what now exists is a government ownership which allows public property—that is, radio frequencies—to be exploited for private gain. Is it not about time that the American radio system contained some alternative for that?—Editorial, *Christian Century*, September 26, 1934, p1196-97.

# Broadcasts by Senior High Schools

THE FOUR SENIOR HIGH SCHOOLS in Des Moines, Iowa, began broadcasting, on October 3, a variety of programs. These thirty-minute programs are being presented each Wednesday morning at ten o'clock. The broadcasts are being given by remote control from the high schools to avoid the inconvenience, expense, and hazard of having the pupils in groups assemble at the studio of the broadcasting station.

The plan which has been adopted by Des Moines enables each school to broadcast many programs drawn directly from its regular work. This removes any tendency toward artificiality. Occasionally the programs will be those which occur in the regular student assemblies in the high-school auditoriums.

The programs consist of the following:

*Music* by choruses, orchestras, bands, ensembles, and by individual students.

*Speech and dramatics*—Numbers of programs are being drawn from the departments of speech and dramatics. These departments will give such types of presentations as plays, debates, and extemporaneous speaking.

*Current events as students view them*—A discussion of current events by pupils and sometimes thru a teacher-pupil dialog is one of the features of the program.

*News of the school itself*—Obviously there are many aspects of the life of a modern school which are of great interest to lay people. The students will be responsible for the selection of those items of school news which are regarded by them as being of sufficient importance to broadcast.

*Addresses to high-school assemblies by important people*—It is planned frequently to broadcast some of the addresses given to the high-school assemblies by selected speakers. Since Des Moines is operating in connection with the public school system a very extensive program of public forums for adults thru which during the present school year there will be held approximately 550 forum meetings for a discussion of current political, social, and economic questions presented by very competent leaders employed for this purpose, it has been planned that a number of these forum leaders will address the high-school assemblies on current problems.

*Safety campaigns*—There is no greater problem before the people than to make the streets and highways safe. This has been recognized by all governmental authorities. Naturally, the schools should actively participate in the dissemination of knowledge concerning safety measures and in the development of habits which will insure a greater degree of safety to the citizens. The five thousand senior high-school students in Des Moines are more and more being enlisted in the service of this important national campaign. The radio broadcasts will offer a splendid opportunity not only for the education of the pupils themselves with respect to this problem, but likewise for the cooperation of the adults who listen in.

*Strengthening the study of government*—Students and teachers from the classes in government and in fact from all of the social studies classes are occasionally presenting programs showing how the important problems of our modern complex social order are being studied and discussed and what the pupils' points of view are with respect to these social problems. The study of current public questions and controversial issues is a required part of all social studies classes in the Des Moines

high schools. Approximately one-fifth of the time each week in these classes is used for such discussions. These discussions really constitute a continuous series of forums in which all aspects of important public issues are debated.

*What is latest in science*—Some of the students of science are presenting programs drawn from this field.

*Students' clubs and activities*—There has been much misunderstanding among laymen concerning the so-called extra-curriculum activities of the high schools of the country. Educators commonly believe that many of the most vital and wholesome educative experiences provided young people in the secondary schools are to be found in these so-called extra-curriculum activities, such as clubs, student councils, and groups of students on special committees. The broadcasts will offer opportunity to present this side of the life of the secondary school to the public.

*Sportsmanship assemblies*—The athletic relationships of the Des Moines high schools have long been on a basis of very friendly even tho spirited rivalry. For more than a decade it has been the custom to hold joint assemblies prior to important athletic events, particularly before football games, at which the principals, coaches, captains, and yell leaders from the four high schools, and sometimes the superintendent and director of physical education would come together in an assembly at each of the four high schools to discuss with the students the whole problem of good sportsmanship. Thus the students see that the officials and instructors in the schools are "friendly enemies," are unitedly for clean sports, and against anything that savors of sharp practise in athletics. The result is that tens of thousands of young people in Des Moines who have had these experiences and have now gone out into adulthood have come to frown upon any demonstration unworthy of the spirit of good sportsmanship. It will be of great interest to the general public to listen in on this method by which the school contributes to character building.

*The teaching of English*—The English department is being represented by book reviews, original poems, and essays presented by students.

*Miscellaneous*—There will be other interesting and informative programs developed by students in classes in home making, including home planning and construction and home landscaping; by pupils in classes in business education; and in other courses in vocational training.

Committees of teachers and students have been organized in each of the schools to plan the programs for the entire year. The project is under the general direction of R. I. Grigsby, director of secondary education, and is given detailed and immediate direction by Lorrain E. Watters, director of music.

*It is clear that the project has two outstanding values:*

[1] It creates real motives for the pupils in producing worthwhile programs because they know that the value of the programs will be checked by a vast audience. Thus school life to the pupils becomes an experience in living in a real world.

[2] It provides an exceptional opportunity for the public schools to perform another one of their important educational duties, namely, to give an account of their stewardship of American youth to the stockholders of this great corporation called the public school system.

# Gleanings from Varied Sources

If, however, we are to continue the present [radio broadcasting] system, then let's be consistent about it. If even half the time on the air must be devoted to advertising, then let us have advertising in connection with our other great media for social expression, as well. Let us put a showcase full of placards extolling laxatives into the anteroom of every church and public library. Let us turn over half the blackboard in every school-room to signs which sing the praises of chewing gum or bunion cures. Why not? My suggestion seems quite as reasonable as the situation in radio broadcasting in America today.—BRUCE BLIVEN in an address before the National Advisory Council on Radio in Education, Chicago, Ill., October 9, 1934.

Radio broadcasting from an institution of higher learning is both logical and appropriate in creating a more efficient system for utilizing the resources and services established in the public interest. Potentially, it provides the medium thru which the institution may serve in a limited way every unit and individual of society, in addition to the fortunate few who can attend in person. It serves them right in their own homes. A marked tendency toward increasing the extent of the extension work of the public institutions is now in evidence. Radio finds a place in this movement, as it is an important, effective, and economical extension method.—R. C. HIGGY, director, radio station WOSU, Ohio State University.

One of the reasons why I believe in broadcasting is because it brings the expert and the ordinary listener together in a new way. It makes the expert try to express himself in language which the ordinary man can understand: and that is very good for the expert—and by no means easy. On the other hand, I don't think it does any of us harm to stretch our minds now and again, and to make an effort to discover how the world looks to these experts, what they are trying to do, and how they are setting about it. And I really don't believe that, in the long run, they can do much without our cooperation.—J. H. NICHOLSON. *The Listener* [London], October 3, 1934, p566.

The Kansas Federation of Women's Clubs began on September 24 its fifth series of weekly broadcasts from radio station WIBW, Topeka. Members of the state board of management are the speakers. The broadcasts consist of discussions of current problems such as crime control, old-age pensions, unemployment insurance, birth control, and the equal rights amendment. Miss Ruth Wright, state chairman of radio, concludes each program with a three-minute news feature consisting of general, state, and local club news. The programs are given each Monday afternoon from 4:15 to 4:30 and will continue until April 22.

I hazard the guess that unless broadcasting can be made more successful in these respects [more effective in education and more satisfactory to the public] it will find itself in immediate danger of more drastic regulation, of taxation, of competition with publicly-owned stations, and even of government ownership.—ROBERT M. HUTCHINS, president, University of Chicago, in an address before the National Advisory Council on Radio in Education, Chicago, Ill., October 8, 1934.

A state must apply for radio facilities in the possession of one or more of its taxpayers if it desires to establish a broadcasting station or improve the facilities of an existent state-owned station. This provision, under which radio broadcasting is now administered, is contrary to public policy and should be remedied at the earliest possible moment.

George Peabody College for Teachers began on October 19 a series of radio programs. The series is entitled "The Teachers' College of the Air." It is arranged and presented particularly for teachers. However, the lay public is expected to find it interesting and stimulating. Programs are given each Friday evening from 9:30 to 10PM, CST, over station WSM, Nashville, Tennessee. Teachers' colleges located in Tennessee, Kentucky, Indiana, Mississippi, Missouri, and Georgia will assist George Peabody College in the presentation of the various programs.

The School Radio Call was the title given to a recent broadcast under the direction of N. D. Showalter, superintendent of public instruction, state of Washington. The broadcast, given on October 9 from 9 to 10AM, PST, went to 355,000 students in 3669 schoolhouses in the state of Washington. The program was produced entirely by the students. It included talks by both the governor and state superintendent of public instruction. It was broadcast by stations KJR, Seattle, and KGA, Spokane.

As important as are the uses and as great as are the values of the radio along other lines, its greatest good lies in the opportunity that it offers for the enlightenment and education of the people in public affairs. . . . It is inconceivable that one would think for a moment of establishing a democracy except on the theory that the cornerstone of that democracy would be a system of universal and free education.—HAROLD L. ICKES, Secretary of the Interior, in an address, Chicago, Ill., October 8, 1934.

Waldo Abbot, assistant professor of speech, University of Michigan, is presenting a course in broadcasting technic at the studios of station WJR, Detroit. Each meeting of the class consists of an interview with an experienced broadcaster. The lectures, which are given each Tuesday evening, began on September 18 and end on January 29. Two hours of university credit are granted to those who comply with the course requirements.

The American system of broadcasting was criticized recently because the regular broadcast of the New York Philharmonic Symphony Orchestra from Carnegie Hall was cancelled to make way for a World's Series baseball game. The specific complaint was not that the game was broadcast, but that it was carried by both of the network companies. This was an unnecessary duplication of service and eliminated the possibility of choice on the part of listeners.

Roscoe K. Stockton, professor of radio broadcasting and writing at the school of commerce, University of Denver, has recently been appointed to the staff of station KOA in Denver. He will serve in the continuity and production department of station KOA. Mr. Stockton will continue to conduct his classes in radio broadcasting at the University.

The National Congress of Press Associations, which met in Antwerp recently, expressed the opinion that the right field for advertising is the newspaper and urged the newspaper owners and journalists to try to influence public opinion in the direction of having advertising by radio discontinued.

It becomes more and more certain that, unless adequate radio broadcasting facilities are provided for the uses of education and government, both federal and state, the government, itself, will be forced to take over the entire radio system.

Radio exerts a powerful influence on children.





# Half of All Radio Facilities for Nonprofit Agencies

**T**HE AMERICAN FEDERATION OF LABOR took a forward-looking position when it went on record approving the allocation of 50 percent of all radio facilities to organizations or to associations operating upon a nonprofit basis.

This action was taken by the Federation at its convention in San Francisco, California, on October 11, 1934. On the recommendation of its resolutions committee, the convention gave unanimous approval to the following:

As Resolutions Nos. 55, 171, and 200 deal with the important question of the radio, its regulation, and the necessity of maintaining its freedom so that this great avenue of communication may be used for public information as well as entertainment, your committee recommends that this convention instruct the executive council to prepare dramatizations of labor history, statements of the principles and purposes of the American Federation of Labor, organization addresses and other addresses dealing with the problems of labor, for electrical transcription so that these will be available to all broadcasting stations.

Your committee further recommends that the executive council be instructed to petition the Federal Communications Commission so that 50 percent of all radio facilities will be allocated to organizations or to associations operating upon a nonprofit basis and, should it become necessary to accomplish this purpose, that adequate legislation be introduced in Congress.

The Federation took another important step when it reaffirmed its demand that the 970-kilocycle frequency be made a cleared channel and assigned to labor. The official text of this unanimously adopted resolution reads as follows:

**Resolved,** That the American Federation of Labor in convention hereby petition the Federal Communications Commission to recommend to the Congress of the United States to pass the necessary legislation to assign or to have assigned the channel of 970 kilocycles as a cleared channel, with unlimited time and with power equal to the maximum power assigned to any channel in the United States to the owner or owners of the broadcasting station or stations approved by the recognized labor organizations, which, in the opinion of the Commission, are most representative of labor interests of the United States, and not to issue any license or licenses for the use of such frequency except with the written consent of such so recognized labor organizations to any other person, association, corporation, organization, or co-partnership, excepting that the license now granted to radio station KJR shall not be interfered

with so long as it does not interfere with any other station now or to be hereafter established by said labor organizations on said cleared channel.

Radio writers with the commercial point of view will have a hard time explaining this action taken by the American Federation of Labor in its 1934 convention. Its action concerning radio advertising taken at the 1933 convention was widely heralded as giving unqualified support to the so-called American broadcasting practise. The magazine *Broadcasting*, for example, in its issue of October 15, 1933, not only devoted a double column article on page 16 to the Federation's action but editorialized as well. An editorial on page 26 entitled "Labor Speaks Out" began with the statement, "Organized labor, thru the executive council of the American Federation of Labor, has fallen solidly behind radio by the American plan."



**W**ILLIAM GREEN, president, American Federation of Labor, who presided at the San Francisco convention. As a member of the executive council of the Federation, Mr. Green has given considerable study to radio matters, and realizes the dangers faced under the present American broadcasting practise by education, religion, labor, and other nonprofit agencies.

It is clear to students of radio broadcasting that the adoption of the recommendations of the American Federation of Labor would mean a substantial modification of, if not a complete change in, radio broadcasting as practised in the United States at the present time.

The real difficulties which labor sees in American broadcasting are best explained by referring to the complete texts of Resolutions Numbers 171 and 200 to which reference has been made. These resolutions as presented to the convention were as follows:

**Resolution No. 171**—By Delegates Charles P. Howard, Frank Morrison, William R. Trotter, Frank X. Martel, John Simons, Jack Gill, International Typographical Union.

*Whereas*, The Congress of the United States, recognizing the value of radio communication, has reserved control of radio as a public property, placing authority to issue licenses for temporary periods to a governmental agency, namely, the Federal Communications Commission, acting for the Congress; and

*Whereas*, The last session of Congress, recognizing the growing dangers of a radio monopoly, directed the Federal Communications Commission to investigate and to report to Congress prior to February 1, 1935, what percentage of radio facilities should be allocated to organizations or associations operating on a nonprofit basis; and

*Whereas*, We recognize the value of radio as a means of molding public opinion and also the present tendency toward monopolistic control; therefore be it

**Resolved**, That the American Federation of Labor petition the Federal Communications Commission and the Congress of the United States insisting that not less than 50 percent of all radio facilities be allocated to organizations or associations operating on a nonprofit basis.

**Resolution No. 200**—By Delegates John B. Easton, West Virginia State Federation of Labor; George W. Lawson, Minnesota State Federation of Labor; Henry Ohl, Jr., Wisconsin State Federation of Labor; J. Sid Tiller, Georgia State Federation of Labor; Robert J. Watt, Massachusetts State Federation of Labor; Adolph Fritz, Indianapolis, Indiana, Central Labor Union.

*Whereas*, As a result of the monopolistic control of radio on the part of national networks, controlled as they are by centralized financial interests, which networks defy the law of the land in maintaining "Yellow Dog" company unions, thus enslaving their workers; and

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JAMES N. RULE, state superintendent of public instruction, Harrisburg, Pennsylvania, *National Council of State Superintendents.*

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

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

*Whereas*, As most all of the powerful radio stations are the property of and are controlled by these centralized financial interests which deprive local communities of programs on educational and other subjects which would advance the cultural interests of the American people during the evening hours when the workers have the opportunity of being at home; and

*Whereas*, Congress has recognized the unfairness of this monopolistic condition wherein radio broadcasting is under the control of a privileged few and has directed the Federal Communications Commission to investigate and to report to Congress before February 1, 1935, what percentage of radio facilities should be allocated to organizations operating on a non-profit basis, which bodies are organized for the purpose of advancing the cultural and educational interests of the American people; and

*Whereas*, The privilege of and power to operate radio stations has been specifically reserved as a public property to Congress, and Congress has designated the Federal Communications Commission to act as an agency of Congress only; and

*Whereas*, The American Federation of Labor is opposed to the con-

tinued allocation of public properties to financial interests wherein a privileged few profit at the expense of the people; therefore be it

*Resolved*, That the American Federation of Labor record its militant opposition to the allocation of more than 50 percent of this public property to organizations operating for private profit; and further, that the American Federation of Labor notify the Federal Communications Commission and Congress of our opposition; and be it further

*Resolved*, That we register our protest against the continuance in public office of any members of the Federal Communications Commission who vote to surrender more than 50 percent of this public property—radio—to profit-making bodies.

## A New Deal in Radio Broadcasting

RADIO BROADCASTING TODAY presents three distinct problems. In the first place, the improvement of the program is imperative. In order to effect this improvement, the intelligent citizenry of the entire country must stand together for a "new deal" in radio broadcasting. This is the day of the "new deal." We hear much about a planned agricultural economy and a planned industrial economy. We need to pay attention to a plan for conserving the cultural resources of the country. The second problem lies in the field of formal education. By research and experiment, ways must be found whereby educational broadcasting can be used to further the general culture of the great masses of the people. This is one of the objectives of the organization which I represent. The third problem has to do with a sound structural basis for the development of radio in the United States. Until this problem is solved there can be no complete solution for the problem of better programs. . . .

Radio is inherently a great cultural and educational instrument. It must be used to produce those qualities which are conducive to the highest type of home life. The American people will not be content for it to be otherwise. We have no greater challenge and probably no problem more difficult to solve.—Eugene J. Coltrane, National Committee on Education by Radio, in *Iowa Parent Teacher*, November 1933, p4.

## Would the Public Rejoice?<sup>1</sup>

IT MAY NOT BE WISE, at this time and under present conditions, to suggest changes in our national broadcasting arrangements. Probably it will be about as effective as pouring a gallon of oil on hurricane-troubled waters. Nevertheless, a large majority of radio listeners are hoping that some day and somehow an arrangement will be worked out so that we shall not have to listen to drivel nine out of every ten hours that we should like to have our radios turned on.

Knowing this, and hoping that perhaps the new Federal Communications Commission, coupled with the public demand, may be able to outsmart the "smart," public-be-duped [as they seem to say] commercial radio interests, I have tried to vision a federal and state controlled broadcasting plan that would satisfy most of the listeners most of the time, and still give the advertisers a chance at fooling those who want to be fooled.

It cannot be denied that some people really enjoy listening to jazz and crooning. I would not call them morons—at least not all of them—for perhaps many of them just don't know any better. These same ones may feel also that radio advertising really gives them an opportunity to keep abreast of the great advance toward bigger and better things which has taken place in cosmetics, health-toner-uppers, weight-reducers, and other marvelous concoctions. I feel that these gullibles must be fed,

and would therefore retain, in what I may be permitted to term an ideal national broadcasting service, programs to please them.

Paralleling the hodge-podge produced at one source for those who simply must have it, I would have another source devoted to better things: good music—from light to heavy, talks and educational features of national interest, elevating and entertaining drama, and international broadcasts.

Still a third unit would consist of state-owned and operated stations devoted to public school and adult education, state problems and events of local interest, and music from good state sources.

I believe these last two units could be so operated thruout the country that the educational features of the states would not conflict with the best features of the nonadvertising or elevated system. The national chain of stations carrying the programs of best-available features of information, music, and entertainment would at times, thru choice and necessity, have periods of light music. It could even have stretches of silence. I feel, however, it would be better to have the light music, for all of us have spells when we do not care to listen to anything but music.

With the elevated system and the state stations striving for the best, and unhampered by advertising's idiotic wishes, the super-salesmen of radio would soon be jarred into sensibility. I believe that they would find out that cheap jazz, crooning, low drama, and ballyhoo are not as popular as they think. They

<sup>1</sup> A plan prepared by R. D. Michael, assistant agricultural editor, Virginia Agricultural and Mechanical College and Polytechnic Institute, Blacksburg, Virginia.

would have to raise the level of their own programs in order to stand in with the listening public, and the United States would come out of its radio doldrums.

Such a plan, then, would call for three units: two national chains and at least forty-eight state stations [some of the larger states may need more than one station for good coverage]. These state stations would have power adequate to cover their respective territories and would be centrally located within the state from a broadcasting point of view. Network A would carry advertising. Network B would aim at the highest standards in all the better things adaptable to radio. The state stations, operated full or part time, would meet the needs of state government and education.

There are, of course, some difficulties in the way of such a plan. There should be no question about material, for there is plenty of the best to fill every period on Network B; and certainly, even after eliminating the worst of dance orchestras and crooners, there would remain an ample supply to jingle the wires on Network A.

The problems of coverage and financing seem most critical.

It would be practical to use at first present stations in present locations, until the scheme of operating the two networks is going smoothly. Later, one by one, many of the stations would have to be moved, rebuilt, and their power adjusted so that complete coverage of the nation is obtained with a minimum number of stations. Every radio listener should be able to tune in with ease a station on Network A, one on Network B, and his own state station at any time that atmospheric conditions are at all good. This would mean the location of a station of each network at advantageous points thruout the nation, regardless of state boundaries or municipal centers. Each state station, as already mentioned, would be so located and of such power as to give ample coverage of the state for which it is operated.

This three-unit plan would eliminate many small stations, but their smaller stations contribute so little of value to even the average listener that one wonders how they manage to keep on the air. However, existing stations not incorporated into the three units might be allowed to remain on the air, provided that their wavelengths in no way interfere with any of the

member stations, chain or state, and that there is enough power allocation to go around.

Judging from maps prepared by present broadcasting interests, a station of twenty-five thousand watts power should cover an area of about one hundred thousand square miles. On this basis Georgia, for instance, would have three such stations, all located at or near Macon, if engineering tests showed this to be a vantage point. This would be a fair allocation of power, would meet the needs of listeners in that state, and would no doubt contribute to the elimination of the radio jumble that has been allowed to grow up in this country.

As for financing, Network A would be self-sustaining, the state stations would be state operated, and Network B would come under federal operation. Operating costs could be obtained from a tax on receivingsets, collected from the manufacturers by the federal government. Such of this income as might be needed by state stations would be equitably divided among them and the rest used for Network B and other broadcasting expenses of federal interests.

The consumer may say that he will have to pay the tax eventually. Perhaps. However, I believe he could pay a *fair* price for a receivingset plus a good-sized tax and still pay less than he does now. If manufacturers insist on asking \$200 for receivingsets that are a "gyp" at half the price, then the government should either do some investigating in this direction or go into the manufacture of receivingsets at a cost plus fair profit plus tax basis.

That suggestion calls for a "squawk" about government in business and rugged individualism. Like a lot of others who never have had any, I believe that when rugged individualism makes itself obnoxious to the welfare of thousands for the sake of lining the pockets of a few, it needs curbing. Not all manufacturers, thank heavens, are vulnerable to such criticism, but there are others who will cry because it hurts.

Tho I am not an ardent politician, I do feel that for once money isn't the only thing that talks. A little conscientious regard for the rights of humanity in general is getting a word in now and then. I do not doubt that there are some millions of people in this country who have high hopes that some day soon there is going to be a "new deal" in the air.

## Daily Radio Program Under Three-Unit Plan

<i>Time</i>	<i>Network A</i>	<i>Network B</i>	<i>State Stations</i>
6-7AM	15-minute advertising periods [jazz, crooning, serials]	Silent	Silent
7-10AM	15-minute advertising periods	Light classics, recordings of merit, and the like	Informational features for home and school
10-11:30AM	Good sustaining programs	Talks of national interest for schools and adults	Music, if desired; or silent
11:30AM-2:30PM	15-minute advertising periods	Music and farm-and-home periods	Music and farm-and-home periods
2:30-5PM	Sports, music, advertising	Good drama, international programs, and the like	Silent
5-7PM	15-minute advertising periods	Music, news, political addresses of merit, educational talks by outstanding speakers, and the like	Talks and educational features while music is on Network B; music from good local sources
7-12PM	15-minute advertising periods	Opera, symphonies, drama	Silent

# Gleanings from Varied Sources

**Radio's Message to Iowa Parents** is the title of the broadcasts presented to Iowa parents thru the joint cooperation of the Iowa Child Welfare Research Station, Iowa City, Iowa State College, Ames, and Iowa State Teachers College, Cedar Falls. Three courses are offered—one dealing with pre-school children [Tuesdays], one with elementary school children [Wednesdays], and one with adolescents [Thursdays]. The programs, which are prepared especially for the use of study groups, are broadcast by the two state-owned stations, WOI, Ames, and WSUI, Iowa City. Each station presents a broadcast in each course every week, the ones from WOI being at 2:30PM and those from WSUI at 8PM. Each group leader is supplied in advance with a copy of the lecture and an assignment consisting of reading references and a problem to be discussed in connection with the lesson. The group works out a solution to the problem and sends its answer to the station at Iowa City on a report form provided for this purpose. These reports are assembled and discussed over the radio two weeks later. Libraries cooperate to make available the references used in the assignments.

**The Ohio Emergency Radio Junior College** began, in October, its second season. Five courses are being offered this year: sociology, French, fine arts, English, and psychology. A brief paragraph concerning last year's project will be found in *Education by Radio* 4:24, May 24, 1934. The general plan is the same as it was last year. However, all of the radio instructors this year are members of the University faculty. Supplementary material, including notes, explanations, and course outlines, are provided free. The courses will not carry regular University credit. Any person who completes the requirements in one or more courses will receive credit if, upon entering the University, he passes a satisfactory examination in the department concerned.

The schedule of the courses is as follows: sociology, daily except Saturday, 9 to 9:30AM, October 3 to December 18, 1934; French, daily except Saturday, 10:30 to 11AM, October 15 to December 18, 1934; fine arts, Wednesday and Friday evenings, 8:30 to 9; English, Mondays and Thursdays, 1:30 to 2PM; psychology, Monday, Tuesday, Wednesday, and Thursday, 2:30 to 2:55PM, October 15 to December 18, 1934.

**In this era of change**, with its steadily increasing proportion of leisure time, it is imperative that radio broadcasting shall be an instrument of culture and not an agency of confusion. The future of America depends upon our ability to disprove by means of education Lord Macaulay's dictum that democracy is government by count of the polls of the ignorant. Of this process, if it takes place, radio must be an integral part. The public can get its advertising from other media. Entertaining in abundance it can find elsewhere. But nowhere else and thru no other agency can the multitude which is *Demos* come into possession of the cultural intelligence that is essential to the preservation of the national ideals we have inherited, and to the conception of finer, nobler ideals to insure our continuing growth.—ROBERT M. SPROUL, president, University of California, in an address before the National Advisory Council on Radio in Education, Chicago, Ill., October 8, 1934.

**Education in the News** is the title of a radio program presented by the federal Office of Education each Wednesday at 6PM, EST. This educational feature is carried by the blue network of the National Broadcasting Company.

**Farm Radio Programs** of the New York State College of Agriculture are broadcast daily from the Cornell University station WESG, Ithaca, New York, from 12:15 to 1:15PM. The new facts and new ways of doing things being discovered constantly by the college of agriculture and the experiment stations, and the current developments of special interest to farm families constitute these daily programs. WESG broadcasts, in addition, a series entitled "Home Bureaus" every Tuesday morning from 9:45 to 10. Twenty-one other New York state radio stations cooperate with the colleges in broadcasting programs of special interest to farmers, gardeners, flower growers, and homemakers. These programs, altho they cannot take the place of the more extensive programs presented from the University radio broadcasting station, insure a daily service from the extension organization of the colleges of agriculture and home economics to every farm or suburban home in the state.

**In advocating** that we should put an end to the ceaseless flow of oral garbage into our homes which the radio at present provides, I am not suggesting that we should slavishly imitate the experience of any other country. I happen to believe, after a good deal of first-hand experience, that radio broadcasting in England is much better than in the United States; but I am sure that if we set to work really to reform broadcasting, we should be able to produce something better than exists anywhere else in the world. Certainly, being Americans, we should try.—BRUCE BLIVEN, editor, *The New Republic*, in an address before the National Advisory Council on Radio in Education, Chicago, Ill., October 9, 1934.

**Many arguments have been offered** both pro and con relative to the ability of commercial broadcasting stations to provide service for educational institutions. The following quotation from the Weekly Calendar of the University of California Radio Service gives a graphic picture of a not infrequently occurring situation: "Due to conflict with another program, the University Explorer broadcast will be temporarily discontinued." This broadcast is regularly scheduled at 9:30PM each Sunday and is broadcast over stations KPO, San Francisco, KFI, Los Angeles, and KFSD, San Diego.

**Prescinding from the question** of the allocation of time and wavelengths and expressing our firm conviction that *the liberty and the rights of religious and educational stations and broadcasts, and other stations and broadcasts that are devoted to the cause of human welfare, ought to be both recognized and safeguarded*, I come here simply to present to you certain facts concerning the Catholic Hour.—HENRY L. CARAVATI, business secretary, National Council of Catholic Men, testimony before Federal Communications Commission, October 18, 1934, p12,438.

**The Federal Trade Commission** is continuing its campaign to eliminate false and misleading advertising from radio broadcasts. Copies of all advertising continuities presented by radio between November 15 and November 30 have been requested from all broadcasting stations located in the first zone. States in the first zone are Maine, New Hampshire, Vermont, Rhode Island, Connecticut, Massachusetts, New York, New Jersey, Delaware, Maryland, District of Columbia, and Puerto Rico.

**Government and education** should be accorded a preferential status in the use of radio broadcasting frequencies and other facilities.



# More About the TVA Proposal

**T**HE COLUMNS OF EDUCATION BY RADIO are seldom devoted to explaining articles which have appeared in previous issues. Everything that is printed is subjected to a careful check on the part of the Committee's staff, and, since it is an educational body, the Committee is willing to stand on the facts.

The issue of October 25, 1934, carried the text of the testimony given before the Federal Communications Commission on October 19, 1934, by Floyd W. Reeves, director of personnel, Tennessee Valley Authority. Dr. Reeves had been authorized to represent the TVA at the hearings, and the five-point plan which he presented was understood to have the approval of the board of directors. The TVA recommendations were:

- [1] That the United States Government own and operate a national system of radio stations, giving full-time coverage over the entire country thru suitable allocation of frequencies;
- [2] That these frequencies be allocated with a view to as little disruption of present commercial broadcast facilities as possible;
- [3] That the mechanical operation be financed by the federal government;
- [4] That the control of programs be under the direction of a committee representing the foremost nonprofit national educational and cultural agencies, these agencies to be designated by the President of the United States;
- [5] That these facilities be available to nonprofit organizations, including governmental departments, for educational and cultural programs.

The chairman of the National Committee on Education by Radio followed a method often used by President Roosevelt. He decided that an excellent way to secure sentiment concerning a proposal was to submit it to a group of persons and determine their reactions. He prepared a letter addressed "To those who believe that America is entitled to better radio service than it is now getting" and sent it, together with the issue of *Education by Radio* containing the TVA recommendation, to a list of key people. The letter, dated October 26, 1934, read as follows:

A federal chain of radio stations is recommended by the Tennessee Valley Authority in the attached article. This proposal, coming from one of the foremost organizations in American life, is unusually constructive and full of promise. It will receive favorable consideration if enough people demand it.

Will you not write at once, putting the matter in your own way, urging the Communications Commission to carry out this recommendation. Address your letter to Mr. Hampson Gary, chairman, broadcasting division, Federal Communications Commission, and ask that it be made a part of the official record of the hearings which are now in progress. Send a copy of your letter to your representative in Congress and a copy to the National Committee on Education by Radio, 1201 Sixteenth Street, N. W., Washington, D. C.

Subsequent to the publication of the issue of *Education by Radio* containing the TVA plan, and to the ordering of the circular letter concerning the plan, the National Committee on Education by Radio received a release from the broadcast division of the Federal Communications Commission. The release contained the text of a telegram received by the Commission from Arthur E. Morgan, chairman, board of directors, Tennessee Valley Authority. Dr. Morgan's telegram read as follows:

In view of the fact that its brief statement to the Federal Communications Commission was misinterpreted, the Tennessee Valley Authority prefers to withdraw its former statement and to restate its position as follows:

The Tennessee Valley Authority has not urged or favored governmental administration of radio stations. It is the opinion of the board of directors that the educational and cultural agencies of the country should have a reasonable use of the radio facilities of the country but that all such programs should be under nongovernmental and nonpartisan control and direction.

A member of the staff of the National Association of Broadcasters—which is seeking to do for the radio industry what the old National Electric Light Association under M. H. Aylesworth sought to do for the power trust—writing to the chairman and members of the National Committee on Education by Radio under date of October 31, 1934, objected to the publishing of the article and particularly to the circular letter concerning it. This representative of the commercial broadcasting industry asserted that the telegram from Arthur E. Morgan was made a part of the record three days before the date which appeared on Joy Elmer Morgan's letter. The actual fact is that the telegram in question appears on page 13,087 of the official record of the FCC hearings for November 7, 1934.

The National Committee on Education by Radio believes it renders a distinctive service by [1] circulating thru these columns radio plans proposed by wellknown educators, [2] bringing to the attention of its readers quotations from the official records of governmental agencies, and [3] determining the attitude of key persons by urging them to take action on specific proposals.

If someone could bring to every person in the United States the story of the way in which the TVA proposal was misinterpreted thru the use of every available medium of communication, it would open their eyes to many things about which they are uninformed.

The testimony of Dr. Reeves dropped like a bombshell into the midst of the commercial broadcasting interests. The hearings were ostensibly for the purpose of determining whether or not a definite percentage of radio facilities should be allocated to educational and other nonprofit agencies. Here was a proposal which went farther, perhaps, than the specific problem before the Commission, and which appeared to provide for commercial broadcasting—by means of a government yardstick—a type of competition that they were not prepared to meet. Something must be done. The commercial broadcasting interests were sure of that. Furthermore, whatever was done must be done quickly.

Probably none of us will ever know exactly what happened. If one were to hazard a guess, it would be that the radio "big-wigs" decided that their best strategy lay in misrepresenting the TVA proposal. The approach of a national election would naturally make Administration leaders more sensitive than usual to public opinion. They used pressure wherever it could be found and exerted it at whatever place it would be the most effective.

The misinterpretation of the position of the TVA is comparable to the persistent and sustained misrepresentation of the position of the National Committee on Education by Radio which has never advocated government ownership of radio but has advocated government ownership of such radio stations as are needed by tax-supported educational institutions.

The original TVA plan provided for government ownership and *mechanical* operation of a single chain of stations. Such a plan would be in the public interest as well as financially eco-

nomical. The important factor in connection with the stations—the control of programs—was to be placed in the hands of the foremost nonprofit national educational and cultural agencies.

A careful reading of the telegram from Arthur E. Morgan indicates that the new statement did not represent a repudiation of the testimony given by Dr. Reeves, nor a change in attitude by the TVA. The statement was withdrawn because "its brief statement to the Federal Communications Commission was misinterpreted." Can anyone doubt that the misinterpretation was deliberate? Therefore, in the interests of the whole situation, the position of the TVA was restated. Note the language of the telegram: "The Tennessee Valley Authority has not urged or favored governmental administration of radio stations." Note the difference between the word "administration" as used in the telegram and the words "mechanical operation" as used in the original proposal. Is not this just another instance of the efforts of great financial and corporate aggregates to stifle honest statements of their position by men of recognized and responsible leadership?

The TVA falls in line with the program of the National Committee on Education by Radio when it insists that, "the

educational and cultural agencies of the country should have a reasonable use of the radio facilities of the country." The Authority is also on common ground with all thinking citizens when it demands that "all such programs should be under non-governmental and nonpartisan control and direction." They would probably agree also that the programs should not be subject to commercial control.

It is the purpose of this article to point out insofar as possible the facts concerning the TVA proposal. It should be clear to the reader that by opening the columns of *Education by Radio* to such a plan as that proposed by Dr. Reeves, the National Committee on Education by Radio does not, thereby, endorse the plan. Furthermore, when the chairman of the Committee asked key persons for their reaction to the plan, that could scarcely be looked upon as an endorsement of the proposal by the members of the Committee. As a fact-finding body, the Committee, with the aid of its staff, is under obligation to subject to careful study any proposal which might serve to further the interests of educational broadcasting. It has discharged that obligation and proposes to render similar service in the future.

## Radio News from Wisconsin

WISCONSIN IS FREQUENTLY MENTIONED in publications devoted to radio education. The early part of this month Wisconsin teachers met in convention in Milwaukee. In spite of the many pressing educational problems, they found time to consider radio, and said:

**Be it Resolved,** That, recognizing the great present and potential future influence and value of radio in education, we, the representatives of twenty thousand teachers, in behalf of their constituencies in maturity and youth thruout the state of Wisconsin, in annual convention assembled, reaffirm our support of the general idea of education in radio, and support the demand which the organized agencies of education, culture, and morality thruout the nation are making for the right of clear and unlimited broadcasting channels by government, education, religion, thru nonprofit broadcasting stations.

*We urge* the establishment of a national policy which shall assure the development of radio in true public interest;

*We take pride* in the fact that WHA, the state station at Madison, was the first radio station in the United States,

or anywhere, to institute broadcasting programs; and,

*We commend* the outstanding work being done by the Wisconsin state-owned and operated stations at Madison and Stevens Point in providing a broadcasting service of high informational, educational, and cultural programs adapted to children and youths of the home and the school, and to adult citizens, generally;

*We urge* adequate financial support by the state of Wisconsin for the continuing growth and development of this meritorious, and now nationally recognized, pioneering adventure;

*We take genuine satisfaction* out of the prompt action of the new Federal Communications Commission in its present investigation and hearings on the educational and cultural uses of radio in the public interest.—Unanimously adopted by the Wisconsin Teachers Association, Milwaukee, Wisconsin, November 1-3, 1934.

**In relating the early history** of broadcasting in the United States, many writers have claimed that KDKA [Pittsburgh] was the first station to broadcast. In connection with that claim the following affidavit might prove of interest:

I was a "ham" during those early days of radio popularity and I owned a crystal set with which I studied code from the Arlington station and exchanged messages with other "hams."

On one occasion, during 1917, while I was tuning in for the Arlington signals, I heard the first music broadcast from the experimental set at the University of Wisconsin. I was astonished to hear it because as far as I knew, and I watched the papers closely for any announcements of radio development, there had been no publicity previous to or immediately after this pioneer radio program.

This was the pioneer broadcast in the United States because it was not until a few months later that the Westinghouse Electric Company's station at East Pittsburgh, Pennsylvania, came on the air with its first program. There was lots of publicity given the first broadcast from the Westinghouse station; that is why I remember that the university's program was first. I cannot remember the month of either broadcast, but I do know that the pioneer program was from the University of Wisconsin in 1917.

I knew Malcolm Hanson, one of the student engineers at the Wisconsin station, who left school to join the naval radio service.

I received the Westinghouse Electric station on my crystal set often, but not consistently. I could not pick them up sometimes because they were too far away or the weather conditions were too bad.

At the time I was a "ham," which I have spoken of here, I lived in Deerfield, twenty miles east of Madison where the University of Wisconsin station was located. Of course, it was not until later that the

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THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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

Westinghouse Electric station became known as KDKA. When I heard it, it was called the Westinghouse Experimental Laboratory. And later the university station was known as WHA. I can't remember the exact wavelength of the Arlington station, but it was around six hundred meters, possibly eight hundred meters. When the university came on that first time, the wavelength was not much different than the Arlington wavelength. I suppose the university was using about six hundred meters.

I present these facts as a listener and as a "ham."  
Witness: KENNETH GAPEN [Signed] N. BERGE, Madison, Wisconsin  
Sworn before Alfred J. Haas, Notary Public of Dane County, Wisconsin, on this 16th day of October, 1931. [Signed] ALFRED J. HAAS.

Because meat prices have been climbing, a lot of home butchering on Wisconsin farms will be done this year, by people who have never butchered before, by some who haven't butchered for a long time, and by others who may not be sure of their butchering technic. Then, too, relief groups are doing a lot of butchering, meat cutting, and canning.

Livestockman James Lacey and farm radio editor Kenneth Gapen at the Wisconsin College of Agriculture took the station microphone right out to the swine barn and carried on an actual pig-killing demonstration. Later they decided to broadcast a pork carcass cutting and canning demonstration. In order to make these broadcasts realistic and as easy to picture thru the ear as thru the eye, the two men decided to go thru every step just as it actually occurs on the farm.

The killing demonstration was planned so that listeners would not object to any part of it. Such possible sportslike announcements as "ladies and gentlemen, as the knife goes down into the throat, spouting blood comes to the left and to the right, the hog is squirming," were left out.

This somewhat lessens the possible force of the claims of certain smooth-tongued, suave-actioned, commercial-minded, radio-interested persons who say that educational radio programs, particularly those thru stations owned by educational institutions, are dry, deplorably academic, sleep-producing, and lacking in showmanship.

These regular farm broadcasts had action, showmanship, kept listeners interested, and, on the other hand, demonstrated the best practical and profitable methods of killing, cutting, and canning pork on the farm.

Farmers and agricultural workers who reported hearing these two farm programs agreed that they were excellent from all points of view. Even the description of the use of the knife in cutting and killing phases of the demonstrations came thru, in the words of the livestockman, clearly and understandably.

Last year the series of programs included selecting the right hog, cutting and curing demonstrations. This year the series includes killing, cutting, and canning pork, beef, and lamb. By virtue of several miles of underground wire, Wisconsin state stations WHA and WLBL can broadcast without any difficulty from any place on the university campus or on the grounds of the experiment station.

### Religious Broadcasting in England

IT WOULD BE HARD TO DISCOVER a more striking illustration of the difference between radio broadcasting in this country and in Great Britain than is to be seen in the series of studies of the modern missionary enterprise which the British Broadcasting Corporation is now fostering.

On the fourth Sunday of every month from now until next July, this government-controlled company is giving to the listeners of the British Isles a balanced and comprehensive understanding of what the churches—all the churches, Roman Catholic as well as Anglican and free—have in mind when they use the term "missions" today. The series began last Sunday with a general introductory statement by Sir Evelyn Wrench, chair-

man of the board of the London *Spectator* and secretary of the Overseas League, and will conclude next summer with a summation up by the Archbishop of York.

It will be impossible for the dullest man-in-the-street, however much out of touch he may be with the usual services and printed matter of the churches, to listen to any considerable part of this series of broadcasts without gaining a new conception of what contemporary religious forces are after in their work overseas. And for such Britishers as may desire to follow the series of broadcasts more carefully, the BBC has carried out its usual policy of preparing a special supplementary handbook, in this case a beautifully printed brochure entitled "The New Christendom," of which Dr. Edward Shillito, British correspondent of *The Christian Century*, is the author, and for which the Archbishop of Canterbury writes a foreword. These will be sold by the thousands—all the BBC brochures are—all over England.

At the same time that this reinforcement for the religious forces of Great Britain is coming from its noncommercial radio system, announcement is made by the leading broadcasting chains in this country that advertisers have discovered that there is an unusually large Sunday afternoon audience available here and that there is to be a great increase, accordingly, of commercial broadcasting at this time.—Editorial, *Christian Century*, September 26, 1934, p1196.

### Is the Nation Satisfied with the Radio?

HEARINGS ON THE RADIO SITUATION before the new Federal Communications Commission have been concluded. Unfortunately these hearings became largely a debate as to the merits of the proposed bill to allocate a quarter of the existing radio facilities to educational and other noncommercial broadcasting stations. The terms of the Congressional resolution under which the hearings were held favored such an outcome, but the Communications Commission would have rendered an important public service if it had forced those who appeared before it to deal with broader issues. After all, it is quite possible that the public may not be convinced of the wisdom of the 25 percent proposal while at the same time it is profoundly dissatisfied with the radio situation as it now stands. And by lining up the testimony at Washington "for" or "against" one specific bill, the Commission may have unwittingly [?] given quite a false impression as to whether public opinion is "for" or "against" the present advertising-saturated state of the air. *The Christian Century*, for example, has not been convinced that the remedy for the nation's radio difficulties lies in an arbitrary allotment of broadcasting facilities to college and similar stations. There is altogether too little in the past record of such stations to warrant optimism as to their competence to measure up to such a responsibility. We would have much more hope for some such move as the former counsel of the Federal Radio Commission, B. M. Webster, advocated at the hearings, whereby a complete chain of publicly-owned and operated stations would be set up to broadcast along with and as an alternative to the commercial networks. Of one thing, however, we are convinced. The present situation is thoroughly unsatisfactory. If the public will is to control, as the law directs, some changes of a far-reaching character must be introduced. And because we are convinced that public opinion will shortly force changes, we repeat the word of warning which has already appeared in these columns. Let the religious forces beware lest they become too intimately tied up with a system of broadcasting that has almost exhausted the patience of the public.—Editorial, *Christian Century*, November 14, 1934, p1446.

# Gleanings from Varied Sources

**Radio as a cultural instrument** is less effective and less important in formal education than it is in the less tangible field of persistent intellectual stimulus and spiritual awakening of ever larger numbers of our adult citizens. Our schools can get along quite well without the aid of radio, altho with its aid their work can be strengthened. The real problem that America faces is to keep alive the intellectual and spiritual sparks after our people have finished their formal schooling. To date we have not even approached a solution of this problem. Radio provides a way. Thru the radio we are given a peculiar opportunity and a special ability to give to those passing out from the schools, the opportunities, the benefits, and the pleasures of education all their lives, not necessarily by formal instruction but by furnishing current information concerning interesting phases of civilized life, and by providing inspiration that will lead individuals to seek further instruction—in night schools, in university extension divisions, and elsewhere.—**ROBERT M. SPROUL**, president, University of California, in an address before the National Advisory Council on Radio in Education, Chicago, Ill., October 8, 1934.

**The publicity and propaganda activities** of the electric power and gas industries have been brought again into the limelight. The Federal Trade Commission announced on November 15 that it had transmitted Part I of its report to the Senate. This part covers the objectives of the utility publicity and propaganda campaign, the organizations set up to achieve them, how they functioned, and how they were financed. The Commission's official press release refers to the important part played in these propaganda activities by M. H. Aylesworth when he was director of the National Electric Light Association—an organization whose annual budget was well in excess of a million dollars. When the question of the control of radio broadcasting in the United States is considered, it is well to remember that this same Mr. Aylesworth is now president of the National Broadcasting Company.

**Farm radio programs for Florida** are presented from 12 to 1PM each week day over state station WRUF, Gainesville, Florida. These programs are presented by the agricultural extension service, college of agriculture, University of Florida. Programs consist of the day's farm news highlights, livestock market prices for the day on the Jacksonville market, farm flashes and adjustment news from the United States Department of Agriculture, and talks on timely topics given by specialists in agriculture and home economics. Printed programs are prepared for each month and are mailed free on request.

**The broadcasting system in Belgium** has increased rapidly both in the number of listeners and in the financial results since the government took over the operation of the stations and eliminated the commercial stations. The increase in the number of listeners in 1932 was 70 percent and in 1933, 131 percent. In 1933 there were 24.4 licensed listeners per thousand inhabitants, and in 1934 the number had increased to 56.6.

**Municipally-owned radio station WNYC** doubled its operating power on November 1, according to a report in the *New York Times*. The operating power of the station is now one thousand watts. On October 27 Mayor LaGuardia had announced that, after careful study, he believed WNYC to be rendering a valuable service, and therefore authorized its continued operation.

**One Man's Family** had its first performance over NBC networks on November 21 at 10:30 PM, EST. The program is presented under the sponsorship of a cigarette manufacturer. It is not surprising that the program was readily sold to the sponsor. A study made by I. Keith Tyler, assistant director of curriculum, Oakland, California, Public Schools, showed "One Man's Family" to be the most consistently popular program among junior and senior high school pupils. This study was reported in the October 25, 1934, issue of *Education by Radio*. What a tragedy it is that our American broadcasting practise lends itself so readily to the sale of groups of young people to advertisers.

**Radio station KOAC**, Oregon State System of Higher Education, Corvallis, Oregon, issues an attractive program booklet showing both the daily and detailed schedules of the broadcasts. The current program covers the period from October 15 to December 31. KOAC is on the air from 9AM to 9PM daily except Sunday, broadcasting on the frequency of 550 kilocycles with a power of one thousand watts. The programs are arranged by the general extension division, the talent being drawn chiefly from the college, the university, and the normal schools. However, other public agencies in the state frequently contribute programs. Luke L. Roberts is program director.

**Radio station WKAR**, Michigan State College, East Lansing, Michigan, is now distributing a printed monthly radio program bulletin. The first issue was for November 1934. The program is conveniently arranged on both a chronological and subjectmatter basis. The program bulletins are mailed free on request to any listener. WKAR, one of the oldest of the college broadcasters, has been on the air since 1922 as a project of the agricultural extension service of Michigan State College. Robert J. Coleman is director of programs.

**The University of Louisville** is broadcasting a series of programs thru the facilities of radio station WHAS, Louisville, Kentucky. The programs are presented every Monday, Tuesday, and Wednesday from 11:30 to 11:45AM. The general topic of the November programs was "The Child and His School." On each program a representative of the university presented a talk on some aspect of the topic for the month. He was then interviewed by a representative of the Louisville Council of Parents and Teachers.

**Iceland**, altho a small country, boasts of an exceptionally large number of radio listeners. The number of registered listeners on December 31, 1931, was 4100, or 38 percent of the population; a year later it was 5418, or 50 percent; at the end of 1933, 8030, or 72 percent; on May 1, 1934, the number had risen to 8710, or 80 percent of the population. The director-general of telegraphs for Iceland predicts that the number of listeners will reach ten thousand by the end of 1934.

**Governor Gifford Pinchot** of Pennsylvania wrote recently to the Federal Communications Commission claiming that a deliberate attempt was being made to prevent the reception of his radio talks. Claiming that the same wires which carried clearly the voices of other campaign speakers hummed and buzzed while he was talking, Governor Pinchot has requested the FCC to take appropriate action in the matter. The Commission has ordered a complete investigation.

**Doctors—Dollars—Disease** is the title of a series of programs which can be heard over the network of the Columbia Broadcasting System on Mondays at 10:30PM, EST.





# Radio and Public Policy<sup>1</sup>

Robert M. Hutchins

President, University of Chicago

**M**Y QUALIFICATIONS for discussing the pretentious title assigned to me are so meager that I am afraid I must disregard it altogether. Aside from a very limited association with educational broadcasting, I am simply a consumer of radio. And I must confess to you in the privacy of this gathering that my functions in educational broadcasting and in consumption are quite distinct. I never consume an educational program if I can help it. My attitude toward such programs is the same as my attitude toward exercise. I believe in it for others.

The difficulties of radio are easy to state; the medium is new, the companies must make money, and we are still having a depression. The newness of the medium means that mistakes must occur in the process of learning how to use it. Some of these mistakes have been corrected, and doubtless many more of them would have been corrected if it had not been for the two other difficulties I have mentioned—the necessity of making money and of doing so at this time. We should have a very different situation in radio today if the stations and chains were corporations not for profit. We should have a much better situation than the present one if the companies and stations had not been under such terrific pressure for the past four years.

It is presumptuous for a layman who never made any money to discuss the problems of an industry and to attempt to prescribe for it. I face these problems not as a critic of business, but as a member of the educational profession and the consuming public anxious to make radio more effective in education and more satisfactory to the public. *I hazard the guess that unless broadcasting can be made more successful in these respects it will find itself in immediate danger of more drastic regulation, of taxation, of competition with publicly-owned stations, and even of government ownership.*

I have never met anybody who wanted any of these things as an end in itself. Certainly as far as government ownership is concerned everybody recognizes the grave danger of the political abuse of radio. Proposals of this sort are presented not because of the virtues of greater public control, but because of the vices which have so far attended any private management. Those who present such proposals see no way of eradicating those vices short of the measures they advance.

The question is whether those vices are inherent in private management, or whether they can be overcome by the adoption of policies by private management which will convince the public that private management recognizes its public responsibility.

**Education treated unfairly**—If I may take educational broadcasting as an illustration, the charges that can be substantiated are these: the claims of minorities have been disregarded, the best hours have been given to advertising programs, the hours assigned to education have been shifted without notice, censorship has been imposed, experimentation has been almost nonexistent, and the financial support of educational broadcasting has been limited and erratic.

Altho I should not go so far as H. L. Mencken in condemning the entire American public as boobs and morons, I am ready to

admit that most of them have as little interest in educational programs as I have, tho for different reasons. Still I suppose even Mr. Mencken would concede, in his saner moments, that *there is a large minority in this country eager to use the great new device that science has given them to continue their education.* When all the Chicago stations of one company devoted all of every afternoon to the World Series, a lecture course broadcast from my university suffered serious dislocation. When I protested mildly to one radio executive he gave what he thought was a complete answer by asking, "How many people are there in Chicago who would rather listen to the humanities course at the university than to the World Series?" I did not deny that the overwhelming majority of my fellow citizens would prefer hearing about a current home run to learning of the relatively remote accomplishments of Aristotle and Augustus. I did and do assert that some of them had entered upon the course in the simple faith that it would be given four days a week at the same hour, and that to disrupt this program because the listeners were few was to disregard the claims, if not the rights, of this minority.

The appeal of the advertiser of soap and toothpaste must be to the great unwashed. Their constant association with these advertisers has apparently created in broadcasters the delusion that a mass audience is the only audience. I admit that there is no use in broadcasting a program to which no one listens. *But the radio cannot pretend to be an educational instrument, as all broadcasters pretend it is, if the sole test of every program is the number of people gathered around the receivingsets.* Insistence upon this standard means that educational broadcasting must be confined to the most popular presentation of the most ephemeral topics. In other words, insistence upon this standard may mean that educational broadcasting will cease to be educational at all.

**Insecurity**—The pressure upon the stations to make money has frequently forced the shifting or even the cancellation of a nonpaying program as soon as a paying client could be discovered for the time. Educational broadcasting has to be carried on very largely by volunteers. They sacrifice their time and effort without any compensation except the feeling that they are participating in a good cause. Few things have done so much to dishearten these people as the cavalier way in which carefully prepared plans have been pushed around in the interest of increasing station revenues. It is impossible to develop educational broadcasting in this country with the present organization of radio unless the broadcasters will guarantee the time that has been allotted to it. In the last year or so marked progress has been made, particularly by the chains, in dealing with this crucial problem. That it is crucial anyone will agree who knows the infinite labor that goes into the construction of an educational series and the catastrophe that is caused by an arbitrary change of plans.

One cannot escape the impression that broadcasters have used so-called educational programs either for political reasons—to show how public spirited they are—or as stop-gaps in the absence of paying material. This has resulted not only in the frequent change of hours, but also in the donation of the poorest hours. It is natural, particularly in times like these, that

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## EDUCATION BY RADIO

is published by

THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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Committee Members and Organizations They Represent

- ARTHUR G. CRANE, president, University of Wyoming, Laramie, Wyoming, *National Association of State Universities.*
- JAMES E. CUMMINGS, department of education, National Catholic Welfare Conference, 1312 Massachusetts Avenue, Washington, D. C., *National Catholic Educational Association.*
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the best hours should be sold; they bring the best price. But the hours that are best are best because most people are not free at other times. *The finest educational programs in the world will not diffuse much education if the people who want education are occupied earning a living while the programs are on the air.* If radio is to perform its educational function under private management the stations must guarantee time, and good time.

Education must have guaranteed time; it must have good time. It must also have more time. The proportion of the broadcasting day devoted to education in the United States is far smaller than in England. I cannot believe that there is less need or even less demand for education here than there is abroad. The only conclusion is that our system does not do for education what has been found desirable and necessary elsewhere. The sacrifice of any time to education, assuming it could be sold, involves, of course, the loss of revenue. But as long as the American people cannot secure from radio the essential services they require there will be profound dissatisfaction with it, and this must eventually lead to consequences far more serious than a slight reduction in income.

I must take this opportunity to congratulate the chains on the courageous and intelligent stand they have taken as to the content of educational programs. I have never heard of a single case of censorship on the part of the great companies. A professor has the same freedom on the air that he has in his classroom, and in any good university, that is freedom absolute and complete. The chains deserve the thanks of all friends of free discussion for an attitude that is basic to educational broadcasting.

Not so much can be said of the conduct of many local stations. They are sometimes obsessed with the idea of pleasing everybody and shudder at the political, social, and economic enormities uttered by professors. The executive of a Chicago station in the closing months of the last administration wanted me to silence or reform one of our professors who in his radio talks was actually demanding federal relief of the unemployed. Of course, education in a democratic community can only be conducted on the theory that thru the free and untrammelled exercise of the intelligence the truth can be discovered. Business men in radio who wish to prevent the use of their facilities for free discussion may be in business; they cannot pretend to be in education.

*The rights of minorities, definite and adequate time for education, and free speech can all be protected without impairing*

*unduly the earnings of the stations and the chains.* These things are part of the price that must be paid for the franchises these corporations enjoy, and the price is not high. The remaining questions are more complicated and serious. Who shall finance educational programs? And who shall promote and support experimental work in educational broadcasting?

The reason these questions are troublesome is that they lead to so many more. Is radio really an educational device? What role should it play in our school, college, and university scheme? What is its place in adult education? What is adult education? And, if it comes to that, what is education? These questions I cannot pretend to answer. But they must be answered because they are the fundamental questions.

What is needed is a comprehensive study of the educational possibilities of radio by a group of competent educators [not university presidents] which should attempt to discover what can and cannot be done with the medium, and what part is to be taken by the industry, by the government, by the educational institutions, and by philanthropy in its development. All that I can do here is to indicate in an abbreviated and amateurish way a possible approach to a few of the problems.

To listen to the broadcasters you would suppose that all non-commercial broadcasting is educational broadcasting. If a thing is not humor or jazz, it is education. An analysis of these non-commercial programs does not support the claims made for them. Yet some of them are very expensive. If part of the money devoted to them were spent for real education [assuming we could discover what that is] there would be all the education, on the chains at least, that anybody could desire. Clearly the chains must confine themselves in education almost entirely to adult education. With the money they are now spending on what they term education they can support an adequate program in this field.

I am not impressed by the reply that the companies will get into trouble if they pay educators to broadcast. American education has an infinite capacity for taking tainted money and washing it. Far from getting into trouble, the companies will find that an indispensable condition of remaining in business is a good educational plan; and they will find that such a plan cannot be indefinitely maintained by the efforts of professorial volunteers, dragooned into speaking by Mr. Tyson or the administrations of their universities. Some of the time donated by the companies is very valuable, it is true. But that makes little impression on teachers who are already fully occupied and who regard publicity as an annoyance and not as a reward. The companies frequently complain that they cannot find good educational programs and that educators have not done their part. They cannot be expected to unless the broadcasters provide good time, guarantee it, and offer some slight compensation to those participating.

**Industry has obligations**—I hasten to say that I do not want for education any additional broadcasting facilities whatever. What could we do with them if we had them? Time and support are one thing; facilities are quite another. We haven't the money, the staff, or the technical competence to make use of more wavelengths and equipment. To put it bluntly, *I want the stations and the chains to provide the facilities, the time, and some part of the support and leave us to do what we are supposed to know how to do and what we may sometime learn how to do, namely, the educating.* Is this fair? I do not know. That seems to me a matter of degree. Certain educational work must be regarded as part of the obligation of the industry to the public. The rest should be assumed by the educational institutions, the government, and the foundations.

The only division of responsibility between the industry and other agencies that I have been able to think of is, I admit, a very rough and unsatisfactory one. I submit it merely as a subject for study. It seems to me that the public and the educational profession are entitled to expect the industry to conduct as a part of its normal activities an adequate program of education, adolescent and adult, if and when such a program has been worked out by a group properly representative of education and the public. Education and the public should now receive a declaration from the industry that it will give support, moral and financial, to such a program when it is formulated. On the other hand, the costly and complicated experimental work that needs to be done should be paid for by education, by governments, and by private philanthropy. We do not know, for example, what can be done with radio in the schoolroom. We do not know what can be done with shortwave. We do not know what can be done with wired broadcasting. I am clear that the future of radio in education will depend chiefly on our success in developing local centers. The methods of developing them are now unknown and will require for their discovery infinite pains and considerable expense.

**A way out**—One of my professors in law school used to reply when anybody asked him a question: "That is a very difficult problem." I am afraid that is my contribution to the discussion of educational broadcasting under private management in America at the present time. Yet the problem is surely not insoluble; the difficulties are not insuperable. If the industry will recognize unequivocally its responsibility to education, if educators will work out a national plan that meets the needs of our people, I believe that the industry will prosper still, that education will be able to use at last the new tool that technology has given it, and that together we may take a significant step toward the civilization of the United States.

### One Parent's Solution

**C**HILDREN'S PROGRAMS do not give us much trouble and have not for two years. I wonder if you would like to know how we managed. The idea started nearly ten years ago when our youngster began to want to handle things not belonging to him and when he wanted to eat food he saw us eating. He was then told firmly and in a manner he could understand that his hands were little boy hands and not big like daddy's and mother's and so not able to handle things like daddy and mother. Also that his tummy was little and so could not use the food we had. He grew up with the idea that certain things were taboo because they would harm him till he was older.

So when the usual string of tawdry programs began being attractive and after we had done the usual amount of worrying [believing to forbid outright would only make them more desirable] I, one evening at dinner time, had a happy thought. I said, "Sonny, you know we have always tried to give you proper food to help make you strong. You didn't have cake until you were quite a big boy and even now you have only small amounts and not often." He agreed. I continued: "We are trying just that with your mind. What you see and hear and read is food for your mind. If it is good it helps your mind grow. If it is poor it may make your mind sick. Now, most of those radio programs are just as bad for your mind as too much cake would be for your body. And they are mostly poor cakes made of cheap material and poorly baked."

Well, he didn't say much but his father carried the comparison a bit farther and the boy was doing a lot of thinking. Next night he said, "Mother, will it do much harm if I just listen to

'Little Orphan Annie' enough to keep track of what they are doing? It will be the only one I'll listen to." So he generally gets the very last of it about three times a week. Never do we listen to the 5:45 sales talk and never do we buy Ovaltine.—Mrs. C. D. E., Danville, Ill., in the *Chicago Daily News*.

### School Broadcasting in Australia

**T**HE FOLLOWING TYPICAL REPORT from a country school will interest teachers. It shows a thoroly professional understanding of how to get the best out of the broadcasts.

Some schools which listened in during the first term of 1934 have not yet furnished reports. Such reports are of great value to the [Australian radio education] committee. . . .

It is pleasing to report a keen interest being displayed in the school broadcasts by practically all the pupils from Class 4 upwards.

They discuss the titles for weeks ahead and debate the manner in which the lecturer will handle the subject. Each topic is dealt with beforehand in class by the class teacher; the children collect articles, pictures, and the like, which might be of use in appreciating the broadcast. The atlas and map, diagram, and chart are used beforehand and during the lecture. As the lecture progresses each child makes notes of the subject, special features are noted by the teacher on the blackboard, spelling is identified and every effort made to have the notes made out on correct lines. The follow-up plan consists of compositions embodying the lectures. These are carefully checked and special lessons given by the class teacher to ensure that the subjectmatter of the broadcast has been assimilated; then, if necessary, special lessons are given to supplement the broadcast.

A pleasing feature of the broadcast is the frequency with which books of reference, encyclopaedias, and the like, are used to follow up the lecture; also the number of questions the teaching staff gets to help the children to grasp the details. Frequently, too, an individual or more than one will give a lecture on the lines of the broadcast.

Generally, the broadcasts are a complete success; they fit into the spirit of the syllabus, and are giving the children a wider culture than is always possible from the lesson of a class teacher. I consider they are a fine educational institution and should be maintained.—*Education Gazette* [Australia], July 2, 1934, p131-32.

### Intelligence of Listeners Underrated

**S**OME RADIO ANNOUNCERS [or is it the advertiser's idea] give their listeners very little credit for intelligence. In the course of a fifteen minute program they repeat and spell out a few words three or four times so as to be sure their so-called "contests" don't lack for entrants. These contests are nothing less than rackets. The prizes wouldn't pay the postage bill of the contestants. They do help the postal department, however. Isn't it about time that some effort were made to turn the radio to some good use? We are not strong for government control of radio but unless the programs are freed of the surplus of advertising the government will have to take over a few stations and show what can be done with radio broadcasting. There are too many stations and too much advertising.—A. G. ERICKSON, *Springfield* [Minnesota] *Advance-Press*.

### If Shakespeare Wrote for Radio

**"L**ET ME HAVE ABOUT ME men that are fat, sleek-headed men, and such as sleep o' nights with *Thanka Coffee*."

"Yon Cassius has a lean and hungry look. Methinks he has not had his *Wheaties* this morn."

"The quality of mercy is not strained; it falleth like the gentle rain from heaven upon the place beneath. Like gifts from Ye Olde Giftie Shoppe, 2032 W. Hamilton Drive, it blesseth he who gives and he who takes."

"A *Chevrolet*! A Chevrolet! My kingdom for a Chevrolet!"

"Out, damned spot! Out, I say! Will all great Neptune's ocean wash this blood clean from my hand? No, for I forgot to get some *Clean-O* blood-removing soap, sold at your neighborhood druggist at ten cents the cake."—*Arizona Kitty-Kat*.

# Gleanings from Varied Sources

Dr. Thomas Parran, Jr., New York State Commissioner of Health, resigned on November 20 from the public health committee of the National Advisory Council on Radio in Education. His resignation was attributed to his being banned at the last minute from speaking on November 19 over a coast-to-coast network of the Columbia Broadcasting System. His scheduled talk on "Health Needs" was the fifth program in the series, "Doctors, Dollars, and Disease," and had the approval of Dr. Levering Tyson, director of the National Advisory Council on Radio in Education. Dr. Parran felt "that a hopeful view of relief from their dangerous malady might be more welcome to the half million persons in the United States who acquire this disease [syphilis] each year than *the veiled obscenity permitted by Columbia in the vaudeville acts of their commercial programs*" [italics ours].

The World Wide Broadcasting Corporation, owners of shortwave station WIXAL, located in Boston, are devoting the entire facilities of their station to educational broadcasts. The programs began Sunday, December 2, and will continue every Sunday, Tuesday, and Thursday evening. The complete December schedule is enclosed with this copy of *Education by Radio*. Mr. Walter S. Lemmon, president of the World Wide Broadcasting Corporation, has appointed William M. Barber educational director of the new enterprise. The experiment of sending out educational programs over the shortwave is expected to prove the efficacy of this type of education. If the experiment is a success, the programs will be continued on a more pretentious schedule in the forthcoming months.

We will join with the National Committee on Education by Radio and other agencies seeking to induce the government to withhold at least 25 percent of licenses from private corporations for the use of educational and noncommercial programs. We ask the Federal Communications Commission to stipulate in its regulations that advertisements of liquor and tobacco and other things unsuitable for children shall be barred from the programs.—Adopted by the convention of the National Woman's Christian Temperance Union, Cleveland, Ohio, November 15, 1934.

Teachers' Institutes by Radio were inaugurated recently by WHA, state-owned broadcasting station, Madison, Wisconsin. Pupil motivation, individual differences, direction of study, curricular integration, discipline, and activities are among the topics discussed. This teachers' roundtable, which is presented every Tuesday from 4 to 4:30PM, is used by Wisconsin schools as a part of their regular weekly faculty meeting. It aids school people in keeping in constant contact with the newest trends in education without loss of time or expense for travel.

Two thousand new wireless stations are being set up on collective and state farms in the rural areas of Russia. They will form a radio grid system, or network of stations, so that the different farms can keep in touch with one another and with headquarters at Moscow. One of the reasons for grain shortages in the past was the difficulty in maintaining contact with the grain-raising farms.

Radio station WHA, state-owned station, Madison, Wisconsin, is now distributing a printed radio program booklet. The first issue covers the period from November 1934 to May 1935. It gives the schedule of broadcasts for each day of a typical week and notes on each of the program series. Copies of the program booklet are mailed free on request.

The Cape Province Education Department will provide, next year, a daily school broadcasting service with the cooperation of the Cape Town broadcasting station, which has placed its studio and staff at the disposal of the department. Lessons and talks will be broadcast to schools five times a week thruout the year. One of these will be a talk on current world affairs, alternately in English and Afrikaans [official language]. The other four will be lessons, two for primary and two for secondary schools, both languages being used. . . . The daily lessons and talks will last half an hour, from 11:15 to 11:45AM. An advisory committee will be appointed on which the Cape Education Department, the African Broadcasting Company, and the Teachers' Association will be represented.—*The Star*, Johannesburg, South Africa, September 4, 1934.

We protest against the gradual and extensive curtailment of time allowed, and the unfair assignment of undesirable wavelengths, to radio stations maintained and operated by educational, religious, agricultural, labor, cooperative, and similar nonprofitmaking associations, seeking to advance the religious, cultural, and scientific knowledge of the radio audience.

To insure equality of opportunity we urge that this condition be remedied and that the Federal Communications Commission grant such stations more time, at suitable periods, on desirable wavelengths, in order that their wholesome offerings may be heard by more people and the stations rendering this service be placed upon a self-sustaining basis.—Adopted by the seventy-ninth general convention, Catholic Central Verein of America, Rochester, N. Y., August, 1934.

Dr. Orestes H. Caldwell, editor of the magazines *Electronics* and *Radio Retailing*, has given five simple rules for the radio listener to use to reduce radio interference for himself and others. These rules are: [1] Do unto others [in eliminating interference causes] as you would have others do unto you; [2] Get your antenna for broadcast reception as high and as far away from house electrical apparatus as possible; [3] In purchasing electrical appliances, automotive devices, and the like, specify that they are to be of types that "produce no radio interference"; [4] See that your radio tubes are new and in good condition; and [5] Have a competent radio or electrical man shield or equip with choke coils or condensers, any apparatus which may be causing radio interference for yourself or others.

Station KFUE will celebrate its tenth anniversary Sunday, December 9, from 3 to 4:30PM, in a public service at the Saint Louis Municipal Auditorium. The service will be broadcast, as will a number of special anniversary studio programs thruout the week. A three hour DX program will be broadcast Friday, December 14, from midnight till 3AM, especially for the benefit of remote listeners. Station KFUE does not broadcast commercial programs. It is located on the seventy-two acre campus of Concordia Theological Seminary, the largest Protestant institution of its kind in the country.

La Prensa, a leading newspaper in Buenos Aires, is reported as demanding that the broadcasting system of the country be taken over by the government and that a broadcasting system be established similar to those of the European countries.

Help us to extend the influence of *Education by Radio*. Pass this issue on to your local library or to a friend. We will be glad to supply you with as many additional copies as you can use effectively.



# A Future American Radio Policy

William A. Orton

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ANY GOVERNMENT must make up its mind as between two alternatives. Either the control of popular broadcasting must be positively directed with a view to the maintenance and improvement of cultural values; or it must be mainly negative in character, allowing radio to become simply an additional means of mechanical entertainment. A positive control necessarily compels the adoption of certain standards. A negative control leaves these, on the whole, to chance.

The very nature of broadcasting makes it, whether designed or not, a most powerful influence on the cultural life of the people. It cannot, under any system, be a neutral force. In my opinion, the potential value of broadcasting is greatest in the following fields, in the order given: political information and propaganda; news and its expert interpretation, including necessary background; adult education; music; popular recreation; and formal education for incorporation in school programs. If this order is even roughly correct, the present distribution of broadcasting time in America is very far from justified by cultural demands.

From the technical point of view, all considerations indicate that the control of broadcasting should be monopolistic. Whether one considers the distribution of efficient service areas, the problem of interference, or the intelligent planning of program sequences thru the day and week, there is nothing to be said, from the standpoint of efficiency, in favor of uncoordinated competing systems. For this reason, the utilization in the United States of broadcasting facilities is exceedingly wasteful, in view of the excellent technical equipment available. A complete private monopoly would be technically preferable to the existing chaos.

A private monopoly, however, neither would nor should be tolerated by public opinion, particularly if it were directed to the making of profits. Whatever its means of financing, it should be directly and constantly responsible to the representatives of the public whose property rights it uses and whose interests are at its mercy.

The profit-motive is fundamentally inconsistent with either technical or cultural excellence in the broadcasting service. Of course, it is quite possible by a negative control to render commercial programs comparatively innocuous; but the major part of the service must necessarily be dominated by the salesman's conception of the mass-mind. The disregard of cultural minorities and the constant bias of programs toward poorer or more old-fashioned, cultural standards are unavoidable features of a commercial system. Further, the association of cultural programs—such as opera broadcasts—with commercial salesmanship is inherently degrading to art and artists, and is likely to do harm rather than good in the long run. In my view, no compromise is possible on this question.

The assertion that public control would necessarily be politically biased can be dismissed in view of the experience of Great Britain and the record of other administrative agencies of the federal power in America. It is ridiculous to hold that a civilized nation could not discover a board of men competent and honest enough to provide disinterested direction; and in any case, the chances of such direction are better in the hands of public servants than in the hands of com-

mercial enterprises. Admittedly, the standards of a public body, including its ideas of what is true and desirable, reflect those of the government in power to some extent. This is a natural feature of any public control, but it can be held within reasonable limits by public discussion in the press and in the parliaments of democratic countries.

The development of shortwave transmission and international broadcasting renders the creation of a standing international tribunal eminently desirable. While it is unlikely that such a tribunal could, for some years to come, secure more than advisory power, its influence under the proper auspices would be considerable. Its functions should include:

[1] The hearing of appeals and the issuance of findings upon international problems, including both the technical use and distribution of facilities and the content of programs. *It must be noted that the latter question may now at any time give rise to action under Articles 15 or 17 of the Covenant of the League of Nations*; and the existence of a preliminary consultative and advisory body might prove exceedingly valuable.

[2] The coordination and development of existing practices in international broadcasting.

[3] The initiation of further desirable activities in this field by common consent.

[4] A thoro study, with a view to international action, of the relations between the press, the cable companies, and the broadcasting systems in regard to the gathering and distribution of news [including the copyright problem].

In regard to the situation in the United States, it is to be noted that the failure of the American Federal Radio Commission to carry out its original program of technical reorganization was due to the strength of vested rights in profit-earning as recognized by the courts. Any positive control over broadcasting would have to face the same obstacle. A more liberal interpretation of "public interest, convenience, and necessity" would provide a good theoretical case for public control of broadcasting; but if the argument from technical considerations failed in the courts, it is hardly likely that the argument from cultural considerations would succeed unless backed by definite Congressional action. Such action should have the following immediate objectives:

[1] *The establishment of a central control of all popular broadcasting.* This should be attempted, in the first instance, and as far as possible, by mutual consent and collaboration of existing concerns; and its aim should be to secure maximum service areas for existing cultural programs, together with a better planned distribution of such programs in broadcasting time. The government, together with the noncommercial groups [foundations and the like] at present active in this field, should be actively associated with such a body from the outset. I do not favor the principle of setting aside a specific proportion of time and/or facilities for cultural purposes.

[2] *The active furtherance of the original plan for redistribution and maximum utilization of technical facilities,* by means of joint action between the broadcasting control above described and the Communications Commission. This action should involve the scrapping of a considerable number of stations whose interference effect is greater than their service

value to the public, and the attainment of further important economies made possible under [1] above.

[3] *The imposition of a tax on all broadcasting*—arranged as hereunder described—the proceeds of such tax to constitute a fund exclusively available to the broadcasting control established under [1] above. Such a tax is justified not only by ethical but by practical and legal considerations as well. Its omission at the outset was a grave error. There is no other available way to finance noncommercial broadcasting on a permanent basis. In my judgment, the principle of taxing receiving sets is not available in the United States.

[4] *The broadcasting tax should be collected on a basis of actual broadcasting time, and should be graded as to rate according to the power of the station and the nature of the program.* Purely cultural programs should be free of all tax. Advertising programs should pay a maximum rate, with such intermediate rates [e.g., for sponsored news-programs] as a study of program-classification might render advisable. *This principle of differential taxation is in use by both the German and the Italian governments as a means of control over motion-picture programs. A study of those systems would be of service to the Communications Commission.*

[5] It is obvious that the principle of taxation presupposes that opportunity is left to the taxpayers to earn revenue by the use of broadcasting facilities, and that their only source of such revenue is, as at present, advertising. In other words, the foregoing proposals represent an interim scheme of control which does not look toward the immediate establishment of a complete government monopoly or an immediate abolition of all advertising [much as the present writer would like it]. The scheme embodies about as much as public opinion is yet ripe for; but it should be added that if or when private stations of satisfactory equipment and coverage decide to quit the field, the federal government should be empowered at any time to take them over and operate them thru their existing organizations. *It is probable that in this field, as in that of the railroads, public utility status would tend eventually towards a gradually increasing measure of public enterprise.*

### British Radio Director Replies

DOES THE BRITISH BROADCASTING CORPORATION make adequate provision in its budget for depreciation? Commercial radio writers in the United States have been saying

recently that it does not, and they have been using this assertion to show that the highly satisfactory financial results of the British system cannot be compared with those in the United States, where the broadcasting industry as a whole, according to an authorized spokesman, "has never yet operated at a profit."

These same prejudiced writers have created also the impression that there is considerable sentiment in Great Britain favoring the introduction of advertising into radio programs in imitation of the American practise.

Sir John C. W. Reith, director-general of the British Broadcasting Corporation, answers these two assertions in the following cryptic radiogram dated December 10:

Both statements entirely untrue. Regarding first, depreciation provision more than adequate respecting every form of capital asset. Regarding second, there was House of Commons debate of private member's motion, February 1933, categorically endorsing present non-advertising public service system by 203 to 27 votes. No Parliamentary committee nor any public body, so far as we know, has ever discussed introduction of advertising.

### Noncommercial Stations Needed

THE FEDERAL COMMUNICATIONS COMMISSION has recently been holding public hearings in regard to the future of radio broadcasting, which developed chiefly into a debate between the "educational broadcasters" and the commercial radio systems. The educators demanded either more time on the air, or more and better wavelengths for their exclusive use, or both. The commercial broadcasters replied that the educators don't know how to broadcast and that no one listens to their programs. The commercial interests say they themselves are now doing a good job in the educational field, and in support of this view, several wellknown citizens, including H. L. Mencken and John Erskine, testified. It would be interesting to know whether these and other celebrities appeared on their own initiative, and paid their own expenses, or were persuaded by the broadcasters to come forward, and were given financial aid in doing so.

This discussion, of course, did not get to the heart of the matter. It is quite true that most of the so-called educational broadcasting done under college auspices is dull, and it is an open question whether it justifies itself from any social point of view. But certainly, the broadcasting of commercial stations is equally open to criticism. The men in charge of these stations are not competent to judge the social value of broadcasting; they are selected haphazardly, mostly from the ranks of public-utility employees. Even if they knew, they have not the money or the trained personnel to do a really good job at anything except their present chief interest, which is helping to sell laxatives, chewing gum, and toothpaste. If they had the knowledge, money, and personnel, their noncommercial programs would still be ruthlessly thrust aside whenever a new advertiser came along with a demand for time. As things are now, nearly every hour of the day when people are able to listen has already been sold, on all important stations. The radio will never reach its highest social usefulness under either of the sets of conditions proposed before the Federal Communications Commission. It will only be reached when, as is the case in several European countries today, every American listener can get at least one noncommercial station, offering programs arranged by a man of a caliber equal to that of a president of a university, and one who has ample funds for carrying out a task involving highly specialized technics and abilities.—Editorial, *The New Republic*, November 28, 1934, p58-59.

#### EDUCATION BY RADIO

is published by

THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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## Radio Advertising—A Protest

**P**ROBLEMS OF ENORMOUS ECONOMIC MAGNITUDE give a feeling that we ought to permit the gentlemen who destroyed our economic structure to continue to destroy radio art, while the national government tries to reconstruct the economic structure. But with a sense of guilt I rejoice in *The New Republic's* drive on the radio problem.

During many years I refused to own a receivingset, but recently acquired one, hoping that some of the programs would be worth the listening. And there are some—the Canadian stations and the Wisconsin state-owned station. . . . *The New Republic* recently mentioned one activity of the Wisconsin state-owned station, but it seemingly does not know of the thoroly excellent programs given by the station during the day. This station is required by the federal commission to cease at sundown! Why? Perhaps the advertisers could not face competition from such a station.

Gratified to read that the new Federal Communications Commission was about to investigate programs, I wrote to the Commission to express my pleasure. Under date of September 24, 1934, the secretary of the Commission writes:

Your attention is invited to Section 326 of the Communications Act of 1934 which expressly prohibits the Commission from exercising any power of censorship over the transmissions of any station.

It is to the station's best interests to broadcast the kind of programs the majority of its listeners desire, and it is believed comments to the station or chain company having jurisdiction are appreciated and receive careful consideration.

The secretary ought to read the other sections of the new statute. The statute is expressly directed to "all the people of the United States," not merely to the "listeners" mentioned by the secretary. The "majority of its listeners" probably like what they listen to, or they would not listen. A group of subnormals who buy worthless dentifrices that some blatant ignoramus tells them to buy constitute the "majority" mentioned by the secretary. The Commission cannot be of much service if it is interested in this group alone. The secretary would also do well to read Section 307 [b] of the act, which authorizes the Commission to make allocations; also section 307 [c], which directs the Commission to study the allocation of nonprofit programs and activities. . . .

We need an organized movement against radio advertising. Possibly the thought is not new, but producers who do not pollute radio programs ought to emphasize this fact in their legitimate advertising. And we need more of *The New Republic's* drive to bring pressure to bear on the Federal Communications Commission.—EMERSON STRINGHAM in a letter to *The New Republic*, November 28, 1934.

## Wisconsin PTA Resolution

**R**ESOLVED, That we favor the ownership and control by the state of Wisconsin of adequate radio facilities to extend to all parts of the state, both day and night, the benefits of the state's educational, agricultural, governmental, and other service agencies. And be it further

*Resolved*, That we commend the activities of the state-owned radio stations and their unique service indicating the limitless possibilities for broadcasting in the interest of the public, and would look with disfavor upon attempts by private interests to take for private gain these radio facilities owned by the people of Wisconsin. And be it further

*Resolved*, That we recommend to each Congress unit the study of radio programs, both good and bad, that the members

may be prepared to disseminate information of good programs available for children and adults. And be it further

*Resolved*, That the Parent-Teacher Associations make their protest to objectionable broadcasters and express their commendation of programs which are wholesome, suggesting the type of programs that will be acceptable.—Adopted by the annual convention, Wisconsin Congress of Parents and Teachers, Antigo, Wisconsin, May 8-10, 1934.

## Inside Dope on Doped Insides, or Why Erratic Static?

**I**F THE PROVERBIAL VISITOR from Mars should sit down of an evening to listen to the radio of his American host, he would soon conclude that America's greatest trouble is not the depression, the New Deal, or capitalism, but 120,000,000 "run-down systems."

Every day over the air Americans hear jazz orchestras sponsored by laxatives, news commentators doing their bit for yeast, opera singers carrying on for headache remedies, and pseudo-cowboys yodeling for reducing salts. Interspersed with this entertainment is matter of a more serious nature. Testimonies from farmers who suffered horribly before taking Dosal, but who since have a new zest for life; advice to those whose lives are one long headache; and warnings to the mothers of America not to injure their children's delicate systems by feeding them adult medicines—all are part of a constant campaign of relief for America's tormented insides.

After a day of radio entertainment our Martian friend could hardly be blamed if he spent his return journey to Mars writing magazine articles for the interplanetary news service on "Stomach and Intestinal Distress, America's Outstanding Characteristic." For, certainly, he would conclude that 50,000 laxative manufacturers can't be wrong.—Editorial, *The Minnesota Daily*, December 4, 1934, p2.

## Radio—A Quack Doctor

**T**HE MORIBUND FEDERAL RADIO COMMISSION, which rises to protest only when some attack upon the national administration is broadcast, might give heed to the resolution adopted by the Westchester County Medical Society at the annual meeting in White Plains.

That resolution strongly condemns the use of the radio for the exploitation of drugs and patent medicines. Every radio listener is familiar with the nauseating practise, interspersed at annoying intervals thruout programs designed to entertain but actually serving as the vocal backdrop for advertising quackery.

Decent newspapers long ago ceased of their own volition to advertise these nostrums and panaceas. Yet the Federal Radio Commission still permits misleading and fraudulent claims for such concoctions to be broadcast.

"It has been well established," reads the statement from the County Medical Society, "that some of the patent medicines now exploited over the radio are dangerous in the hands of the layman, others are of doubtful value, and in practically all instances their value for relief of the symptoms and conditions for which they are recommended has been overstated and is misleading to the public."

If the Federal Radio Commission cannot interest itself in the health of the public it is paid to protect, why is there any justification for the existence of that expensive governmental bureau?—Editorial, *Herald-Statesman*, Yonkers, N. Y.

# Gleanings from Varied Sources

It would seem that a rich government with many idle musicians and thousands of people anxious to hear good music, might well interpret the "pursuit of happiness" to include an opportunity to become familiar with musical culture. A national orchestra and a national opera company may some day be an integral part of our life. They could by means of tours and the radio be made to serve the country even more completely than does our national park system today. The responsibility of our government along these cultural lines is late in being recognized, perhaps because of philanthropic efforts which in some cities have provided the opportunities which in Europe have been at the expense of the state. The uncertainty of continued philanthropic interest will no doubt result in a government undertaking when the government's responsibility for cultural recreation is more generally realized.—HAROLD L. ICKES, *The New Democracy*. New York: W. W. Norton and Co., 1934, p73-74.

Australia is erecting seven additional broadcasting stations to serve the more remote regions, which hitherto have not been provided with adequate facilities. This is made possible by the fact that broadcasting there, is a national cultural service supported by program service fees. The fees have been reduced from 24 shillings to 21 shillings a year for receivers within 250 miles of a station of the National Service, and from 17/6 to 15 shillings for receivers at greater distances. National leaders are selected by a committee of university experts to speak over the national network. Local advisory committees arrange radio programs for schools.

Whilst I have any control [of Irish Free State radio programs] I will try to see that such programs only are broadcast as will be creditable from the artistic, the cultural, and the national point of view. The line of demarcation between what public taste demands and what we would like to give is a line that has to be very carefully considered. . . . We shall always have to exercise strict censorship over the [sponsored] programs, however tempting the advertising offer may be.—Minister for Posts and Telegraphs [MR. CONNOLLY], *Dáil Eireann*, April 22, 1932, p497-99.

Children should and can be persuaded by their parents to cease listening to harmful radio programs. Other means of recreation can be found to lure the youngsters from the hair-raising thrillers which form a large part of the radio fare offered them by broadcasters. As a means of improving the content of children's programs, parents should write to sponsors condemning harmful broadcasts and commending good ones.—WILLIAM L. DOUDNA, radio editor, *Wisconsin State Journal*, and radio chairman, Wisconsin Congress of Parents and Teachers.

Radio station WOI, Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa, has begun this year broadcasting a series of programs for high school students. The subjects in which faculty members present lessons are English, history, civics, economics, drama and debate, and general science. For the past three years lessons in agriculture following the state high school course of study have been broadcast.

The radio committee of the Russian government has developed a new program of television broadcasts. This program includes a periodical sight and sound journal, *Telechronique*, a multiple film written especially for radio broadcasting, a radio concert in which the interpretations are photographed and recorded on the film, and several simple television broadcasts.

Of the many factors that have contributed to mortgages and indebtedness among our citizens, amounting now to some \$6,000,000,000 on the farms and \$21,000,000,000 on home property in general, nothing possibly has had greater influence than asinine supersalesmanship. This is some sort of an art practised by the semi-intelligent, wherein a man is made to believe he wants what he never wanted before and usually when he gets it he never wants it again. The supersalesman is a bane to modern society. *His piffle is what you are more than likely to hear over the radio in this country every day unless you are clever enough to cut it off.* Only a fool will buy his wares. Thru him, no doubt, much of recent indebtedness on the farm has been incurred.—WILLIAM J. HALE, *The Farm Chemurgic*, p100.

Radio Station KFKU, University of Kansas, celebrated, on December 15, the tenth anniversary of the presentation of its first program. Each year the broadcasts from this publicly-owned station have been marked by greater perfection in program presentation and an increase in the longer series of talks. Insofar as possible, the program material is adapted to an individual audience and periods are carefully selected to reach this desired audience. The programs are all presented and directed by members of the university faculty assisted by advanced students.

When the radio is used for the transmission of things like the recent parody on the Twenty-third Psalm, is it not a challenge to every professing Christian? Because we can do so little, we are inclined to do nothing. This attitude would seem to be precisely the one condemned in the parable of the talents. If all of us "one talent" people do the little we can do and trust the result to God, our efforts surely will not be in vain.—ELISABETH GRIFFITHS in a letter to the *New York Times*, November 18, 1934.

Western State Teachers College, Kalamazoo, Michigan, is conducting a radio hour over station WKZO on Tuesday and Thursday afternoons from 1 to 1:15PM, EST. The programs are under the direction of William McKinley Robinson, head of the rural education department of the college. *Education by Radio*, in its April 12, 1934 issue, reported last year's series which consisted of programs on three afternoons each week from 3:15 to 3:30PM.

Local admirers of Dr. Harry Emerson Fosdick have protested to the San Francisco station of the National Broadcasting Company against crowding him off its Sunday schedule. Sunday time is evidently considered very valuable for commercial purposes.—San Francisco notes, *Christian Century*, December 5, 1934, p1566.

Reflecting a general improvement in Canadian business, the Canadian Department of Marine reports a gain of 45,000 in the number of radios licensed at the \$2 annual fee during the fiscal six months from April to September. The total number of licenses issued during that period was 548,249.

Of course, it would be too bad to deprive anyone of an honest living, but would it not be in line with the government policy of subsidizing nonproduction to pay the announcers handsomely for not announcing?—K. L. C. in *New York Times*, November 23, 1934.

I am thankful for the rising tide of appreciation of music in America, much of which is due to radio.—LAWRENCE TIBBETT.



T.L.

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# Education by Radio

## Volume Four

Numbers 1 - 16 Inclusive  
January 18 - December 20, 1934

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**T**HE PURPOSE of the Committee shall be to secure to the people of the United States the use of radio for educational purposes by protecting the rights of educational broadcasting, by promoting and coordinating experiments in the use of radio in school and adult education, by maintaining a service bureau to assist educational stations in securing licenses and in other technical procedures, by exchange of information thru publications, and by serving as a clearing house for the encouragement of research in education by radio.—From the by-laws of the National Committee on Education by Radio.

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**National Committee on Education by Radio**  
1201 Sixteenth Street Northwest  
Washington, D. C.

1934



Abbot, Waldo ..... 40, 48  
 Adult Education a Necessity ..... 19  
 Adult Education by Radio (JAMES A. MOYER) ..... 26  
 Advertising, Youth and False ..... 39  
 American Bar Association, Report, 1934 ..... 40  
 ANDERSON, C. J. (quoted) ..... 8  
 Annual Report of the Department of Extension (University of Alberta) 1933-34 ..... 36  
 Australia  
 — Radio in ..... 8, 64  
 — School broadcasting in ..... 38, 59  
 Australian Broadcasting Commission ..... 24  
 AVLESWORTH, MERLIN H. .... 13, 26, 56  
 Barber, William M. .... 60  
 Bayer Company, Inc. .... 44  
 BEAIRD, T. M. .... 7, 37  
 Belgium, broadcasting system in ..... 56  
 BELLOWS, HENRY A. .... 7, 13, 40  
 BENNER, THOMAS E. .... 19, 23  
 BENNETT, WILLIAM RAINEY (quoted) ..... 8  
 BERGE, N. .... 54  
 BIDDLE, WILLIAM W. Propaganda and Education (quoted) ..... 1, 12  
 BISSELL, WALTER L. Youth and False Advertising ..... 39  
 BLIVEN, BRUCE (quoted) ..... 48, 52  
 BRACKETT, B. B. .... 37  
 BRAOLAUGH, CHARLES (quoted) ..... 36  
 BRAINERD, HELOISE ..... 23  
 PRANDEIS, LOUIS D. Other People's Money ..... 1  
 BRIDGEMAN, VISCOUNT ..... 13  
 British Broadcasting Corporation ..... 9, 11, 12, 13, 20, 24, 25, 26, 31, 55, 62  
 — Members of the board of governors ..... 13  
 — Yearbook, 1932 (quoted) ..... 44  
 British Institute of Adult Education ..... 24  
 — Public Utilities and National Development (DIMOCK, MARSHALL E.) ..... 24  
 — Radio Director Replies ..... 62  
 — Radio Popular ..... 11  
 Broadcasting Allocations in the United States (chart) ..... 6  
 Broadcasting in the United States ..... 1  
 Broadcasts by Senior High Schools ..... 47  
 BROMLEY, DOROTHY D. (quoted) ..... 6, 12  
 BROWN, HAROLD G. .... 13  
 BROWN, THAD H. .... 31, 33  
 BUCKLEY, H. M. (quoted) ..... 28  
 Bulgaria, radio in ..... 24  
 BURKHARD, RUSSELL V. A Junior High School Broadcasts ..... 10  
 HURY, J. B. A History of the Freedom of Thought (quoted) ..... 5  
 BUSCH, HENRY M. (quoted) ..... 16  
 Caldwell, Orestes H. .... 60  
 Can America Get the Truth about Radio? ..... 9  
 — Canada  
 — Broadcasting in ..... 28  
 — Radio licenses in ..... 64  
 Canadian Parliamentary Committee Reports  
 — Radio Broadcasting Commission ..... 20, 28, 35  
 — Interim Report, 1933 (quoted) ..... 39  
 Can't Something Be Done? ..... 39  
 Cape Province Education Department ..... 60  
 CAPPER, ARTHUR ..... 8, 14  
 CARAVATI, HENRY L. (quoted) ..... 52  
 CARR, CLARA L. (quoted) ..... 14  
 CASE, NORMAN S. .... 31, 34  
 Central Council for Broadcast Adult Education ..... 15  
 CHAMBERS, W. G. .... 21  
 Characteristics of a Sound Broadcasting System ..... 11, 15, 19, 23, 27, 31, 35, 39  
 CHARLESWORTH, HECTOR ..... 19, 22  
 CHARTERS, W. W. .... 21  
 CHOTZINOFF, SAMUEL (quoted) ..... 16, 32  
 Classroom Teacher Indispensable ..... 11  
 COHEN, NORMAN, United States versus ..... 8  
 COLEMAN, ROBERT J. .... 56  
 College and University Broadcasters Meet ..... 37  
 Colleges and Universities  
 — California, University of ..... 24  
 — Denver, University of ..... 8, 28  
 — George Peabody College for Teachers ..... 48  
 — Louisville, University of ..... 56  
 — Maryland, University of ..... 32  
 — Michigan, University of ..... 40  
 — Tufts College ..... 26  
 — Western State Teachers College ..... 16, 64  
 — Wisconsin, University of ..... 38  
 COLTRANE, EUGENE J. A New Deal in Radio Broadcasting ..... 50  
 Columbia Broadcasting System ..... 5, 6, 7, 13  
 Commercial Radio Advertising (quoted) ..... 1  
 Committee on Interstate Commerce, hearings before the ..... 14  
 Communications Act of 1934 ..... 35  
 Concerning the FCC Inquiry ..... 46  
 CONNOLLY, Irish Free State Minister for Posts and Telegraphs (quoted) ..... 64  
 Consular Privileges and Immunities (IRVIN STEWART) ..... 34  
 Control of Radio, The (JEROME G. KERWIN) ..... 40  
 COOLIDGE, CALVIN (quoted) ..... 17  
 COOPER, WILLIAM JOHN ..... 19, 22, 43  
 COOPERT, F. A. (quoted) ..... 20, 24, 28, 36  
 CRANE, ARTHUR G. .... 16, 21, 42  
 Daily Radio Program under Three Unit Plan (chart) ..... 51  
 DALLEY, ORIEN ..... 19

DAMROSCH, WALTER ..... 16, 44  
 Danish Radio Talk, The (HANS CHRISTIAN RUDE) ..... 3  
 DAVIS, DOROTHY A. (quoted) ..... 36  
 DAVIS, ERWIN L. (quoted) ..... 40  
 DAVIS, JEROME ..... 19, 21  
 — (quoted) ..... 23  
 DAWNAY, A. G. C. .... 15  
 DAWSON, MITCHELL (quoted) ..... 12, 16, 20  
 DEENEY, CORNELIUS, S. J. .... 43  
 DENISON, MERRILL (quoted) ..... 16, 20  
 Destiny Listens In ..... 46  
 DICKINSON, G. LOWES ..... 29  
 DICKINSON, JOHN ..... 19, 23  
 DILL, CLARENCE C. .... 2, 12  
 DIMOCK, MARSHALL E. British Public Utilities and National Development ..... 24  
 Doctors—Dollars—Disease ..... 56  
 DOUDNA, WILLIAM L. (quoted) ..... 28, 64  
 DOWLING, EDDIE (quoted) ..... 8, 12, 16  
 Drama, Interview, or Lecture ..... 11  
 DUNN, FANNIE W. .... 32  
 Easton, John B. .... 49  
 ECKERSLEY, CAPTAIN ROGET H. (quoted) ..... 24  
 ECKSTEIN, HENRY J. .... 15  
 EDGERTON, A. H. (quoted) ..... 12  
 Education in the News ..... 52  
 — on the Air ..... 2, 12, 16  
 Educational Network Proposed ..... 14  
 — Radio Broadcasting Stations of the United States (chart) ..... 3  
 EDWARDS, ALICE L. What Consumers Need from Advertising (quoted) ..... 28  
 EDWARDS, ERNEST (quoted) ..... 36  
 ELRA ..... 44  
 ENGEL, HAROLD A. Wisconsin Expands Radio College ..... 38  
 ERICKSON, A. G. (quoted) ..... 59  
 ERNST, MORRIS L. .... 15  
 ERSKINE, JOHN ..... 62  
 EWDANK, HENRY L. (quoted) ..... 11, 41, 42  
 Farm Chemurgic, The (William J. Hale) (quoted) ..... 64  
 Farm Radio Programs (New York) ..... 52  
 — Radio Programs for Florida ..... 56  
 FARNSWORTH, CHARLES H. .... 44  
 Federal Communications Commission ..... 28, 31, 33, 34, 35, 40, 41  
 — Broadcasting division ..... 33, 35  
 — Telegraph division ..... 33  
 — Telephone division ..... 33  
 Federal Investigation of Radio Broadcasting, A ..... 15  
 Federal Radio Commission ..... 2, 13, 19, 25, 28, 33, 34  
 — (quoted) ..... 7  
 Federal Trade Commission ..... 52, 56  
 FISHER, CYRUS (quoted) ..... 12  
 Florida, Farm Radio Programs for ..... 56  
 FOSDICK, HARRY EMERSON ..... 64  
 FRANK, GLENN ..... 41  
 Freedom for Baseball Broadcasts ..... 7  
 FRIEND, NEITA OVIATT. A Mother's Viewpoint ..... 17  
 FRITZ, ADOLPH ..... 49  
 Fundamental Principles Which Should Underlie American Radio Policy ..... 21  
 Future American Radio Policy, A (WILLIAM A. ORTON) ..... 61  
 — of Radio and Educational Broadcasting, The (LEVERING TYSON) ..... 27  
 Gagen, Kenneth ..... 55  
 GARY, HAMPSON ..... 31, 34  
 GATTI-CASAZZA, GIULIO ..... 15  
 General Board of Christian Education, Methodist Episcopal Church, South ..... 36  
 GEORGE, DAVID LLOYD ..... 20  
 Germany, radio in ..... 24  
 GERWITZ, MORRIS (quoted) ..... 24  
 GILCHRIST, CHARLES J. (quoted) ..... 12  
 GILL, JACK ..... 49  
 Give Public Interest Programs Right of Way ..... 14  
 Gleacings from Varied Sources ..... 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64  
 GOROON, E. B. .... 19  
 Government Ownership of Radio ..... 2, 14  
 — Radio Chain ..... 38  
 GRAHAM, FRANK P. (quoted) ..... 5

**How This Index Is Made**

ARTICLES listed under author and title, are listed also under subjectmatter heads when the title inadequately describes the content. General subject-headings are colleges and universities, periodicals mentioned or quoted, photographs, resolutions, and stations.

GRIFFITH, W. I. (quoted) ..... 28  
 GRIFFITHS, ELISABETH (quoted) ..... 64  
 GRIGGS, ROBERT W. .... 16  
 Haas, Alfred J. .... 55  
 HALE, WILLIAM J. (quoted) ..... 64  
 Hall of All Radio Facilities for Nonprofit Agencies ..... 49  
 HAMILTON, MRS. M. A. .... 13  
 HANLEY, JAMES H. (quoted) ..... 20, 24  
 HANSON, MALCOLM ..... 54  
 HARAP, HENRY ..... 15  
 HARRIS, E. H. Radio, the Newspapers, and the Public ..... 4  
 HATFIELD, HENRY D. (quoted) ..... 44  
 Hearing on Nonprofit Radio Programs ..... 35  
 HECK, HOMER ..... 37  
 HEMPEL, FRIEDA ..... 32  
 HIGGV, R. C. .... 37, 48  
 HILTON, JOHN ..... 18  
 History of the Freedom of Thought, A (BURY, J. B.) (quoted) ..... 5  
 HOOPER, S. C. .... 28  
 How Intelligent Are Radio Listeners? ..... 11  
 HOWARD, CHARLES P. .... 49  
 HUDDLESTON, GEORGE ..... 2  
 HULL, CORDELL ..... 10  
 HUTCHINS, ROBERT M. (quoted) ..... 48  
 — Radio and Public Policy ..... 57  
 Iceland, radio listeners in ..... 56  
 ICKES, HAROLD L. (quoted) ..... 48, 64  
 If Shakespeare Wrote for Radio ..... 59  
 INGHAM, HAROLD G. .... 37  
 Inside Dope on Doped Insiders, or Why Erratic Static ..... 63  
 Institute for Education by Radio, 1934 ..... 8  
 Intelligence of Listeners Underrated ..... 59  
 Interests of Secondary School Pupils in Commercial Radio Programs ..... 45  
 Interim Report, Canadian Radio Broadcasting Commission ..... 20, 28, 32  
 International Bureau of Education ..... 32  
 Iowa Federation of Women's Clubs ..... 44  
 Is the Nation Satisfied With the Radio? ..... 55  
 Jansky, C. M., Jr. .... 8  
 Junior High School Broadcasts, A (BURKHARD, RUSSELL V.) ..... 10  
 Kadderly, Wallace L. .... 23  
 Kansas Federation of Women's Clubs ..... 48  
 KEITH, ALICE ..... 16  
 — Why British Educational Radio Programs Are Successful ..... 25  
 — (quoted) ..... 32  
 KERWIN, JEROME G. The Control of Radio ..... 40  
 KOON, CLINE M. .... 32  
 — (quoted) ..... 11, 20  
 KURTZ, E. B. .... 28  
 Lacey, James ..... 55  
 LAFOUNT, HAROLD A. (quoted) ..... 1  
 LA GUARDIA, FIORELLO H. .... 32  
 LAPRADE, ERNEST ..... 44  
 LAWSON, GEORGE W. .... 49  
 LEMMON, WALTER S. .... 60  
 Let's Have the Facts ..... 1  
 LEWIS, CLARENCE G. .... 32, 38  
 LIPPMAN, JOSEPH A. (quoted) ..... 35  
 Listeners Betrayed ..... 15  
 LONGDORF, L. L. .... 37  
 LUCE, ROBERT (quoted) ..... 36  
 LUMLEY, FREDERICK H. .... 39  
 — (quoted) ..... 40  
 MacCracken, John Henry ..... 19, 22  
 MCCARTY, HAROLD B. .... 19, 21, 37  
 — (quoted) ..... 23  
 MCCOSKER, ALFRED J. .... 7, 32  
 MARTEL, FRANK X. .... 49  
 MENCKEN, H. L. .... 57, 62  
 MENZIES, CARL ..... 37  
 Metropolitan Opera Association ..... 15  
 MICHAEL, R. D. Would the Public Rejoice? ..... 31  
 Misrepresentation Continues ..... 50  
 More About the TVA Proposal ..... 53  
 MORGAN, ARTHUR E. .... 19, 53  
 — Radio as a Cultural Agency in Sparsely Settled Regions and Remote Areas ..... 29  
 — (quoted) ..... 23, 41  
 MORGAN, JOY ELMER ..... 16, 23, 41  
 — (quoted) ..... 20, 28  
 MORRISON, FRANK ..... 49  
 MORRISON, HOWARD ..... 17  
 Mother's Viewpoint, A (NEITA OVIATT FRIEND) ..... 15  
 MOYER, JAMES A. .... 19, 23, 42, 43  
 — Adult Education by Radio ..... 26  
 MYER, WALTER E. .... 21  
 Nalder, Frank F. .... 37  
 National Association of Broadcasters ..... 6, 7  
 — Broadcasting Company ..... 6, 7, 13, 15  
 — Congress of Press Associations ..... 48  
 — Grange, legislative program of ..... 8  
 Networks and NAB Dominate Radio ..... 6  
 New Body Controls Radio ..... 31  
 — Commission Studies Educational Broadcasting ..... 41  
 — Deal in Radio Broadcasting, A ..... 50  
 — Democracy, The (HAROLD L. ICKES) (quoted) ..... 64  
 — Zealand Broadcasting Board ..... 44

NICHOLSON, J. H.	15	PICKLES, SMITH	18	— KUSD	37
— (quoted)	48	PINCHOT, GIFFORD	56	— WABC	5
Noncommercial Stations Needed	62	Plan for American Radio, A	15	— WBAK	42
NORMAN, R. C.	13	PLATO (quoted)	16	— WBT	5
NORRIS, MARY L.	14	PRICE, MAURICE T. Radio Interprets American Culture	10	— WCAC	1
Ohio Emergency Radio Junior College	24, 52	Radio—a Quack Doctor	63	— WCAL	31
OHL, HENRY, JR.	49	— Advertising—a Protest (EMERSON STRINGHAM)	63	— WESG	52
One Man's Family	56	— and Education	11	— WHA 12, 16, 19, 20, 23, 24, 32, 37, 38, 44, 55, 60	60
— Parent's Solution	59	— and Good Manners	4	— WHAS	56
Order on the Air! (JAMES RORTY)	32	— and Public Policy (ROBERT M. HUTCHINS)	57	— WIBW	48
ORTON, WILLIAM A. A Future American Radio Policy	61	— as a Cultural Agency in Sparsely Settled Regions and Remote Areas (ARTHUR E. MORGAN)	29	— WILL	37, 38
— America in Search of Culture (quoted)	46	— at the Crossroads	27	— WJIR	40, 48
Other People's Money (LOUIS D. BRANDEIS)	1	— Censorship in America and England	5	— WKAR	56
Our American Schools	44	— Chain, Government, Proposed	38	— WKZO	16, 64
— Master's Voice (JAMES RORTY)	24	— College, Wisconsin Expands	38	— WLB	31
Paley, William S.	13, 32	— Conference, May 7 and 8	19	— WLBL	20, 23, 38, 44, 55
Pamphlet for Debaters	4	— Corporation of America	13	— WPTH	19
PARRAN, THOMAS, JR.	60	— Financial History of	13	— WNAD	37
PATTERSON, RICHARD C., JR.	32	— Discussion Groups in England	15	— WNYC	37
PAYNE, GEORGE HENRY	31, 34	— Drama, Protests Inaccuracies in	18	— WOF	28, 37, 52, 64
PEARSON, RAYMOND A. (quoted)	36	— Educator Disappears	39	— WOR	7, 32
Periodicals mentioned or quoted		— in Australian Schools	38	— WOSU	20, 24, 37, 48
— Advance Press, Springfield, Minnesota	59	— Interprets American Culture (MAURICE T. PRICE)	10	— WOSC	42
— American Mercury	12, 16, 20	— lessons in typewriting	24	— WRHM	31
— American Teacher	15	— News from Wisconsin	54	— WRUF	56
— Annals of the American Academy of Political and Social Science	34	— Play Tournament, The Fourth Annual	20	— WSM	48
— Arizona Kitty-Kat	59	— the Newspapers, and the Public (E. H. HARRIS)	4	— WSMI	44, 52
— Boston Herald	26	— Writers Forfeit Confidence	39	— WSYR	20
— Broadcasting	16	Radio's Legal Racket	19	— WTXL	60
— Brooklyn Eagle	19	— Message to Iowa Parents	52	— WYAK	28
— Chicago Daily News	59	RAYBURN, SAM	12	— 6WF	24
— Christian Century	7, 11, 40, 44, 46, 55, 64	Recent Social Trends	28	STEWART, IRVIN	31, 34
— Christian Science Monitor	8, 12, 14, 16, 32, 36	REEVES, FLOYD W.	43	STOCKTON, ROSCOE K.	28, 48
— Commercial Advertiser	34	— Tennessee Valley Authority Urges Federal Chain	55	STRANDBERG, NINA	3
— Congressional Record	5, 8, 44	REITH, JOHN C. W.	12, 13, 31, 39, 62	STRINGHAM, EMERSON. Radio Advertising—A Protest	63
— Criterion Magazine	32	Resolutions		SYKES, EUGENE O.	14, 31, 33
— Dade County, Florida, Teacher	42	— American Federation of Labor (1934)	49	Talking Book	32
— Economic Review of the Soviet Union	59	— Catholic Central Verein of America (1934)	60	TAYLOR, CHARLES A.	37
— Education Gazette, Australia	60	— International Typographical Union (1934)	40	Teachers' Institutes by Radio	60
— Electronics	6, 12	— National Association of Broadcasters (1931)	7	Teaching Singing by Radio	19
— Foothill School Bulletin	8, 12	— National Congress of Parents and Teachers (1934)	28	TENNELLY, DICK (quoted)	18
— Forum and Century	8, 12, 16	— National Education Association (1934)	31	TVA Proposal, More About the	53
— Gavel	14, 16	— National Woman's Christian Temperance Union (1934)	60	Tennessee Valley Authority Urges Federal Chain (FLOYD W. REEVES)	45
— Gothamite	34	— Southern California Annual Conference, Methodist Episcopal Church (1934)	40	THOMAS, NORMAN	15
— Harpers	16, 20	— Westchester County Medical Society	63	Three Unit Plan, Daily Radio Program Under (chart)	51
— Heiml Radio Business Letter	13	— Wisconsin Congress of Parents and Teachers (1934)	63	TIDBETT, LAWRENCE (quoted)	64
— Heiml Radio News Service	20	RIOPATH, JOHN CLARK	24	TILER, J. SID	49
— Herald-Statesman, Yonkers, N. Y.	63	RIGHTMIRE, GEORGE W.	24	TROTTER, WILLIAM R.	49
— Independent Woman	16	ROBERTS, LUKE L.	56	TYLER, I. KEITH. Interests of Secondary School Pupils in Commercial Radio Programs	45, 56
— Iowa Parent-Teacher	50	ROBERTS, MICHAEL	13, 16	TYLER, TRACY F.	3, 21, 32, 37, 41
— Johannesburg, South Africa, Star	60	ROBINSON, CHARLES A., S. J.	21	— Britannia Rules the Air	40
— Journal of the National Education Association	6, 19	ROBINSON, WILLIAM MCKINLEY	16, 64	TYSON, LEVERING	15, 60
— La Prensa	60	ROGERS, JAMES F.	32	— (quoted)	4, 12, 27
— Listener	9, 12, 13, 15, 16, 18, 25, 48	ROOSEVELT, FRANKLIN D. (quoted)	32	Umberger, H. J. C.	42
— Long Branch Summer Season	34	RORTY, JAMES	21	United States versus Norman Cohen	8
— Minneapolis Tribune	31	— Order on the Air! (quoted)	32	Use of Radio as a Cultural Agency in a Democracy, The	21
— Minnesota Daily	63	— Our Master's Voice	24	Walker, Paul A.	31, 34
— Nation	40	ROTHAFEL, S. L. (ROXY)	39	WALSH, EDMUND A., S. J.	19, 22
— New Republic	62, 63	RUDE, HANS CHRISTIAN. The Danish Radio Talk	3	Warning, A.	4
— New York Evening Post	34	RUE, JAMES N.	42	Washington Conference Charts Radio's Future	21
— New York Evening Telegram	34	RUSSIA, radio in	60	WATSON, SCOTT	18
— New York Times	5, 6, 10, 11, 15, 16, 24, 35, 56, 64	Russian government, radio committee of the	64	WATT, ROBERT J.	49
— New York Times Magazine	6, 12	Santini, Giulio	16	WEBSTER, BETHUEL M., JR.	15, 55
— Platform World	8	SCHLINK, F. J.	5	Weeds of Wall Street, The (ARTHUR M. WICKWIRE)	13
— Radio Art	19, 20, 31	School Broadcasting in Australia	59	WEIR, E. A.	20
— Radio Retailing	60	— Radio Call, The	48	WELLS, H. G. (quoted)	5
— Radio Times	9, 25, 32	SCHOOLEY, FRANK E.	37	Western State Teachers College uses radio	16
— Republican, Waterbury, Connecticut	16	— Government Radio Chain	38	What Consumers Need from Advertising (ALICE L. EDWARDS) (quoted)	28
— St. Paul Dispatch and Pioneer Press	31	SEGEL, DAVID	11	WHEELER, BURTON K.	14
— School Life	11, 44	SHILLITO, EDWARD	55	WHITE, GEORGE	24
— Spectator, London, England	55	SHOWALTER, N. D.	48	WHITLEY, J. H.	13
— Telechronique	64	SIEPMANN, C. A.	15	Who Fashions Radio Styles?	35
— Today	16, 32	SIMONS, JOHN	49	— Owns the Air?	40
— Tulsa Tribune	2	SMITH, FRED (quoted)	36	— Profits from Radio Broadcasting?	13
— Variety	7	Social Economic Goals for America, Report of the Committee on (quoted)	6, 19	Why British Educational Radio Programs Are Successful (ALICE KEITH)	25
— Washington Daily News	8, 12, 18, 39	— Science Research Council	24	WICKWIRE, ARTHUR M. The Weeds of Wall Street	13
— Washington Post	12, 14	SPEARMAN, PAUL D. P.	46	WILLIAMS, CRANSTON	4
— Washington Star	8, 12, 28, 31, 36	SPOUL, ROBERT G. (quoted)	52, 56	Wisconsin Expands Radio College	38
— Wisconsin State Journal	28, 64	Stations (radio)		— PTA Resolution	63
— Womens Press	16, 40	— KBPS	16	— radio aids voters	44
— World Broadcasting	25	— KDKA	54	— Radio News from	54
PERRY, ARMSTRONG	21, 37, 43	— KEX	16	— School of the Air	16
— (quoted)	20	— KFI	62	World Wide Broadcasting Corporation	60
PETERSON, A. F.	16	— KFBU	32, 37, 64	Would Prefer Radio License	14
PHELPS, WILLIAM LYON (quoted)	6	— KFSD	52	— the Public Rejoice? (R. D. MICHAEL)	50
PHILLIPS, W. E.	37	— KFUD	60	WRENCH, EVELYN	55
Photographs		— KGA	48	WRIGHT, JOS. F.	37, 42
— BROWN, THAD H.	33	— KGW	16	WRIGHT, RUTH	48
— CASE, NORMAN S.	33	— KJR	48, 49	Write Your Congressman	4
— CUMMINGS, JAMES E.	41	— KOA	8, 28, 58	Young Men's Christian Association	25
— GARY, HAMPSON	33	— KOAC	23, 46	YOUNG, R. A. (quoted)	36
— GREEN, WILLIAM	49	— KPO	52	Youth and False Advertising	39
— GRIPPITH, W. I.	37			Zook, George F.	19, 22
— KEITH, ALICE	25				
— NOBLE, DANIEL E.	1				
— PAYNE, GEORGE H.	3				
— STEWART, IRVIN	33				
— SYKES, EUGENE O.	33				
— WALKER, PAUL A.	33				

Number	Date		Page	Number	Date		Page
1	January	18—Let's Have the Facts.....	1	8	July	19—Characteristics of a Sound Broadcast- ing System.....	31
		Government Ownership of Radio.....	2			New Body Controls Radio.....	31
		The Danish Radio Talk.....	3			Misrepresentation Continues.....	31
		Educational Radio Broadcasting Sta- tions of the United States.....	3	9	August	Gleanings from Varied Sources.....	32
		Pamphlet for Debaters.....	4			16—The Federal Communications Commis- sion.....	33
		A Warning.....	4			Hearing on Nonprofit Radio Programs	35
		Write Your Congressman.....	4			Who Fashions Radio Styles?.....	35
2	February	15—Radio Censorship in America and Eng- land.....	5			Characteristics of a Sound Broadcast- ing System.....	35
		Networks and NAB Dominate Radio..	6			Canadian Parliamentary Committee Reports.....	35
		Freedom for Baseball Broadcasts.....	7			Gleanings from Varied Sources.....	36
		Gleanings from Varied Sources.....	8	10	September	13—College and University Broadcasters Meet.....	37
3	March	15—Can America Get the Truth About Radio?.....	9			Wisconsin Expands Radio College....	38
		A Junior High School Broadcasts.....	10			Government Radio Chain.....	38
		Radio Interprets American Culture... 10	10			Radio in Australian Schools.....	38
		How Intelligent Are Radio Listeners? 11	11			Radio Educator Disappears.....	39
		Classroom Teacher Indispensable.... 11	11			Youth and False Advertising.....	39
		Characteristics of a Sound Broadcast- ing System.....	11			Can't Something Be Done?.....	39
		Drama, Interview, or Lecture.....	11			Characteristics of a Sound Broadcast- ing System.....	39
		Radio and Good Manners.....	11			Radio Writers Forfeit Confidence... 39	39
		British Radio Popular.....	11			Gleanings from Varied Sources.....	40
		Gleanings from Varied Sources.....	12	11	October	11—New Commission Studies Educational Broadcasting.....	41
4	April	12—Who Profits from Radio Broadcasting? 13	13			Gleanings from Varied Sources.....	44
		Educational Network Proposed.....	14			25—Tennessee Valley Authority Urges Fed- eral Chain.....	45
		Would Prefer Radio License.....	14			Interests of Secondary School Pupils in Commercial Radio Programs.... 45	45
		Give Public Interest Programs Right of Way.....	14			Destiny Listens In.....	46
		Government Ownership?.....	14			Concerning the FCC Inquiry.....	46
		A Federal Investigation of Radio Broadcasting.....	15			Broadcasts by Senior High Schools... 47	47
		Listeners Betrayed.....	15			Gleanings from Varied Sources.....	48
		Characteristics of a Sound Broadcast- ing System.....	15	13	November	8—Half of All Radio Facilities for Non- profit Agencies.....	49
		Radio Discussion Groups in England.. 15	15			A New Deal in Radio Broadcasting... 50	50
		A Plan for American Radio.....	15			Would the Public Rejoice?.....	50
		Gleanings from Varied Sources.....	16			Gleanings from Varied Sources.....	52
5	May	10—A Mother's Viewpoint.....	17	14	November	22—More About the TVA Proposal.....	53
		A British Radio Discussion Group... 18	18			Radio News from Wisconsin.....	54
		Protests Inaccuracies in Radio Drama 18	18			Religious Broadcasting in England... 55	55
		Radio Conference, May 7 and 8.....	19			Is the Nation Satisfied with the Radio? 55	55
		Teaching Singing by Radio.....	19			Gleanings from Varied Sources.....	56
		Characteristics of a Sound Broadcast- ing System.....	19	15	December	6—Radio and Public Policy.....	57
		Radio's Legal Racket.....	19			One Parent's Solution.....	59
		Adult Education a Necessity.....	19			School Broadcasting in Australia... 59	59
		Gleanings from Varied Sources.....	20			Intelligence of Listeners Underrated.. 59	59
6	May	24—Washington Conference Charts Radio's Future.....	21			If Shakespeare Wrote for Radio.....	59
		Characteristics of a Sound Broadcast- ing System.....	23			Gleanings from Varied Sources.....	60
		Gleanings from Varied Sources.....	24	16	December	20—A Future American Radio Policy... 61	61
7	June	21—Why British Educational Radio Pro- grams Are Successful.....	25			British Radio Director Replies.....	62
		Adult Education by Radio.....	26			Noncommercial Stations Needed.... 62	62
		Characteristics of a Sound Broadcast- ing System.....	27			Radio Advertising—A Protest.....	63
		Radio at the Crossroads.....	27			Wisconsin PTA Resolution.....	63
		Gleanings from Varied Sources.....	28			Inside Dope on Doped Insides, or Why Erratic Static?.....	63
8	July	19—Radio as a Cultural Agency in Sparsely Settled Regions and Remote Areas.. 29	29			Radio—A Quack Doctor.....	63
						Gleanings from Varied Sources.....	64





T. L. I.

# Education Versus Commercial Radio Stations

Ben H. Darrow

Director, Ohio School of the Air and Radio Chairman, National Congress of Parents and Teachers

**A** FEW INESCAPABLE FACTS—Many educators have refused to accept their just share of the blame for the sad state of education by radio. Neither adequate time nor money has been expended by any educational group, except in an exceedingly few isolated cases.

Many radio stations have refused to admit that education has any rights on the air—especially any rights when the claims of education happen to run counter to money-making.

Many educators have failed to grasp the fact that commercial radio stations capable of reaching an entire population in a certain area cannot sensibly carry many programs which appeal to an extremely limited portion of that population.

Many radio stations have failed to note that educational materials can be made of popular appeal—that history dramalogs, geography travelogs, panel discussions, music appreciation, and many other subjects can be made delightfully interesting to nearly every type of radio listener. Education need not be dull, dry, and dreary—there can be drive, drama, and delight in it.

Radio's opportunity to serve all of our citizens thru broadcasts of adult education is so enormous, so practical, that the argument will never be settled permanently until some choice evening periods are allotted to education. Daylight hours will be useful but adult education is worthy of a segment of the much more important evening hours.

There is mutuality of purpose between broadcaster and educator. In the long run what is best for either will be best for both. Unbalanced broadcasting schedules eventually lose their effectiveness. Likewise the poorly conceived or too academic educational broadcasts fail to hold listeners. A well balanced meal of good, wholesome food, well prepared and tastefully served, is the final goal of both parties to the argument.

The difficulty of giving religious, labor, and other groups time on the air should not cause education's demands to be refused. Education is not parallel to religious, labor, and other groups. It is basic. It is not divisive or partial. It is inclusive. It is the only soil out of which the others can grow into healthy plants.

**The solution—***Let educators say:* "We are now ready to pay the price and play the game. We do not expect time on the air for poorly conceived, too academic, dull, or indifferently managed broadcasts. But we do expect daytime and evening periods for teaching both old and young, both classroom and home listeners. We pledge to develop organized listening that will more than offset any loss of listeners who want only the 'hotcha' program."

*Let radio stations say:* "We welcome the proffered educational broadcasts as a valuable service to the more substantial type of citizen [who, after all, does most of the buying]. We welcome educational broadcasts as a needed element of variety.

We welcome such programs for use without advertising sponsorship because we know that, like a newspaper, we cannot hold our circulation with nothing but ads. We pledge to hold education's schedule as inviolate as that of the best paid commercial programs. We plan, with the cooperation of educators, to arrange with other stations in our area to avoid using continually the same type of program on all stations at the same time, and, instead, to arrange so that the dial spinner may at all times have variety from which to choose. Thus each station, in rotation, in consecutive evening periods, might carry worthy educational material, so that people desiring such broadcasts could be served at all times from at least one station."

*Let increasing time on the air* be given to education as it demonstrates its ability to satisfy a popular audience or to build a special audience for broadcasts of less popular appeal. To set aside the time in advance of such assurance would result in unwise use of it and the loss of audience which would defeat the cause of education by radio.

*Let radio stations and educational forces* seek the highroad of mutual purpose—the education and entertainment of all the people, young and old—and cooperation can solve the remaining problems, no matter how difficult they may appear to be.



**B**EN H. DARROW, founder and director, Ohio School of the Air, and radio chairman, National Congress of Parents and Teachers. Mr. Darrow is one of the pioneers in the field of education by radio, having organized in 1924 the "Little Red Schoolhouse" radio programs over station WLS, Chicago. The first broadcast of the Ohio School of the Air was given under his direction on January 7, 1929.

## Advertisers Foiled in Colorado

**P**ARENTS, TEACHERS, and organizations interested in the welfare of children must be on guard continually if they are to keep radio advertising out of the schools. An early attempt of this sort, sponsored by the Louisville *Courier-Journal*, and the Louisville *Times*, was exposed in the September 10, 1931 issue of *Education by Radio*. Various attempts had been made prior to the one referred to and many have been made since that time.

The most recent effort to reach school children, altho after school hours, is best explained by quoting from a letter received a few days ago by the National Education Association.

We are planning a Library of the Air for intermediate grades, presenting "life-sized" dramatizations of books appearing on the intermediate reading lists. . . . The program goes on the air . . . from 5:30 to 5:45 P.M. . . . In view of the fact that this program is designed to give the best of literature to children in a very digestible form, I am taking this liberty of asking for your assistance in the matter of getting this information into the Colorado schools. The cooperation offered us by the public schools has been very little, owing to the fact that the

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

program is sponsored and there might be some danger of subsidizing the schools. . . . Could you give us any assistance in this matter or instruct us as to the channels thru which we might work?—A Denver advertising agency.

The mere fact that the name of the program sponsor—a bread company—is not to be announced in the schools does

not change the situation. The advertiser wishes to use the schools to assemble an audience of pupil listeners. These boys and girls will be surfeited then with advertising which constitutes a portion of the radio program. The dangers which exist in this situation have been pointed out ably by the California Commission for the Study of Educational Problems. This commission, under the chairmanship of Mrs. Susan M. Dorsey, studied thoroly the question of radio advertising in the schools and reached the following conclusion:

It has always been a fundamental principle of American education that the schools must protect their children from exploitation; that no interest shall be permitted directly or indirectly to advertise in the classroom. The commission regrets to report that this principle is being flagrantly violated in many California schools and that the regular work of the children is being interrupted, largely because modern methods of advertising have insinuated themselves into the school system.

The difficulty experienced by the advertising agency in getting into the Colorado schools speaks well for the foresight and educational vision of the teachers of that great state. It is to be hoped that every similar effort in Colorado or in any other state will be met by an equally stubborn resistance on the part of those in whose hands rests the responsibility for our children.

## Is Radio a Poor Educator?

**H**OW DIFFICULT IT IS for the average person to get reliable information, especially in the field of radio education. This fact has been pointed out frequently in the columns of *Education by Radio*.

The Harvard Psychological Laboratory carried on recently an experiment to determine the comparative effectiveness of auditory versus visual presentation of material.

Even as conservative a newspaper as the *New York Times*, in reporting the experiment in its issue of November 25, said:

Harvard psychologists declare there is little chance that the radio will ever become a successful medium of education.

Similar news stories appeared in the press thruout the nation. Organs of commercial broadcasting were particularly zealous in capitalizing the report as a means of attacking those interested in educational broadcasting.

A careful and impartial study of the experiment, as reported in the *Harvard Alumni Bulletin*, fails to reveal the grounds for the *New York Times* article. The report concluded that:

Difficult material is better understood and remembered when it is read than when it is heard. If the material is of no more than average difficulty, there seems to be no significant difference between the two methods of presentation.

Material which has been heard or seen before is more easily recognized when the presentation is auditory. People are less critical of things heard than of things read. They are more suggestible when the suggestion is spoken than when it is written. . . . Up to a certain point it is true that the higher the cultural level of the listener, the greater is his capacity to respond to auditory presentation.

The radio has a somewhat dulling effect on the higher mental processes of the listener. He is definitely less critical, less analytic, more passively receptive, when listening to the radio than when he is face to face with the speaker.<sup>1</sup>

Typical of the attitude of educational institutions toward the Harvard experiment is an editorial which appeared in the student daily published by the Ohio State University. The editor has an answer for the critics when he says:

Harvard psychologists reported recently that: "Radio has a somewhat dulling effect on the higher mental processes of the listener. He is definitely less critical, less analytic, more passively receptive, when listening to the radio than when he is face to face with the speaker."

The report has been interpreted by some to be a definite slap at education-by-radio enthusiasts. We cannot see it that way. Most advocates of education thru the air do not claim that the radio will ever supplant the classroom and personal contact with the lecturer. They believe that at the present time the best radio can do is to supplement the work of the classroom educator and extend the opportunities for education to those who are unable to study under him.

Our own campus station, WOSU, has been particularly active in educational broadcasts. The Radio Junior College, conducted by the university in cooperation with the Emergency Schools Administration, is broadcast over WOSU. Courses are conducted over the air by members of the university faculty in much the same manner as they are on the campus. Examinations are given, the students mailing their papers to the instructors who grade and return them.

It is safe to say that listeners thruout the state are keenly interested in the Radio College. Almost one thousand persons were enroled in the six courses offered during the fall quarter and already inquiries have been received about the subjects to be offered during the winter quarter.

In addition, the station offers art appreciation lectures, talks on the fundamentals of business, and lectures on various other subjects to its listeners.

Thru its work, WOSU is extending to those persons who are unable to attend the university the means for education. One instructor addresses thousands of listeners. Altho only a small percentage of these are formally enroled in the Junior College, the remaining undoubtedly secure some benefit from the lectures.

So long as the radio can reach persons who find it impossible to study in an educational institution and can provide for them the fundamentals of useful courses, then we believe there is a very useful place for education by radio. Improvements will come.

We must remember that it isn't the medium that is so important in educational activities. Results, whether they are secured in the classroom before the professor or in the living room before the radio, are most important.<sup>2</sup>

<sup>1</sup> McGregor, Douglas. "The Psychology of Radio." *Harvard Alumni Bulletin* 37:250, November 23, 1934.

<sup>2</sup> Editorial, *The Ohio State Lantern*, December 17, 1934.



# Insecurity of Educational Broadcasting

**D**ESIRABLE, ADEQUATE, AND GUARANTEED HOURS are essential to successful educational broadcasting. Many pages of testimony were given recently to the Federal Communications Commission to show that American broadcasting is making adequate provision for education and that no further legislation or regulations are necessary.

While these hearings were still in progress one of the largest universities in the country was having difficulty with its broadcasting. This institution—the University of California—is one of the universities which have carried on their programs thru the use of commercial broadcasting stations. In company with a few other similar institutions it has been doing a meritorious and effective job. Its programs have been carefully prepared and have been listened to by a discriminating audience. When the university began its broadcasts this fall it continued as it had in previous years thru the facilities of stations affiliated with the National Broadcasting Company. Shortly after the season began difficulty was experienced. The chief trouble centered about a program entitled “The University Explorer” which, up to September 30, was broadcast at 9PM Sundays over KPO, San Francisco, KFI, Los Angeles, and KFSD, San Diego.

In preparing for the October 7 program the University of California authorities were asked to shift their time to 9:30PM because of a conflict with a General Foods program starring Jack Benny and a program entitled “The Philistines” sponsored by a cut-rate dentist, Dr. Painless Parker. The university authorities agreed to this shift, but when the time for the broadcast arrived, they found that without any previous announcement the program had been shifted from KFI to KECA. This caused considerable dissatisfaction to listeners both because they had not been advised of the change and because KECA was too low-powered a station to be heard far from Los Angeles. Officials of the National Broadcasting Company disclaimed responsibility for the discourtesy and placed the blame upon the owners of stations KFI and KECA.

A week later officials of the National Broadcasting Company advised the university authorities of another shift in time. The 9:30 to 10PM hour had been sold for advertising Crazy Water Crystals and Real Silk hosiery. In exchange the network officials offered several possible periods. Some of these hours might have been used satisfactorily provided there could be a guarantee of permanence. The broadcasting officials refused to enter into any such agreement. Furthermore, they insisted upon the use of KECA rather than the more powerful and necessary station KFI. With this situation in view, the university authorities temporarily discontinued their program. Meanwhile they approached the officials of the Columbia Broadcasting System and finally secured for “The University Explorer” and for their day programs desirable hours on a chain of from eight to thirteen stations. Altho not as powerful as the stations on the NBC chain, the CBS stations are well distributed thruout the territory the university officials wish to serve.

Unfortunately, the authorities of the University of California have no guarantee that the hours assigned to them by the Columbia Broadcasting System will be permanent. However, they have the assurance that the broadcasting officials will do their best to maintain the permanence of the arrangements.

The officials of the University of California wish to have it made clear that they have no quarrel with the National Broadcasting Company. Those in control of the stations involved have been as cooperative as they could be under the constraint of giving preference always to cash customers. However, such a situation is highly undesirable. It is not an isolated case. Similar difficulties have been experienced by many other institutions, and will continue to arise until a change is made in the present American broadcasting practise. Should radio station owners receive this valuable franchise without making any contribution in return? Could not some scheme be worked out whereby they would be required to set aside desirable hours for the use of educational institutions? Why should the American people permit the radio to be privately exploited and not require something definite in return?

The Federal Communications Commission will report presently to Congress its findings on the allocation of broadcasting facilities for educational and cultural purposes. If the report should cover the present radio broadcasting practise with copious quantities of whitewash it would lend credence to a belief that the Commission has failed to realize the most important function which radio can perform—that of raising the educational and cultural level of the people. It would indicate that they had been led to believe that the industry had educational capabilities far beyond the real facts in the case. Finally, it would indicate that they had failed to get at the heart of the problem and to see how really unsatisfactory is the tenure of the educational broadcaster under the present practise.

## Should Listeners Write In?

**D**ISCRIMINATING RADIO LISTENERS have been urged repeatedly to make their wants known to program sponsors. Even tho the inconvenience, time, and expense involved in communicating with the sponsor of each program listened to makes such a suggestion impractical, a few of the more intelligent listeners have written from time to time with the hope that improvement in programs might result. Such listeners are due for a fall if Walter Winchell's idea is carried out. His suggestion, made in the December 21, 1934 issue of the *Washington Herald*, would remove an important means by which sponsors feel the pulse of the radio audience. If he had his way,

Radio listeners who go to the bother of writing sponsors about how much they don't like certain entertainers on the air would be sent [as a Christmas gift] the biggest-typed reminder [for their walls right over their radio]: “We have no sympathy with anybody too lazy to turn a dial!”

## Character Analysis by Radio

**N**BC'S NEW YORK OFFICE has turned thumbs down on a “big story” which WRC had hoped to “break” with usual fanfare. Seems WRC had engaged an expert, who claimed to analyze character at a glance, for a daily series. But after all was arranged . . . it developed that the Federal Communications Commission . . . wouldn't let the idea go thru. It was held that “character analysis” lies in the same category as phrenology, mind reading, palmistry, and other alleged “bunk” theories, and therefore couldn't be foisted upon listeners.—GEORGE M. ADAMS, JR., *Washington Post*, December 5, 1934.

# Gleanings from Varied Sources

Any means of communication that reaches more than seventeen million homes in the United States, many of which lack every other type of cultural stimulus, is obviously potentially useful in the promotion of the public weal and in the building and nurture of American ideals. Experiments conducted during the past twelve years, in spite of numerous and heavy handicaps, have confirmed the practicability of this usefulness. Not only has the radio been shown to be a valuable supplement to school instruction, but it has been demonstrated to be even more valuable as a stimulus to the intellectual and spiritual life—the culture, if you will—of the adult population. If we are to avail ourselves fully of this usefulness, especially in the latter field, we must begin by realizing that the majority of people are not now in agreement with us in our ideas concerning what radio broadcasting should be. If the twelve years of entertainment which has been furnished them, seemingly free, had failed to determine their attitude in that respect, it would be proof that the instrument is worthless as a molder of public opinion. Again I would repeat: *The fact that a majority of people passively accept the programs which now come to them is not a legitimate nor sufficient reason for permitting present practices of radio to rule in the future.*—ROBERT M. SPROUL, president, University of California, in an address before the National Advisory Council on Radio in Education, Chicago, Ill., October 8, 1934.

In a campaign designed to overcome interference and to serve the Japanese Archipelago better, the Japan Broadcasting Corporation has decided to increase the power of JOAK, Japan, to 150 kilowatts from its present rating of ten kilowatts. JOAK, which is often heard on the Pacific Coast by American DX fans, is the key of the Japanese company's network. It has been suffering considerable interference from a new fifty thousand-watt at Nanking. Japanese radio authorities also are planning to increase OSAKA from ten to one hundred kilowatts, and not only will increase the power of others, but will build ten or fifteen more stations under a new five-year radio plan for which a budget of about \$5,000,000 has been set aside.—*Washington Star*, December 2, 1934.

The Central Publicity Committee at Nanking [China] has issued orders to all Kuomintang branches and to all provincial governments to prohibit the use of profane language over the radio. The suppression of broadcasts of songs and stories considered detrimental to the morals of the younger generation also is ordered. Even fairy stories and tales of ghosts come under this ban and broadcasting them over the radio is forbidden.—*New York Times*, November 18, 1934.

Armstrong Perry, director of the service bureau of the National Committee on Education by Radio, is the author of an article entitled "Weak Spots in the American System of Broadcasting," which appears in the January 1935 *Annals of the American Academy of Political and Social Science*. The January *Annals* is entitled "Radio—The Fifth Estate," and contains sections devoted to broadcasting systems, the service of broadcasting, and current questions in broadcasting.

The F. A. Day Junior High School, Newtonville, Massachusetts, presented the first number in its pupil broadcasting series for the current school year on December 5, 1934. A six-minute interview on crime prevention between one of the pupils and Deputy Commissioner Bagley was among the several items of which the program consisted.

Fundamentally it [the responsibility of a publisher for the preservation of the rights of the reader] implies honesty, cleanness, courage, fairness, a sense of duty to the reader and the community. The newspaper is of necessity something of a monopoly. Its primary office is the gathering of news. At the peril of its soul it must see that the supply is not tainted. Neither in what it gives, nor in what it does not give, nor in the mode of presentation, must the unclouded face of truth suffer wrong. Comment is free, but facts are sacred. Propaganda, so called, by this means is hateful. The voice of opponents, no less than that of friends, has a right to be heard. Comment is also justly subject to a self-imposed restraint. It is well to be frank; it is even better to be fair.—C. P. SCOTT, editor, *The Manchester Guardian*.

The Netherland East Indies now have a national broadcasting system in charge of an official company. Most of the stations use shortwaves and low power. There are two main studios, one connected with four and the other with five transmitters. Programs are controlled by a committee composed of six representatives of the listening public, two governmental officials, and one representative of the broadcasting company. Stations operated by societies of amateurs supplement the official service. The fourteen thousand set owners each pay three Dutch guilders monthly for program service.

Radio station WSUI, State University of Iowa, Iowa City, Iowa, was granted, on December 11, 1934, an increase in day-time power from five hundred watts to one kilowatt. At the same time the Federal Communications Commission increased the station's hours of operation from specified to unlimited. This grant will enable WSUI, a noncommercial, educational station, to extend materially the service it is rendering to its constituency.

The National Congress of Parents and Teachers began, on October 4, 1934, a series of radio programs on the subject of "Parent Education." The programs, which are presented in cooperation with the University of Chicago, are broadcast on Thursdays from 5 to 5:30PM, EST, over an NBC network. There are three series, beginning on October 4, January 3, and April 4, respectively.

Radio listeners prefer a solid type of economic facts to jazz music and commercial advertising. That fact was overwhelmingly established by a questionnaire sent out by a Philadelphia broadcasting station to learn whether its audience wished to hear various programs.—*Utah Labor News*, December 7, 1934, p4.

Modesto [California] Junior College is conducting a half-hour broadcast each Sunday afternoon thru the facilities of radio station KTRB. The program consists of musical numbers by students, educational talks by members of the faculty, and talks by student representatives of campus activities.

State-owned stations WHA and WLBL are to be commended for their national leadership in the field of educational broadcasting.—WILLIAM L. DOUDNA, radio editor, *Wisconsin State Journal*, and radio chairman, Wisconsin Congress of Parents and Teachers.

The Federal Trade Commission has ordered Nacto Cleaner Corporation to cease and desist from certain false statements made heretofore in its radio advertising. The company consented to issuance of the order.



# Federal Communications Commission Reports to Congress

THE FEDERAL COMMUNICATIONS COMMISSION recommended to the Congress that at this time no fixed percentages of radio broadcast facilities be allocated by statute to particular types or kinds of nonprofit radio programs or to persons identified with particular types or kinds of nonprofit activities. The report was submitted to the Senate and House on January 22, 1935. Its recommendations coincided in general with the predictions made by competent observers.

The National Committee on Education by Radio had not suggested the enactment of the specific legislation under discussion but had recommended to the Commission:

[1] That existing educational public welfare stations be protected in their present privileges, and;

[2] That provision be made for the improvement of the existing facilities of these educational public welfare stations and for the establishment of additional stations of like character, as need for such stations appears, by allocating for noncommercial broadcasting a reasonable and adequate percentage of desirable channels and privileges, and;

[3] That in determining "public interest, convenience, and necessity" public welfare as a primary purpose of educational stations should be given due and favorable weight.

The Commission must have realized the injustice of forcing publicly-owned and institutionally-owned stations to spend large sums of money in defending their facilities against commercial applicants. The Commission proposes to take steps in the right direction. Its report states:

There have been protests, particularly by persons interested in the preservation of the broadcasting facilities of educational institutions, against the procedure under which licensees are required to defend their assignments in hearings upon applications of other parties. The Commission now proposes that provisions be made to conduct informal, preliminary hearings on applications that appear from examination to be antagonistic to established stations, to determine whether the application violates any provisions of the Communications Act or the rules and regulations of the Commission, or whether or not the applicant is legally, financially, and technically qualified to contest the use of a radio facility with an existing station. Under such a provision, applications found inconsistent with law or regulation and applications of those found not qualified to operate stations will be refused without requiring the presence of licensees of existing stations at hearings.

The National Committee on Education by Radio does not feel that everything has been done that could be done to make radio serve the best interests of the public. The Committee feels that the newly-created Federal Communications Commission arrives on the scene at a particularly opportune time. It has more authority under the law than it has ever exercised. It can assume leadership in ironing out the repeatedly recurring difficulties that educational institutions have had either in securing adequate facilities of their own or in securing satisfactory and permanently guaranteed time on commercial stations. Concerning this point, the report says:

The Commission proposes to hold a national conference at an early date in Washington, at which time plans for mutual cooperation between broadcasters and nonprofit organizations can be made, to the end of combining the educational experience of the educators with the program technic of the broadcasters, thereby better to serve the public interest. The conference should also consider such specific complaints as might be made by nonprofit groups against the actions of commercial broadcasters in order that remedial measures may be taken if necessary.

The National Committee on Education by Radio will be glad to cooperate wholeheartedly in the conference. However, it takes this opportunity to remind the Commission that a conference of this same type was held in 1929. It consisted of representatives of education and the broadcasting industry.

These persons, constituting the Advisory Committee on Education by Radio, were appointed by the Secretary of the Interior on June 6, 1929. After a thoro study, a number of recommendations were made. The clash between the educators and the broadcasters was such that the principal recommendations have never been put into effect. If such a result is reached by the conference which the Federal Communications Commission proposes to call, little good will be done. The National Committee on Education by Radio, the Institute for Education by Radio, and the National Advisory Council on Radio in Education have all held conferences from time to time. These conferences have been attended by both educators and commercial broadcasters. The principal difficulty seems to be that commercial broadcasters are willing to provide time to educators until that time can be sold profitably to advertisers. It appears probable that education will never have security on the air until some form of legislation or regulation forces the broadcasters to assure that security. When that time comes, many of the difficulties will be solved.

There is another aspect of this matter which goes even deeper. Is the Federal Communications Commission to take control of public education in the United States? They propose to call this conference of educators to define policies. They will decide who shall come and who shall not come. They will be in a position to dictate or strongly influence the findings. They will decide what use will be made of the findings. Their attitude may be strongly influenced by the radio industry with whom they have more dealings than with public education. If there is to be a conference to determine the status of education on the air—a decision of century-long importance—should it not be called by the legally constituted educational authorities and not by a commission whose primary responsibility is elsewhere? Shall we not have sooner or later to decide whether the technical management of radio is to be the master or the servant of the cultural interests of America?

## How Much Is Your Radio Worth?

THE COMMERCIAL BROADCASTING STATIONS have become perturbed over suggestions—one emanating from a TVA official—that the government "go on the air" or arrange that educational bodies be given time for noncommercial programs. Their objections run all the way from the stock objection to the government's doing anything that a private individual could squeeze a dollar out of, to the quotation, with approving comment, of a university laboratory report that people listen less critically to a lecture over the radio than they do when face to face with a speaker. This is taken to prove that the radio is destined in perpetuity to be an agency of amusement alone. Meanwhile a writer in a recent issue of the *Christian Science Monitor* tells how a father of small children complained to him of the "penny-dreadful" quality of the amusement provided for his children. He did not know what to do about it but thought he would follow the example of a neighbor who waited patiently until his apparatus broke down and forebore to repair it. Presumably it was well enough cased in polished walnut so that it made a decorative article of furniture. But what does the purchaser of any radio buy—a pig in a poke? He buys merely an opportunity to get what may be given him, by the grace of the advertiser. He

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is published by

### THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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may expect symphonies—but he has no guarantee that he will be getting them a month from now. Proudhon went too far when he said that property was theft, but had he written today he could easily have proved that sometimes property is a delusion. So radio owners may well pause before they denounce as bolsheviks people who advocate public ownership of things affected with a public interest. For they are in a queer position. Unless they unite in some way as a public, their radios, for which as individuals they paid good money, may become moral liabilities instead of intellectual assets. And to protect themselves as a radio-using public, they may find it necessary to urge that their government step in, and either by its own broadcasting or by reserving channels for educational auspices, put some real value into privately-owned radios.—Editorial, *Christian Century*, January 2, 1935, p5-6.

### British Discussion Groups

**D**URING THE PAST SIX YEARS the British Broadcasting Corporation has been attempting to find out by experiment what contribution can be made to adult education in this country [Great Britain] by the formation of wireless discussion groups. In this work the BBC has had the benefit of the active cooperation of outside advisory councils, both national and regional. The experimental period during which these councils were asked to give help and advice came to an end last July. After discussions with the national advisory council the Corporation has decided to substitute for the former councils new advisory machinery, which will consist of seven area councils and an adult education advisory committee. These will be small but active bodies consisting of individuals who are known to take an interest in broadcast adult education, and who can at the same time be said to be broadly representative of the adult education movement.

The Corporation recognizes the value of the work of the discussion groups and is prepared to continue its support of this movement, both by providing a service of adult education talks as a part of its general program service, and by bearing, for a limited period, the financial and administrative responsibility for stimulating and directing the movement. The Corporation has, however, made it clear from the start of its adult education experiment that it does not consider that follow-up work at the listening end can properly form a permanent part of its

activities. It regards the new system of area councils as the basic machinery for the development of broadcast adult education, but it hopes, thru their advice and assistance, to transfer, in due course, its financial and administrative responsibility in respect to all listening-end work of broadcast adult education to some other body or bodies.—*The Listener* [London], January 2, 1935, p35.

### Criticism from Canada

**T**HE COLUMBIA BROADCASTING SYSTEM has issued a handsome booklet in which it is pridefully stated that Columbia is on the air sixteen hours a day and that 70 percent of its broadcasting is noncommercial.

Yet if 30 percent of its programs is commercial, much depends upon the period of the day or night when this advertising is on the air. There must be quite a stretch of the sixteen hours of each day that advertisers would not care to use and during which listeners are few. It is when everybody is or may be listening that the advertisers like to broadcast.

An article in *Variety* [July 17, 1934] gave some information about the amount of time for the coming autumn and winter Columbia had sold up to that date. During the all-important hours of eight o'clock in the evening to ten-thirty every moment had been sold for six evenings in the week, except a total of about an hour and a half a week. No doubt this has since been sold.

When 125,000,000 Americans listen every night to talks, talks, talks about laxatives, toothpastes, skin smoothers, shaving creams, aids to digestion, it seems clear enough that the statement of the Columbia people that they do not want to compete with the universities and lecture platforms is true. They are not doing it.—Reprinted from *Toronto Daily Star* by *Christian Science Monitor*, January 14, 1935.

### Private Radio Censorship

**T**HE [FEDERAL TRADE COMMISSION] REPORT says the utilities were quick to take advantage of the radio as a means of getting their message to the public and many speeches were broadcast shortly after M. H. Aylesworth, former managing director of the NELA, became head of the National Broadcasting Company. He told the public policy committee of the NELA of the value and possibilities of radio in public relations work. By 1929, the report shows that sixteen broadcasting stations were selling time to utility companies; eight broadcasting stations were owned by electric, gas, or street railway companies; and fifteen other stations were owned by manufacturers of generating equipment, electric motors, and radio equipment.

The report tells of an address by J. B. Rutherford of Toronto, "in which he commented in very unfavorable terms upon the operation of public utilities." J. B. Sheridan, director of the Missouri Utilities Committee, wrote M. H. Aylesworth, president of the NBC and former managing director of the NELA, about this address. Mr. Aylesworth replied according to the report, that Mr. Rutherford "had been permitted to make the speech in order to avoid the accusation that the National Broadcasting Company was a monopoly." He added that this was "just one of those things which was not very apt to occur again in the very near future."—Federal Trade Commission, Public Utility Release No. 242, December 5, 1934.

# The FCC Should Permit Experimentation<sup>1</sup>

Herbert Bebb

Director, Chicago Civic Broadcast Bureau

THE FEDERAL COMMUNICATIONS COMMISSION should provide for greater opportunity for experimentation in its issuance of radio licenses. There is an apparent tendency to crystallize the present structure. In view of the present acute stage of disagreement among disinterested thinkers relative to the management of broadcasting, experimentation is most desirable.

The Chicago Civic Broadcast Bureau believes that radio broadcast frequencies should be entrusted to responsible agencies of the listening public. The first step in this direction would be for the FCC to dissociate control of broadcast frequencies from the control of broadcast apparatus. Already there has been some slight development in this direction. The FCC should invite public agencies to undertake program management at specified times and on specified frequencies with the privilege of using rented apparatus and of selling such time as might be necessary to meet expenses.

The Bureau has attacked the baseless assumptions: that any radio station has rights on the air which a plain citizen does not have; that the one person to be held responsible for all of the broadcasting at a particular point on your home dial is the person who built a long-forgotten transmitter back about 1923 or somebody to whom he has sold the station; that, indeed, any company operating radio apparatus should concern itself more directly with message content than does a company operating wire-telephone apparatus.

It is inevitable that someone must have the duty of determining what shall be broadcast on a particular frequency at a particular hour. Various sovereign governments have various methods of selecting the persons, officials, or agencies to accomplish this purpose. In theory, the American principle of parceling out the privilege impartially to any applicant, if the public interest will be served thereby, comes as close to being the perfect one for a free country as any method so far discovered. However, this laudable enactment has been nullified disastrously by the administrative practise of "freezing up," year after year, under cover of weasel words like "station," "operate," and "facilities," our available frequencies in the hands of a favored few. These few, identified originally with the operating of certain electrical apparatus, now enjoy [and buy and sell] the very rights beyond the term of the license rigidly prohibited by Congress.

Whether a city has available for its service one or ten broadcast frequencies, there is nothing to prevent the government from apportioning the available time on those frequencies among five, or fifty, or five hundred licensees. All of these licensees can hire electrical service by the hour or minute from private or municipal station operators. Licensees who lack money to pay for broadcast costs or for programs might raise it in the prevailing way—by the sale of portions of time for advertising use. If they merely sell it in bulk to well-chosen, commercial broadcasting concerns, they do not thereby go into the advertising business any more than does an endowed college

which owns a skyscraper and rents out a floor to a publisher.

While we do not know of any ideal agencies to control broadcast speech in a democracy, we strongly urge experimenting with the method universally accepted in colleges—that of placing each subject in charge of a specialist and making him responsible for doing a good job in the field he knows. What the government can do toward this is exactly what we have asked the FCC to do or to recommend to Congress—to "unfreeze" the broadcast channels and explode the notion that a man who is in the business of selling to broadcasters transmission service on a given radio frequency has any special claim to be appointed by the government to manage a community's program traffic. When the government thus opens up the way, it will be up to each community to bring forward license applicants who will be more realistically capable of conducting its broadcast traffic in the public interest.

The Civic Broadcast Bureau has the community machinery all worked out in Chicago. Whenever the fifteen radio frequencies now used in that locality are made available for use in the public interest, "specialist" agencies will not be long in applying for the occupancy of suitable blocks of time upon them. These agencies will expend the hourly rentals of time commercially used [if any] for public service rather than for maintaining excess plants, selling staffs, and other economic wastes. Two such agencies have communicated already to the FCC their interest in undertaking appropriate responsibilities. They are the City Club of Chicago and the Chicago Church Federation.

The Federal Communications Commission has now the opportunity to show its progressiveness. It could not be criticized for taking steps in the direction suggested to it by the Chicago Civic Broadcast Bureau, since there is now no general agreement as to the proper way in which broadcasting should be managed. Will the FCC permit experimentation to take the place of conjecture? Will it assume leadership in this creative way?

## British Radio Not in Danger

EXALTED ARCHBISHOPS, Dukes, Marquises, and Earls found themselves going home at the same time as the milk cans after an all night's sitting in the Second Chamber on Lord Mayor's Day . . . The debate that kept the Lords up so late was the Government's "Incitement to Disaffection" Bill. . . . A sensation in the course of the debate was caused by Lord Allen of Hurtwood, a National Labor peer, who said he knew of a plot on the part of extremists to seize the British Government's radiocasting headquarters in London. The affair was to have been like the rising in Vienna in which the late Chancellor Engelbert Dollfuss met his end. But nothing came of Lord Allen's warning, for in Britain the possibility of such an attempt is not treated seriously. Not only does stolid English common sense afford uncongenial soil for melodramatic developments, but the Broadcasting Corporation points out that if any unauthorized radiocasting took place in London it could be silenced from outside in a matter of minutes by the simple expedient of cutting off electricity at the dynamo station.—"In the Shadow of Big Ben." *Christian Science Monitor*, November 28, 1934.

<sup>1</sup> In opening the columns of *Education by Radio* to this proposal of the Chicago Civic Broadcast Bureau, the National Committee on Education by Radio disclaims any responsibility for the proposals made by the author. It feels that the present broadcasting structure is unsound and that frank and open discussion of carefully thought out plans is one of the best ways to remedy some of the fundamental difficulties.

## Gleanings from Varied Sources

A sponsor's greatest ally in the home is the child, providing he can get the child's sympathy. Once the product gains that sympathy all is well for its future, because the child will beg and plead incessantly for mother to include the product in her shopping list. To gain this juvenile sympathy and subtle salesmanship in the home, the sponsor relies upon the power of bloodshed dramatized, thunder, shooting, kidnaping, robbery, attempts at the destruction of life, sadism, and general villainy to hold the child's attention. None of the sponsors seeks to hold the child by dramatizing kindness, unselfishness, and consideration. There is no attempt to rectify the biggest crime of youth—cheating in child games. . . . The programs cannot be ruled off the air. A child cannot be denied a privilege without a reason. The job, it would seem, is to debunk the drivel and hokum. . . . If that doesn't work, then you must go to the prime rule of the high-pressure programs. They are on the air under the delusion that radio is a direct salesman, and it is not. Sponsors never have held on and never will hold on to a program that cannot show a definite sales increase for the product advertised.—ARTHUR MANN. "Children's Crime Programs: 1934." *Scribner's* 96: 244-46, October 1934.

**Radio station CKUA**, the University of Alberta, Edmonton, Alberta, presented on Monday, January 7, a program entitled, "Venereal Diseases—Prevention and Control." The speaker was Dr. Harold Orr, director, social hygiene division, Provincial Department of Health. The program was given at 2PM and was presented not only by the University station, but by stations CFAC and CJOC. This action by the Canadian authorities is in strong contrast to that of the Columbia Broadcasting System. It will be recalled that on November 19, 1934, Columbia barred a similar broadcast which was to have been given by Dr. Thomas Parran, Jr., New York State Commissioner of Health. The details of this instance of censorship by CBS were related in the December 6, 1934, issue of *Education by Radio*.

**Greed for dollars**, even tho they are there to be obtained, must not be the impelling motive of the broadcasters, large or small. . . . They cannot afford to forget that certain hours—favorable hours, too—must always be kept available for civic, educational, and other public service programs of a nonprofit character. . . . The public service [that] stations render, as well as the entertainment they give, determines their right to hold radio franchises.—Editorial, *Broadcasting*, January 1, 1935.

**The state-owned broadcasting stations** in Wisconsin are offering this year radio programs designed to supplement high school work. There are ten features each week on that level. Recently compiled reports indicate that 8600 high school students, in their classrooms, are hearing the programs as a part of their regular school work.

**Almost unable to believe their ears**, long-suffering French radio listeners heard with joy last week a characteristic order from the government of tall young Premier Pierre Etienne Flandin: *After January 1 no more broadcasting of advertisements by any French station.*—*Time*, January 7, 1935.

**E. B. Gordon**, who conducts the series of weekly lessons, "Journeys in Music Land," over the two state-owned radio stations in Wisconsin, teaches a large class of school children. Approximately seven thousand are enrolled and follow his broadcasts each Wednesday afternoon.

The problem of presenting clean amusements to a people is a many-sided one, and the last few years have brought us a new angle in the increasing use of the radio. While it is a fact that many hours of the day good, clean, wholesome programs go out over the air, there is a growing feeling among thinking people that something must be done to assure us that the use of the air will not be abused by questionable programs and those decidedly below a given standard. There will always, I imagine, be a never-ending conflict between those who would drastically curtail the activities of our amusements and those who believe that no restriction whatsoever should be placed upon them. In the last analysis, that old slogan, "the public gets what it wants," comes rather strongly to the fore, and perhaps our greatest contribution to the solution of the motion picture problems and the radio situation is to bend all of our efforts on raising the quality of the demands made by the public.—Report of the president, MRS. GRACE MORRISON POOLE, to the board of directors, General Federation of Women's Clubs, January 16, 1935.

**The Massachusetts Supreme Court** upheld recently the right of the State Department of Public Works to regulate the use of billboards on private property within view of the highways. The opinion of the court in this case clearly establishes the right of the public as paramount to the right of any individual or group of individuals. Its findings were based largely on the preservation of scenic beauty. A considerable amount of radio advertising similarly violates the esthetic beauty of the ethereal highways occupied presumably in the public interest, convenience, and necessity by American radio broadcasting stations. What would be the effect on radio programs were the reasoning of the Massachusetts Supreme Court applied to radio advertising?

**Merging of all communication services** under the government is one of the legislative proposals being made by the present Canadian government. Oddly enough, these proposals came from the conservative government headed by prime minister Richard B. Bennett, reputedly a multimillionaire, and a conservative both in politics and in economic outlook.

**Anning S. Prall** of New York received on January 15 Senate confirmation of his appointment to the Federal Communications Commission. Mr. Prall, who served as a member of Congress from New York from 1923 to 1935, was formerly president of the board of education of New York City.

**Educational broadcasting** is construed as the use of radio for the specific purpose of disseminating knowledge as an end in itself.—Adopted September 24, 1934, by the National Committee on Education by Radio.

**Hampson Gary**, who served the Federal Communications Commission as the first chairman of its broadcast division, resigned, effective January 1, 1935, and is no longer connected with the FCC.

**"Radio Controlled Air Bombs to Terrorize Cities."** At present radio often terrorizes cities by means of singers and comedians.—*New York Times*, December 19, 1934.

**The University of Detroit** is presenting a radio program on Mondays at 4:45PM and Fridays at 4PM over station WWJ, Detroit.

**Don't reproach Junior** if he gets excited about nothing. He may become a great play-by-play broadcaster.—*Daily Oklahoman*.



# The Ohio Emergency Radio Junior College<sup>1</sup>

**T**HE RADIO JUNIOR COLLEGE conducted by the Ohio State University has completed its first year of activity. During that period the radio college has increased its enrolment each quarter by one-third. This project in radio education has been conducted, with the cooperation of the Emergency Schools Administration, from the university radio station WOSU, of which R. C. Higgy is director.

The Radio Junior College, now known not only to thousands of Ohio citizens, but to representatives of other states as well, has grown in that time from an experiment to an outstanding reality.

Courses in psychology, home economics, French, English, social ethics, engineering, and education are being offered during the present quarter. Art appreciation, started last quarter, was concluded the last week in January.

Psychology 634 [the regular university course] is a course in legal and criminal psychology presented directly from the classroom at 9AM each school day. Professor Harold E. Burt, the instructor, makes good use of a lapel microphone and a studio-type microphone which is used to pick up the students' answers and comments. The instructor carries a specially-constructed switch which he uses to open the condenser microphone when he directs a question to a student. This lecture was recently extended from thirty to fifty minutes, the full class period, after an overwhelming majority of listeners voted to make the change. The ratio in this vote, the result of two announcements, was eight to one; the consensus, expressed in the actual words of one listener, being that "we can get music almost any place on the dial, but WOSU is the only place where we can get college psychology."

Home economics, or "The Business of Homemaking," as it is called, is presented three days a week at 10AM from the office of the director of the school of home economics. This is a continuation of the former "Homemakers' Half Hour," but with a more definite curriculum, together with supplementary readings. To provide continuity to the programs, Miss Eunice Ryan, of the staff, presides in each of the periods and introduces the speakers.

French, at 10:30AM each school day, was continued into the winter quarter from the elementary instruction given in the autumn. Walter Meiden, who is the author of the 134-page mimeographed textbook used by the radio students, is the instructor. The lead in enrolment which this course enjoyed

last fall has been relinquished to English and psychology by a margin of about one hundred listeners.

English, taught by Professor William L. Graves [better known as "Billy" to thousands of Ohio State students, alumni, and friends], and social ethics, with Professor Joseph A. Leighton of the university philosophy department as the instructor, share the 1:30PM period, English being offered each Monday and Thursday, and the latter subject, each Tuesday and Wednesday.

The evening programs, since the audience is more varied, are devoted to a number of the so-called informa-



**H**AROLD E. BURTT, *Ohio State University*, lecturing to a class of forty students studying legal and criminal psychology. This same lecture, thru the use of a lapel microphone, is being received simultaneously by three hundred fifty enrolled radio pupils.

tional types of presentation. Engineering, for instance, is a series of miniature dramas concerning the home presented by architects and engineers. Practical suggestions and an occasional touch of humor, provided by the coordinator who acts as the student in each of the programs, combine to make these presentations more entertaining and more appealing to the diversified group which listens at that time.

Education has dealt with "The Child and the School," tracing the child and his development from the home thru the junior college. Future lectures will deal with "The Handicapped Child," "Counseling and Guidance," and "Schools of Tomorrow." The speakers are all specialists in the college of education and, as before, a coordinator is employed to provide continuity to the programs.

The courses, in the order of their popularity, judged by enrolment, are as follows: English, psychology, French, home economics, philosophy, art appreciation, education, and engineering.

There are a number of clearly-defined advantages of the Radio Junior College:

[1] It has provided a definite program to which listeners can subscribe. The disadvantages of some of the old programs to which students "just listened" are very apparent.

[2] As an FERA project it provides courses of college level for the unemployed, those who have been unable to attend college, for the most part.

[3] Syllabi, manuals, supplementary notes and readings, and examinations are all given as a part of these courses because funds are provided for this purpose.

[4] As a definite project it has facilitated program arrangements, since instructors who were heretofore too busy with heavy classroom schedules have been relieved of at least a part of that work in order to devote more time to their radio

<sup>1</sup> C. Wilbert Pettegrew, publicity director, radio station WOSU.

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material. More enthusiasm on the part of the instructors has been witnessed because of the definite program.

In addition to all of the obvious educational advantages the Radio Junior College has brought about an intense interest in education by radio. This has been evidenced within the state of Ohio and its surrounding territory, the university, and radio station WOSU itself. Twenty county radio teachers or supervisors are taking an active interest in enrolling students. Seventy of Ohio's eighty-eight counties are represented in the enrollment, and listeners in Michigan, Indiana, Kentucky, Pennsylvania, West Virginia, Wisconsin, and Canada have filled out registration cards and expressed their appreciation of the courses.

Finally, a definite and regular audience thruout the state has been established by means of this carefully-planned program. In addition, the lectures are of such caliber that the casual listener finds both material and personalities of interest in each one of the individual programs.

### British Television Challenges America

THE BRITISH GOVERNMENT announces an official launching of television. It finds fine-detail pictures six by eight inches developed to a point where first steps toward early establishment of a public television service are justified. Two systems, Baird and Marconi, will be used alternately by the experimental station. The cost over the next two years will be \$900,000. No tax will be added to the listeners' present ten-shilling annual fee because surplus will carry development charges.

Thus Great Britain steps into the lead with the next great technical development in radio. American research workers declare that in American laboratories the work is as far, if not farther, advanced than in England. Then the question arises, What makes the British advance at this time possible? The answer is the British system of broadcasting, owned and operated by the government.

This announcement thus becomes an obvious challenge to the American system of sponsored broadcasts. On both technical and program advances the American broadcasters have prided themselves as leading the world. They present figures to show they spend more and give more. But if their system will not permit technical advances at least abreast of those in other countries, there must be holes in the system. . . .

What are American broadcasters going to do about it? They point out that television programs would be so expensive that

productions wouldn't pay. But England, spending much less than the United States on radio, expects to have programs of entertainment value which will not greatly increase its program costs. If America can successfully compete with British radio programs in sound radio, why not in television as well?

The fact is that there is not the unity of action in the American system, the control of income, which would make a focusing of funds for development work possible. A remedy for this might lie in the government's advancing money for development transmissions until commercial programs could be launched. This is what happened with the air mail—first flown by the army, then by private commercial lines. Once on a commercial basis an annual license fee could be charged to each station using the system until the development costs had been written off. The project could come under the head of PWA self-liquidating projects.

Perhaps the broadcasters have some other answer. . . . American radio can hardly afford to sit back and let the lead in the most striking of all recent technical development be taken easily by British broadcasters.

Certainly Britain is to be congratulated on the flexibility of its excellent radio system which has permitted a progressive point of view with great promise of future public service to crystallize so quickly. There is significance in the government committee report which says, "The time may come when a sound broadcasting service, entirely unaccompanied by television, will be almost as rare as the silent film today." It is a significance that American radio interests cannot ignore.—Editorial, *Christian Science Monitor*, February 6, 1935.

### Radio Advertising Value Temporary

RADIO DOES NOT HAVE PERMANENT VALUE as an advertising medium in the opinion of Gordon Selfridge, an American, who is proprietor of a great department store in London. Mr. Selfridge believes that his phenomenal success has been due as much to his use of newspaper advertising as to his experience in merchandising.

His opinion relative to radio advertising was given to a representative of the North American Newspaper Alliance. According to the February 11, 1935, issue of the *New York Times*, Mr. Selfridge said:

There is little, practically no advertising over the radio in England. Here each radio is taxed ten shillings [about \$2.50] a year, while in the United States radios are tax free. But the broadcasting companies there can disturb your families and your guests in the midst of a concert or other entertainment by advertising all sorts of wares. The only recourse is to shut the radio off, and I have seen this done, accompanied by an indignant expletive. I do not regard the radio as having permanent value as an advertising medium.

Newspapers in the United States exploit the advertising of the radio broadcasters by printing their programs free. True, English newspapers print programs free, but the British Broadcasting Corporation is not in the advertising business. American newspapers name the entertainer who is to boost the product of some company. British homes escape all this cheap commercialization of the radio. I agree with J. B. Priestley, the writer, that there is no more reason for printing the radio programs in the newspapers free than there is to print the programs of theaters and movies free. But this is the business of the newspapers, not mine.

If Mr. Selfridge is right, and many thoughtful people believe he is, America is building up a radio structure on an insecure foundation. Rather than risk everything on a commercial system, how much better it would be for the federal government to begin the development of a noncommercial, supplemental system which could be devoted entirely to programs in the public interest. This would lessen the confusion attendant upon the inevitable crash of commercial broadcasting and, in addition, would render a service not generally available under commercial auspices.



## University Station Broadcasts Facts

**T**HE FIRST BROADCAST by business school faculty members was given last night over WLB by Dean Russell Stevenson who spoke on "Unemployment Insurance." Various other subjects of current political and economic interest will be presented weekly hereafter.

Such a series, contrasted with the mass of misleading propaganda daily broadcast over commercial stations, some by vested interests devoted to blocking social legislation, fills a very important and vital need in popular radio education. Any analysis by those recognized in academic or governmental circles as competent authorities, should be well received by intelligent listeners.

Whether noncommercial radio stations will be able to stay on the air will depend to a large degree upon the manner in which they utilize their channels for different and yet interesting subjects. Playing phonograph records, broadcasting entertainment features by music and elocution students, presenting language lessons, some of which have an appeal to only a very limited number of people—to do these things when the minds of citizens are bewildered by the fast-moving circumstances of economic and social activity is to utilize insufficiently the radio station as a constructive educational medium.

It may be charged that university broadcasts of faculty opinions are an attempt to propagandize and brain-trustify the people. But any expression by recognized authority, for the admitted purpose of clarifying problems and presenting truth, is educational, and cannot legitimately be construed as propaganda in any sense of the word.—Editorial, *The Minnesota Daily*, January 23, 1935.

## Children's Radio Programs Vicious

**"U**ND DEN VE HAF SOMEDING FERY NIZE for leetle poys. A machine gun dat sounts like de real ardicle. Ra-ta-ta-ta-ta! Und here, most vonderful uf all, a real military aeroplane dat flies trou de room and drops real leetle pombs vile it ees flyin'."

And that, so help us, came a-flying thru the air last Sunday morning to delight the hearts of our little tots, eager for the moment when they should sing about "Peace on Earth." . . .

During the last three weeks, for lack of anything better, I have been patiently listening to the terrible stuff that comes over the radio. Here and there a serious piece of music bestowed upon us by Stokowski or our lovable friend, Walter Damrosch. Once in a while a grand and glorious bit of Hungarian music, somewhere a totally unexpected find, like that Carla Romano, about whom I know nothing else but what has come to me over the air.

The rest was terrible. Uncultivated voices, bad enunciation, cheap diction, and cheaper ideas. But it was at least perfectly harmless. The moment, however, that a children's hour was announced, the stuff became positively vicious. Violence and kidnaping and murderous assault and all done with a very cunning understanding of the children's true mentality. But never an attempt to change that mentality from its natural cruelty towards something higher or better.

A complete commercial sell-out to the mass mind of nine or ten, from any educational angle, the very worst thing that could possibly be concocted by people who will sacrifice the entire youth of the nation, provided they can make an extra sale of the goods they want to dump upon the market. . . .

I can see only one way out. A rebellion on the part of the children themselves. For strange things are happening these

days in the world of the next generation, and we may see another children's crusade. But this time they will not march upon a Promised Land two thousand miles away. This time they will turn against their elders, who betrayed them.—HENDRIK WILLEM VAN LOON, *Washington Times*, December 27, 1934.

## Radio—for Propaganda or Public Interest?

**T**HE RADIO is the most powerful instrument of social education the world has ever seen. The eye is superior to the ear with respect to the understanding of physical and technical matters. But in all social matters the mass of people are guided thru hearing rather than by sight. The progress of democracy has been greatly hindered by the fact that modern means of exchange of physical things has advanced far beyond the means for exchange of knowledge and ideas. The radio brings us the possibility of redressing the balance.

It is only a possibility, not as yet an accomplished fact. The radio lends itself to propaganda in behalf of special interests. It can be used to distort facts and mislead the public mind. In my opinion, the question as to whether it is to be employed for this end or for the social public interest is one of the most crucial problems of the present. Upon the way in which it is practically answered depends to a larger extent than we yet realize the formation of that enlightened and fair-minded public opinion and sentiment that are necessary for the success of democracy. The radio even when in private hands is affected with a profound public interest. For this reason every attempt at genuine education of the millions who daily listen in is of greatest concern. That is one reason, and a great one, why I welcome the endeavors of station WEVD to conduct the University of the Air. May it succeed and may its influence spread till every broadcasting organization follows its example.—JOHN DEWEY, in an address inaugurating the WEVD University of the Air, December 8, 1934.

## Foreign Countries Allow Ample Depreciation

**F**OREIGN COUNTRIES make adequate provision for depreciation in the figures they give out concerning their broadcasting systems, in spite of published reports to the contrary circulated in the United States. It appears that selfish interests are attempting to discredit the financial statements which reveal that broadcasting supported by license fees is profitable.

The Service Bureau of the National Committee on Education by Radio is conducting a continuous study for the purpose of securing facts in this connection. A number of authorities on broadcasting have stated that adequate provision for depreciation is made in the countries with whose broadcasting systems they are thoroly familiar. For example, R. Corteil, chief engineer and director of the Administration of Telegraphs and Telephones [including radio broadcasting] in Belgium, says:

We depreciate the transmitting stations 12.5 percent per year, including the buildings. As the buildings have a life of more than eight years we depreciate the equipment of the station, properly so called, much more rapidly.

Independently of the foregoing, all the equipment that we buy for furnishing offices and studios, two literary libraries, three musical libraries, musical instruments, all the technical equipment for modulation [such as microphones, amplifiers, control apparatus, and lines] and the library apparatus, are depreciated 100 percent per year from the time of purchase.

If we take the total figures from the beginning of the National Institute of Broadcasting [February 1, 1931] until December 31, 1933 [the statement for December 31, 1934, is not yet completed] we will see that in three years we have depreciated a total of 52.75 percent which is a yearly average of 17.5 percent.

# Gleanings from Varied Sources

**Radio**, once the greatest of indoor amusements, is being sorely neglected. The reason is that there is a sameness about programs, a lack of showmanship. Frequently the major networks will offer the same kind of program at the same time. A radio czar could adjust this situation. He could eradicate conflicts, remove the sameness which now exists, and establish a routine which would assure entertainment to the listener. Sponsors are important, but not to the exclusion of everything else. The sponsor should be made to realize that it is in his interest that variety be an integral part of air shows. In view of the fact that he is expending considerable sums, he can readily be made to understand that it is vital to his budget that he use intelligence and discrimination.—LENNIE HAYTON, in a letter to the *New York Times*, January 27, 1935.

The radio is one of the most potent forces at work on what writers of the day are pleased to call "the American scene." It can be used to delight our senses with the world's greatest music, or to sing the virtues of the newest brand of hosiery. It can bring us authentic information on current problems, or it can, under the subtle guise of impartial presentation, fill our minds with the most pervasive propaganda.—H. L. EW BANK, "Radio's Future." *Ohio Wesleyan Magazine*, March 1933, p87.

The Reichs-Rundfunk-Gesellschaft, which operates the broadcasting system in Germany, offers to supply interested persons with copies of the schedule of programs broadcast from German shortwave stations which can be heard in the United States. The programs consist of classical and other types of music and talks on matters of artistic, cultural, or social interest. Requests may be addressed to the Reichs-Rundfunk-Gesellschaft, Berlin-Charlottenburg 9, Germany.

The WEVD University of the Air recently began its third year. Four 15-minute courses are being broadcast at present: "Economic Planning," Tuesdays at 8:45PM; "Education for a New Social Order," Wednesdays at 10:15PM; "Psychoanalysis Today," Thursdays at 8:45PM; and "The Art of Enjoying Music," Fridays at 8:15PM. Officials of the radio station announce that other courses are to follow.

British Marconi engineers have been engaged to build a chain of radio stations in Brazil, linking up the 3,300,000 square miles of that country. Under the contract the first two stations must be completed within ten months. The apparatus required will provide additional employment for 2000 men and women for a year.—*Washington Herald*, December 16, 1934.

Biology for high schools is being presented by radio thru the facilities of station WKAR, Michigan State College, East Lansing, Michigan. The current series, which began January 10, is entitled "Biology and a New Deal." The programs are being given by members of the zoology faculty of the college, and are being presented each Thursday at 2:30PM.

Christians should be busy with the development of moral and ethical control of all new inventions and institutions. They should help develop standards for the movies, the use of the radio and the automobile, social control of machines and natural resources for the benefit of all.—Editorial, *Epworth Highroad*, January 1935, p12.

The completion of an approved course in visual and sensory technics, including radio, will be required, beginning September 1, 1935, of all applicants for permanent teaching certificates in the state of Pennsylvania.

Special programs for children were broadcast on the [Canadian] regional networks. An effort was made to design the programs so that they would be both entertaining and educational. The topics were interspersed with music and covered such subjects as true stories of early settlers and Indians, safety talks, and others. Over thirty of these programs were presented exclusively for children. Many favorable comments were received from adult listeners stating that these programs were both bright and instructive and particularly expressing appreciation of the type of programs arranged for the younger members of the family.—CANADIAN RADIO BROADCASTING COMMISSION, *Annual Report*, 1934, p14.

One significant fact stood out clearly in the maze of conflicting testimony presented at the recent hearing on nonprofit facilities—cultural and educational broadcasts in the United States continue to be scheduled, for the most part, at those hours when the radio audience is admittedly smallest.—LOUIS W. INGRAM, Columbia University, in a memorandum prepared for the Federal Communications Commission, December 13, 1934.

We parents must join the radio stations in the demand that whatever else a program may possess, it must have the ability to catch and hold the interest of the child. Otherwise, it is not good; it is nothing. As parents, we have every right to demand, however, that it shall be not merely interesting but that it must be helpful, or at least, not harmful.—B. H. DARROW, in a radio address, January 17, 1935.

Parents and teachers alike will rejoice to learn that the cigaret manufacturer who has sponsored, since November 21, 1934, the popular radio serial, "One Man's Family," has terminated his contract. This program which was found to be so consistently popular with junior and senior high school pupils will be presented as a sustaining program until April 3 when it will be sponsored by a coffee company.

Radio station WSUI began on February 4, 1935, its program of broadcasts for the second semester of the regular school year. Five courses from the classroom, two courses from the studio, radio aids for high schools, and contributions by many departments of the university are included in the educational program for this semester from WSUI.

Radio station WKAR, Michigan State College, East Lansing, Michigan, is broadcasting, direct from the classroom, a course entitled "Economics of the New Deal." The series, which is particularly valuable for high schools, is given each Tuesday and Thursday at 4:15PM.

Radio and television classes are being conducted by the university extension division of the Massachusetts Department of Education. The topics discussed are: advanced radio theory, vacuum tubes for radio receivingsets, and television.

I have been a long time in education and I have yet to hear a single valid argument against the position that education is a national responsibility.—ROBERT M. HUTCHINS, president, University of Chicago.

The National Association of Broadcasters wants an official ruling as to whether or not "damn" is profanity. It probably isn't, but it sounds like hell.—*Washington Post*, December 8, 1934.

Toleration of free speech begins only when persons listen, decently and fairly, to opinions with which they profoundly disagree.—LORD HEWART.



## Scarsdale Women Present Program

THE RADIO COMMITTEE of the Scarsdale [New York] Woman's Club has attracted nationwide attention thru its study of children's radio programs. It has made a rating each week of the various available radio programs for children. The list of programs evaluated was compiled for inclusion in the local newspaper and for use on the school bulletin board.

The review of programs in which they have been engaged since January 1933 has not been carried on with the idea of censorship, but to direct the attention of parents and children to better programs on the air. Their aim, in the case of each of the more than one hundred fifty programs reviewed, has been to assist the parent who prefers to guide his child in the selection of movies, books, and other similar types of recreation. During the last three months of 1934, estimates of seventy-two programs were prepared. Of this number only four received the highest possible rating, that of excellent, while a like number were characterized as very poor.

The evaluations made by this committee of public-spirited women so affected the advertisers and the broadcasting companies that the members of the committee were invited to prepare and present a radio program to which they, as parents, would like to have their children listen. They were offered the facilities of WABC, New York, key station of the Columbia Broadcasting System.

Many obvious hazards undoubtedly made them hesitant about undertaking the task. They had no money with which to develop a program, no script writers, and no radio talent.

On the other hand, they had been asked to do something which they honestly felt themselves equipped to do. Scarsdale is a small community. The members of the radio committee had worked together for a long period of time. They knew, at least, what they wanted; tho, to be sure, they could not tell whether other parents would agree with them. Here was an opportunity to see if groups in other communities felt the way they did. If other parents were stimulated to express themselves, the attitude of parents toward children's radio programs might become vocal over a greater area. Such an experiment might show whether or not children could be interested in certain types of material which satisfied their parents. Finally, broadcasting companies could be shown that protesting groups were not merely critical, but were desirous of cooperating in every possible way.

The broadcast was given on February 19. The program was prepared and presented entirely on an amateur basis to avoid possible criticism on the part of professionals. The committee expected, and, in fact, welcomed criticism. Some newspaper reporters look invariably for conflict rather than for elements of worth. Such a situation would produce a certain amount of misinterpretation. Perhaps some of the misinterpretation was deliberate. An example of unfavorable comment is the following statement made by Peter Dixon, radio writer and producer:

On February 19 the club, with the cooperation of CBS, stuck its neck out, presenting on a CBS network its conception of a radio program for children. It was written, directed, and acted by persons without radio experience. The program, entitled "The Westchester Cowboys," had as its background the activities of cattle thieves in Westchester county during the Revolutionary War. It was an interesting bit of history and, I

believe, could have been made into a good juvenile program had the job been done by professional radio people. As presented, the program suffered from unskilled radio writing and amateurish acting. . . . Radio executives, discussing the program the following day, seemed to think the Scarsdale women had sacrificed much of their effectiveness when they left themselves open to comparison with professional radio efforts. Certainly the program proved that club women are not as yet competent to present acceptable juvenile programs.<sup>1</sup>

The committee wished to have something more than just local criticism from children and parents. Thru the cooperation of Harold G. Campbell, superintendent of schools, New York, N. Y., and William Jansen, his administrative assistant, there were procured careful and detailed reports from five schools scattered thruout the city. It was both of interest and satisfaction to the committee to find out that the criticisms of these children corresponded exactly with those of local children. There was one exception. A New York group made the interesting observation that it was a relief to have a program without advertising—a fact which received favorable comment from parents, also.

The most encouraging feature of the comments of over 2200 city and suburban children was that the large majority liked the program. The survey conducted by the committee in the latter part of 1932 had revealed that no program was liked by more than 67 percent of those listening.

Most of the children who liked the program not only wanted more, but also longer programs of the same general character. Comments and letters from adults were favorable in almost all instances.

Do amateur performances have any place in radio broadcasting? In other fields amateurs are encouraged. No one expects them to measure up to professional standards. The difference in the admission fee makes for tolerance. Residents of metropolitan areas tend to be satisfied only with the best grade of professional productions, since all radio programs are available at no apparent cost to the listener. Such a situation is unfortunate. It means that excellent material presented over small stations will not be appreciated unless it is given in the latest New York manner.

The program was most appreciated by the parents who had listened to the greatest number of children's programs. It was least appreciated by the children who had listened to programs over a long period of time. The survey of two years ago showed that the younger children liked the Damrosch concerts and the older ones, jazz. A possible conclusion is that the tastes of the older children or of those who have listened most to radio programs have been spoiled by the average blood-and-thunder type of presentation. The data gathered indicate that the serial type of presentation is becoming the one generally preferred. The children who liked the program almost invariably wanted to know if they could have more programs, not just of that type, but "about the same Peter, please."

Parents generally are agreed that listening to serials presents many problems. Sports, music lessons, reading, and hobbies do not leave the child free each day at the same time. Programs selected for their appeal and not because they are presented regularly are much easier for the parent to control. At present many parents hesitate to allow children to listen to additional

<sup>1</sup> Dixon, Peter. "Amateur Program by Women's Club Arouses Criticism." *Broadcasting* 8:16, March 1, 1935.

## EDUCATION BY RADIO

is published by

### THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

TRACY F. TYLER, secretary

1201 Sixteenth Street, Northwest, Washington, D. C.

#### 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*.  
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programs when illness or bad weather keeps them indoors. They are afraid of adding another program to an already unsatisfactory list. This problem could be solved by the creation of more programs in which the dramatic incident is complete in a single broadcast.

Children who listened with their parents were eager for additional information about the period and customs with which the program dealt. Programs suitable for listening by both parents and children offer valuable opportunities for a parent to find out more about his child. Few parents today will listen from choice to the average program intended for children.

The criticisms directed toward children's programs may not appeal to persons who do not have children of their own, or to those whose children are too small to listen, or whose children grew up before the radio appeared. When a child becomes old enough to listen to the radio, the parents show a new interest and turn sympathetically to any group which offers a constructive program.

Several influential organizations have indicated their willingness to cooperate with the Scarsdale women. In many cases they were enlisted because of the unfair publicity the project received at the hands of the newspapers and magazines. Any civic group receiving an invitation to prepare and present its conception of a desirable program for children should realize the obstacles which will be placed in its way. Its efforts will receive a supercritical, if not jaundiced, reception by certain selfish individuals and groups. The private commercial interests and many of the professional script writers, as well as other persons who feel that their position is being attacked, will welcome the opportunity to criticize rather than to be criticized.

### Canadian Listeners Protected

ONE OF THE MORE DIFFICULT PROBLEMS the [Canadian Radio Broadcasting] Commission had to consider was the broadcasting of advertisements of patent medicines. In order to establish effective control over such advertisements, the Commission had the cordial cooperation of the Department of National Health. Continuities for these advertisements must be submitted to the Commission in advance, and are forwarded to the Department of Health for careful examination. They are handled very carefully and speedily by the Department of National Health and are returned, thru the Commission, to the sponsors with any necessary deletions. Thru this procedure, Canadian radio listeners are protected from unsound or mis-

leading advertisements of patent medicines.—CANADIAN RADIO BROADCASTING COMMISSION, *Annual Report*, 1934, p10.

### California Experiment

THE CALIFORNIA ASSOCIATION FOR ADULT EDUCATION began recently an experimental undertaking in the field of education by radio. The experiment, which will cover a period of six months, is intended to provide material on possible methods of adapting education to radio technic.

The project is designed to present educational material which can claim the attention of the public "for its interest value." A type of program is being created which a radio station would be eager to present as a definite public attraction rather than as a matter of social duty. Purely informative education presented by the lecture method is not being undertaken. The subjectmatter has been separated into five general divisions: art, history, literature, science, and politics or economics. There are five weekly programs, each subject being presented once a week.

In the field of art, a colloquy method of presentation is used. A member of the Association provides the script and takes part along with actors in the dramatization of his subject.

In the field of literature, the scripts are prepared with the object of presenting firsthand selections from the more readable classics. The method is to select passages that are already in dialog or colloquy form and considered desirable radio material on their own merits. As an example, the dialogs of Theocritus, Lucian, and a colloquy of Erasmus have been presented. In this field it is believed that great literature contains many passages as suitable for dramatic rendering and as entertaining in themselves as the hasty preparations of modern script writers. By presenting these dramatic colloquies thru professional actors, and by emphasizing the sources from which they are taken, it seems possible to stimulate adults in a discovery and enjoyment of the literature of the past.

In the field of history, the scripts present difficult problems. The Association desires to use only authoritative material and to avoid the loose dramatization of the commercial plays of history. In attempting this, they have presented the "Oration of Cicero against Cataline" in its proper setting; a political sermon of Savonarola; a slightly dramatized version of Oliver Cromwell dismissing the Rump Parliament, taken from Carlyle's "Letters and Speeches of Cromwell." The theme subject in this series has been the rise and fall of dictators.

In the field of general science, the series started with anthropology. The Pacific Southwest Museum has arranged for the writing of some excellent colloquies on this subject. They are presented with the aid of actors and take the dramatic form of episodes in field expeditions.

Politics and economics are treated in the form of a colloquy between actors. This is written as an original script and deals closely with contemporary problems.

The California Association for Adult Education is carrying on this experiment in cooperation with radio stations KFI and KECA, Los Angeles. The former is a powerful station and the latter a local one. The stations make no charge for the time on the air and, in addition, make available the production facilities of the studios. Professional radio artists provided by the Association present the programs.

The experiment should result in some measurement of the popularity of the programs as entertainment. It should indicate whether the programs have stimulated the reading interest of the listeners in the books that are discussed and mentioned in the broadcasts.

# Education for Large Groups by Radio<sup>1</sup>

**W**HAT SHALL WE AGREE UPON as an educational program?<sup>2</sup> Shall we restrict our consideration to programs of a strictly academic variety or shall we adopt a broad general conception of education that means the influence brought to bear upon our national culture, either to raise or to lower it?

If we use the first definition, how "large" must a "group" be before it will be a "large group" for our purposes? A class of fifty is regarded as large by many educators. We have come to deal with such enormous numbers in radio, that the conception of a "large group" might easily be a whole grade in a given city, in an entire state, or even in a territory that will include several states, such as New England, or the Pacific Coast. As a matter of fact, it might be the adult section of the entire population, the laborers, the teachers, or the bank clerks.

What do we mean by "instruction"?

The difficulty of mapping out the field clearly and definitely is generally faced when educational broadcasting problems are considered. The most useful and valuable characteristic of radio broadcasting is that it can and does reach large numbers of people instantaneously. Therefore, it would seem that radio broadcasting would lend itself advantageously as an instrument for large group instruction, regardless of how we interpret the word "instruction."

We have not advanced very far in using broadcasting for this purpose. We still believe that it can be so used, but we are not sure apparently where we go from here. We are learning more and more about the opportunities and the limitations of the microphone, but we are not very sure about very much as yet.

We know that the commercialist has used it to great advantage in selling goods. We know that the politician has come to respect its power, and that he knows it must be reckoned with in future campaigns. We know that the press senses its rivalry as an instrument for distributing intelligence. We know that in times of crisis the civil authorities requisition it for public purposes. The fireside talks of President Roosevelt are vivid illustrations of this type of usefulness. We know that the demagog and charlatan are quick to seize upon it whenever an opportunity is provided. We know that school officials and teachers have experimented and are experimenting with it, and that gradually ways are being discovered for its use in education.

In general there has been more experimentation in adult education than in any other field. The usefulness of radio in the adult field is evident, but the development or the adoption of adequate technics has been slow.

There are some major difficulties in using radio in schools. In the first place, there are several factors which make it almost impossible, in general, to develop radio programs for the school on a national basis, as is done in some other countries. In America each state is an autonomous unit in education. Time differences from East to West present insurmountable curriculum obstacles. The programs that have been aimed at a national school audience are the Music Appreciation Hour, conducted by Walter Damrosch over the networks of the National Broadcasting Company; and the American School of the Air, organized and produced by the Columbia Broadcasting System. Suc-

cessful as these have been, it is nevertheless true that maximum pedagogical use is not made of either program by school officials employing them.

There are single instances to show that when, after careful study, it is discovered that broadcast programs can be useful in an educational situation, radio becomes a powerful instrument. These experiments have been conducted relatively infrequently by city or state school systems. Furthermore, broadcast programs in education are expensive in relation to some other media.

Therefore it would appear, from our comparative inexperience to date, that radio can best be utilized:

[1] By individual school systems to reach entire grades or the school population as a whole, for presentation periodically of special subjects, or special instruction in ordinary subjects;

[2] By state systems, especially to reach rural schools for a variety of purposes; and

[3] In adult education: [a] by promulgating, under proper auspices, the distribution of information on a wide variety of subjects of interest; [b] by arranging for an exposition of questions of current interest; [c] by organizing exhaustive discussion of current public problems in a changing social order; [d] by effectively dramatizing events in history which bear directly on current happenings; [e] by relaying up-to-date news objectively and in timely fashion; [f] by distributing really good music which by means of radio can be sent into any home possessing a receivingset; and [g] by developing appreciation of good literature and the arts by people who could not otherwise be reached.

## Air Not for Private Exploitation

**T**HE [CANADIAN] GOVERNMENT decided to create a national commission with full powers to control broadcasting, and to eliminate radio advertising. Each owner of a receivingset would pay an annual license fee of two dollars. In presenting this measure Mr. [Prime Minister] Bennett said that there was no other method of insuring that the benefits of radio might come to sparsely settled areas "without regard to class or place," and he added: "I believe that there is no government in Canada that does not regret the day that it has parted with some of these natural resources for considerations wholly inadequate, and on terms which do not reflect the principle under which the Crown holds all the natural resources in trust for all the people." Recognizing that by such processes we have lost much of the land, the forests, and the water, Mr. Bennett said that he could not think "that any government would be warranted in leaving the air to private exploitation and not reserving it for development for the use of the people." Tremendous opposition of the most unscrupulous kind emanated from the powerful private interests thus menaced, but the scheme was accepted by Parliament with no official opposition. —ERNEST THOMAS. "Is Canada Going Red?" *Christian Century* 52: 204-05, February 13, 1935.

**T**HE WISCONSIN COLLEGE OF THE AIR now lists 13,885 enrolments in its ten courses. These are found in 61 of the state's 71 counties. The Wisconsin School of the Air listeners, based on questionnaires returned by approximately one-half of all the teachers on the mailing list, are estimated as totaling 43,000 per week.

<sup>1</sup> Levering Tyson, director, National Advisory Council on Radio in Education.

<sup>2</sup> The National Committee on Education by Radio has defined educational broadcasting as "the use of radio for the specific purpose of disseminating knowledge as an end in itself."

# Gleanings from Varied Sources

The Institute for Education by Radio will be held at the Ohio State University, Columbus, Ohio, on Monday, Tuesday, and Wednesday, May 6 to 8. This sixth annual meeting of the Institute is being combined with the fifth annual assembly of the National Advisory Council on Radio in Education. Last year's plan of devoting a session to the National Association of Educational Broadcasters will be followed this year. In addition, the program will include a discussion of the technics of organizing listening groups, educational broadcasting as affected by the Communications Act of 1934, children's programs, and the growing power of radio in informing the people on political and public matters.

The Detroit Board of Education is presenting radio programs on each school day thru the facilities of five Detroit radio stations—WXYZ, WWJ, WJR, WJBK, and WMBC. Each broadcast period is fifteen minutes in length. Five of the six series are devoted to child welfare, Wayne University School of the Air, travelogs for school use, educational newscasts, and dramatic sketches; the sixth, to a series of interviews, dialogs, talks, music, and roundtable discussions on educational policies and problems. John F. Thomas is chairman of the radio education committee and Christian T. Andersen is program manager.

Purveyors of public entertainment often face the question of the quality of their audiences. Information gathered by the federal Office of Education convinces us that those who provide public entertainment are overly pessimistic about the quality of American audiences. They have swallowed the myth that we are a nation of twelve-year-olds. This would be ridiculous if the results of the unwarranted acceptance of the myth were not so tragic.—JOHN W. STUDEBAKER, U. S. Commissioner of Education.

The moving picture producer, the jazz orchestra leader, the publisher of sex magazines, the comic strip writer, the radio buffoon are thinking in terms of the pocketbook, not of character, and that is a serious matter in the face of the increase of leisure among all classes.—MARY E. WOOLLEY, president, Mount Holyoke College, in an address before the National Education Association, Atlantic City, N. J., February 27, 1935.

Radio receivingsets in the United States total 25,551,569, according to figures issued recently by the Columbia Broadcasting System. CBS cooperated in this study with the statistical staff of the McGraw-Hill Publishing Company and with Daniel Starch, research expert. Homes with two sets or more totaled 2,295,770, and automobile radios, 1,800,000. During 1934 a total of 4,084,000 radios was purchased.

The University of Denver is presenting radio programs twice each week thru the facilities of station KOA, Denver. These programs are given on Tuesdays and Thursdays from 4:45 to 5:15PM, MST. The programs are in charge of a committee consisting of one representative from each of the following: liberal arts, extension division, administration, student body, and professional schools.

A college guidance series under the direction of the University of Louisville has been presented recently by station WHAS. There were twelve talks in the series. The programs were given each Monday, Tuesday, and Wednesday morning from 11:30 to 11:45. The first talk in the series was given on March 4 and the last on March 27.

Radio discussion groups in England during the autumn of 1934 numbered 632, according to the February 20, 1935, issue of *The Listener*. During the corresponding period in 1933 the number reported was 580. The discussion group method in connection with radio talks has been widely used in England. Its use in the United States has been rather scattered. One of the reasons for this difference is probably the leadership shown by the British Broadcasting Corporation. Since radio broadcasting in the United States is operated primarily for profit, the officials of the industry have been slow to realize their responsibility in financing the promotion of experiments in adult education.

I believe the fault [the overabundance of children's programs in the late afternoon] lies in the fact that as much as possible men have barred women from the radio business and have missed many helpful suggestions. The radio is primarily a home instrument and a woman would understand better than a man when and how it could be used to best advantage. An official of a local radio station is known to have said that women do not wish to be instructed. I differ with him . . . I, with many women, do not want statistical but . . . educational programs.—A POST READER, *Washington Post*, March 2, 1935.

The man in charge of a radio program ought to have the background, training, and character of the president of a great university. They have such men in other countries. In America, on the other hand, everyone knows that the typical program director is a cross between a vaudeville producer and the advertising manager of a popular magazine.—BRUCE BLIVEN, editor, *The New Republic*, in an address before the National Advisory Council on Radio in Education, Chicago, Ill., October 9, 1934.

The people in a hurry, the people with an axe to grind, the pressure groups, and the propagandists have found the radio very well adapted to their needs. Shall we leave the field to them?—FREDERICK P. KEPPEL, president, Carnegie Corporation of New York, in an address before the National Advisory Council on Radio in Education, Chicago, Ill., October 8, 1934.

The Federation of Women's Clubs of Greater Cleveland is carrying on a series of broadcasts over station WHK. This series is presented each Wednesday morning from 9 to 9:15. It is under the direction of Mrs. Leila Heath Neff, radio chairman of the Federation. Each month one department of the Federation prepares and presents the programs.

The Federal Communications Commission has made recently several changes in its organization. The broadcasting division now consists of Judge Eugene O. Sykes, chairman, Norman S. Case, vicechairman, and Anning S. Prall. Colonel Thad H. Brown, formerly a member of the division, has been transferred to the telephone division.

The fault is inherent in a theory and practise of broadcasting which would cheerfully cut off the last fifteen minutes of the "Sermon on the Mount" in order that an eligible opportunity might be provided to sell a laxative.—ANOTHER WASHINGTONIAN, *Washington Post*, March 16, 1935.

Dade County [Florida] Schools' Radio Broadcasts are given each Sunday evening at 8:30 thru the facilities of station WQAM. Practically all of the programs are in the form of radio dramas. These depict as nearly as possible the actual working of the schools.



# Children's Radio Programs Draw Official Warning

**A**NNING S. PRALL, chairman, Federal Communications Commission, dropped a bombshell into the camps of the advertising fraternity and the commercial broadcasting stations when he warned them against a continuance of their present policy concerning children's radio programs. His warning was delivered on the evening of March 30 thru the facilities of a nationwide radio network.

From his experience as a Congressman and as a member of the New York City Board of Education, Chairman Prall's statement that radio has not "taken the fullest advantage of its cultural, educational, and public service possibilities" carries considerable weight.

Concerning children's programs specifically, he said:

The bulwark of America is the American home. The success of radio broadcasting depends very largely upon its reception in American homes; therefore, if broadcasting is to continue successfully, it must present clean, wholesome programs which will be acceptable in, and receive the support of, the average American home. . . .

While I was head of the New York Board of Education, I was in daily contact with young people and the teachers who guide them. I had to deal with every imaginable kind of juvenile problem. . . . Sometime ago I took a fancy to certain children's programs on the air. . . .

While I believe that radio presents an unequalled opportunity for the new development of juvenile talent, I am not sure that it is entirely meeting its obligations with a regard to the effect it is having on the child mind of America. In some cases I am certain that it is having a deleterious effect because of some of the programs that are being presented. I refer to the blood-and-thunder programs so prevalent in the late afternoons. I am not condemning all of them, for I know many that are distinctly educational. I do condemn, however, those that can be compared to the dime novels of the "Deadeye Dick" or "Boy Smuggler" variety.

The National Committee on Education by Radio, in spite of the opposition of the commercial radio interests, has worked unceasingly to bring about some recognition of the problem on the part of administration authorities. *Education by Radio* opened the campaign with an article in the issue of February 4, 1932. It was entitled "Going Over the Heads of Parents." An avalanche of favorable comment was the response. During 1933 the campaign continued. Articles appeared in the issues of March 2, March 30, April 27, May 25, and June 22. One of these was written by a mother who is now president of the National Congress of Parents and Teachers, another, by the Child Study Association of America.

The year 1934 was no exception to the previous ones. Articles appeared in the issues of May 10, August 16, December 6, and December 20. One of these, "A Mother's Viewpoint," written by Mrs. Robert E. Friend, chairman, radio committee, Parent-Teacher Association, Milwaukee State Teachers College, achieved national recognition. After its appearance in *Education by Radio*, it was reprinted in pamphlet form and distributed widely thru its regular channels by the board of religious education of one of the largest protestant denomina-

tions. Beginning on the next page, there is another stimulating discussion by Mrs. Friend.

During 1935, articles referring directly or indirectly to children's radio programs have appeared in every issue of *Education by Radio*. The March 28 number, which was mailed March 21, devoted considerable space to a discussion of the work of the radio committee of the Scarsdale Woman's Club. The opposition from commercial interests which these women encountered in their work is only too well known.

Chairman Prall did more than point out the difficulties and condemn certain types of programs. He gave a warning in no uncertain terms when he said:

It is my view that the radio people themselves would do well to eliminate programs that arouse the imaginations of children to the point where they cannot eat or sleep. Good clean adventure programs can be made educational, and even their commercial messages can be helpful. Now, as to what the Commission can do: Under the Communications Act, as under the old Radio Act, we may not exercise any direct control over radio programs. We cannot censor what is said on the air. That is right and proper, for you can readily see the political consequences if any governmental agency were invested with such bureaucratic powers while any one party is in the ascendancy.

What we can do is maintain a general surveillance over radio stations and networks under our broad authority in the public interest, convenience, and necessity. We can take into account the public interest as a whole, or in part, of the general program structures of the radio stations. If they are consistent violators, we can refuse to renew their licenses. As you know, about a half dozen stations have been taken off the air in recent years because of their failure to live up to proper standards of public service.



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**A**NNING S. PRALL, chairman, Federal Communications Commission, and former president, board of education, New York, N. Y. Mr. Prall gained the unanimous approval of educators when he proposed the elimination of radio programs which have harmful effects upon children.

Newspaper editors were quick to seize upon the Commissioner's warning. The *Christian Science Monitor*, in its April 2 issue, said: "Exploitation of children thru current 'blood-and-thunder' radio programs is denounced by Anning S. Prall, chairman of the Federal Communications Commission," and "The statement by Mr. Prall . . . is one of the most emphatic ever issued by an official in his responsible position," and, finally, "In the case of persistent violators of the standards of public service, the station licenses might not be renewed." The *Monitor* suggests that parents clip out the news item containing Mr. Prall's warning and send it to any station broadcasting objectionable children's programs.

The *Washington Herald*, in its March 31 issue, said that Chairman Prall had served warning on radio station owners "to 'keep the air clean' or face revocation of their operating licenses." The *Washington Post* was a trifle more reticent when, in its March 31 issue, it said: "The intimation that the licensing power of the Federal Communications Commission might be used to drive stations broadcasting 'blood-and-thunder' children's programs off the air was given yesterday."

*Broadcasting*, well known as an organ favoring the commercial radio interests, took a slightly different viewpoint. Was it frightened by the advance copy it had received of Chairman Prall's radio talk? Apparently speaking for the industry, it

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GEORGE F. ZOOK, director, American Council on Education, 144 Jackson Place, Washington, D. C., *American Council on Education*.

threw down the gauntlet to Chairman Prall and the members of the Commission in an editorial headed "When in Doubt—Don't." It said:

It is to be hoped that the FCC, in its desire to improve broadcasting and reform its own laxity of the past, will not run out of bounds. There is always danger in an excess of zeal, particularly when reform groups supply the agitation and ammunition with selfish aims in view and without regard for the good that has already been accomplished. We trust that Chairman Prall will not let his ambitions to put the broadcasting house in order lead to a mailed-fist bureaucracy.<sup>1</sup>

## You Can Always Turn the Dial

"WELL, IF YOU DON'T LIKE THE PROGRAM, you can always turn the dial," the manager of one of the networks said recently to a teacher who was remonstrating with him about a particularly vicious children's radio program. Parents, as well as teachers, are deeply concerned with the problem of children's radio programs. They feel the same responsibility toward that problem as they feel toward children's books, adenoids, wet feet, balanced meals, and vitamins. Each of these things constitutes a part of the job of rearing and educating children, of building up healthy minds and bodies, of developing a sense of fair play and integrity, and, above all, of producing thinking intelligent citizens who will be able to carry adequately their share of the world's responsibility.

To those of us who are taking this task seriously, many of the present children's programs continue to be a source of real difficulty. I do not need to go into detail as to the influence of the crime element, over-stimulation, bad English, and false standards; these objections have all been listed and put into resolutions, protests, platforms, and requests. They have been sent to advertisers and broadcasting stations for the past two years.

How effective have our protests been? When I asked the advertising manager of one of our local companies about a certain resolution which had been sent out, he replied, "Sure, we get a lot of kicks all the time. We just chuck them into the waste basket." Perhaps he takes the same attitude as that of the network official—"You can always turn the dial."

The National Committee on Education by Radio feels confident that the FCC, under the leadership of Chairman Prall, will continue exerting pressure on the broadcasters until children's radio programs are brought into conformity with the best thought in the field of child development. The Committee is certain that threats from the vested interests will have no effect upon the Commission when it considers the more important consequences of radio programs on the lives of boys and girls.

It seems logical enough to place upon the parents the responsibility for determining to what programs their children shall listen. However, a little study will show that the solution is not as simple as that. Radio programs come into the home with greater ease and more persuasiveness than any other type of information or recreation. It is much easier to prevent the pollution of a stream at its source than to purge it at the mouth.

The *Washington Post*, in an editorial in its March 30 issue, proposes one interesting solution which may be of assistance to those who control children's programs. It said:

This afternoon hundreds of children in a local playhouse will be listening to a lady telling about the lives and habits of animals in the zoo. . . . On the surface this appears nothing more than an announcement that a group of children will be amused for a few hours on a Saturday afternoon. But it is the means by which they are entertained that suggests a partial solution to the much-discussed problem of wholesome radio programs for the younger generation. . . . If she had searched the world over, she could not have found a subject more congenial to her audience. The love of children for animals goes back to the beginning of history. It will be with the race when the fatuous characters of many modern "bedtime stories" are properly forgotten. . . . Here at least the child, the parent, the psychologist, and the radio entertainer may find a common and a happy hunting ground.

Yes, we can always turn the dial, and that is just what many of us are doing, turning the dial—off. As a result, my little six-year-old daughter does not know yet that there are children's programs coming over the radio. I am sorry to deprive her of the real pleasure that she would get by listening to the wholesome programs designed for little children, but the close proximity of one or two "hair raisers" presents too great hazards to be risked.

The radio official should realize that turning the dial will not solve the problem. Even if it would, it is not the thing we wish to do. Therefore, in fairness to all sides, let us consider carefully the whole question.

First, we have the commercial broadcasting station, with its own possibilities and limitations. Naturally, the station must operate on a sound business basis, and not only must it be self-supporting, but it must earn a legitimate profit. The only way that it can do this under our present American practise is by selling time on the air.

Next, we have the manufacturer who buys time on the air for the purpose of advertising. Being inexperienced in radio, he usually places the responsibility for the program in the hands of a commercial advertiser. The program is broadcast for one purpose *only*, and that is to persuade more people to buy more bread, cereal, chocolate malted milk, or other commodity. To turn the dial *off* is the last thing in the world that a sponsor wants the listener to do.

What about the networks? What types of situations make up their contributions to child development? Kidnapping episodes, blackmail, screaming women, and frightened children,

<sup>1</sup> *Broadcasting* 8:30, April 1, 1935.



with such phrases as "shut your dirty trap," and "cut it out, you filthy double crosser," followed by a fight in a school corridor and then more rowdy talk. Do you question the accuracy of this statement? Anyone can hear the programs every week day between 5 and 6:30 P.M.

If sales are increased by these programs, is it because the children reason that if they eat more Ralston's Breakfast Food they will hear more Tom Mix stories? Emphatically, it is *not!*

Johnny comes rushing in from school, shouting, "Mother, can I go right over to the store and get a package of Ralston's? I want to send the top in and get a Straight Shooter Badge. Eddie's got one, and so has Bill, and I want one, too."

Then Mary comes in like a whirlwind, panting breathlessly, "Oh, say, the Little Orphan Annie rings are the keenest ever. Will you order a can of Ovaltine right away so I can send in the metal disk and get a ring?"

This is what sells the goods: badges, rings, buttons, bowls; *regardless of the product they represent or the program on the air!* It is an old story—a prize in a package, something for nothing—a time-honored custom and still going strong. Our mothers saved soap wrappers; our children save bread wrappers; and we save "S&H" Stamps.

It is a perfectly legitimate form of advertising, provides fun for the children, and funds for the sponsor. In trade lore it is known as the "hook" in the program. Granted that it is the "hook" which sells the merchandise, would not the sales be increased if some enterprising advertiser would play up to the parents by putting on a program which these grateful parents would encourage and support? The advertisers have been extremely short-sighted in refusing to see the commercial value of giving the *mothers* what they want.

Most manufacturers maintain research laboratories in which trained chemists are continually working to improve their products. These laboratories gather considerable data as to food value, mineral content, and digestibility. They appeal to the mothers' intelligence as to the need for vitamins and what not, and announce in no uncertain terms that their product is the only food for the growing child.

What would their attitude be if we should argue that Tommy does not like such "highbrow" food as cereal for breakfast? He wants buckwheat cakes and sausage! The sponsor would then proceed to convince us that buckwheat cakes and sausage is not the correct food for a young child; he ought to eat cereal. Yet this same sponsor will defend his own "hair raising" program by saying that he is giving the children what they want, not what some PTA cranks think they should have, thus contradicting his own argument.

This type of sponsor reminds me of the fond uncles who like to take our children out for a good time. After giving the children all the crackerjack, peanuts, candy, and pop that they can hold, the obliging uncles return them to mother. They are never present to see the picture run backward, and to see the *reverse* action of the pop, candy, peanuts, and crackerjack.

There are many of these well-meaning "uncles" who are directing children's radio programs, and who, no doubt, are responsible for some of the editorials which have appeared in recent newspapers. They allege that parents and teachers are trying to force cereal, without any sugar and cream, down the unwilling throats of the children. They contend also that it is worthless to take the point of view of the adult without due consideration for that of the child.

Can anyone deny the logic of their argument? On the other hand, the adults who are writing, sponsoring, and broadcasting the programs seem to feel that their judgment should take

precedence over the judgment of parents and teachers who are specializing in the handling of children. The insinuation that children's interests are not taken into account is not only a poor defense, but absolutely groundless. Never, in the history of education, have children's interests been considered as they are today. The formation of PTA groups thruout the country is sufficient proof. Anyone who desires further evidence needs only to look at our modern schools, playgrounds, and libraries.

When a child goes into a library and asks for a book, does the librarian thrust a book into his hand and say, "Here, take this book; it is what you ought to read"? No, of course she does not. She immediately begins to question the child as to his age and what type of book he likes. Does he want an adventure story, a book about animals or Indians; shall it be historical, biographical, or just fiction? She also asks him what grade he is in so that she may select a book within the range of his reading ability.

Certain irresponsible individuals have accused the PTA groups of meddling in other people's business. Is this a fair accusation? As a matter of fact, it is the broadcaster's business to do his own broadcasting; it is the advertiser's business to do his own advertising; it is the manufacturer's business to do his own manufacturing; and it is our business to bring up and educate our children as we see fit. We do not wish to interfere with the business of broadcasting, advertising, or manufacturing, except insofar as it directly concerns our children. Civilized nations say, "Children first." When the advertising crowd deliberately makes use of our children to further its own interests, when programs have a harmful effect upon the emotions of the children, what is more natural than for us to fight if necessary to protect them, just as we would from any other poison?

Even tho we grant that these enterprises are being managed by people who are well trained for their jobs, it is evident that they have had no training in child psychology. Similarly, the commercial interests should frankly recognize that we do have competence in the field of child development, even tho we are not versed in modern advertising technic. As parents and teachers, we reserve the right to determine what our children shall wear, eat, read, see, and hear, insofar as we can protect them, until such time as they develop a mature judgment of their own.

There is nothing better than a common cause to bring together even such apparently diametrically opposed interests as broadcasters and PTA groups. Perhaps the white flag of truce between these two opposing forces is the solution to the problem. If both groups are sincere, they should be able, by their combined efforts, to convince the sponsor that it is up to him to put on a program of the same quality as he represents his product to be. He says repeatedly, "look for the genuine label," and, above all, "*do not accept cheap substitutes.*"

Parents can do their part by writing to the stations and to the sponsors. It will be helpful to express an honest opinion of the program, particularly if the sponsor is making a sincere effort to produce something worthwhile. If the criticism be adverse, let it be constructive, with suggestions as to the improvement of that particular program. Letters adversely criticizing a program should be sent also to the body charged with radio regulation—the Federal Communications Commission, Washington, D. C. If a sufficient number of us follow the above suggestions, those responsible for a program can find out how the program is being received in the home and whether or not it is satisfactory to both parents and children.—NEITA OVIATT FRIEND, chairman, radio committee, Parent-Teacher Association, Milwaukee State Teachers College.

# Gleanings from Varied Sources

For ten weeks I listened to the farm programs over one of the leading educational radio broadcasting stations [WHA] in the country. . . . No other institution or organization is so well equipped to promote these helpful educational programs as are the state colleges and universities. With their staffs of trained specialists, interested in practically every phase of human knowledge, they are in a position to render an unusual service to their respective states. One of the first problems facing educators is that of obtaining avenues of radio expression, then the assimilation of available program material will naturally follow. . . . After observing fifty farm programs over the air, I have come to the conclusion that many of the criticisms of educational broadcasting are based on prejudiced premises. . . . The strength of the educators' broadcasts lies in their knowledge of important subjects which they have chosen to discuss from the wealth of information at their command. To judge these programs on the basis of entertainment is quite valueless.—WILFORD D. PORTER, extension editor, Utah State Agricultural College.

The federal government should set up, own, and operate a few powerful stations thruout the country, broadcasting from them programs designed solely for the amusement or edification of the whole mass of the people. . . . It would not be hard to clear sufficient channels for the government broadcasting, without displacing more than a very few at most of the six hundred private stations in the United States, 90 percent of which never, under any circumstances, broadcast anything worth hearing. With the government system in operation, the people could choose. If they wanted to listen to advertising, as the private broadcasters insist that they do, they would certainly have the opportunity. If, on the other hand, there are many people like myself, who find advertising so obnoxious that they wish the radio had never been invented, they would be able to listen to the government broadcasts with complete peace of mind.—BRUCE BLIVEN, editor, *The New Republic*, in an address before the Public Ownership Conference, Washington, D. C., February 23, 1935.

Be it resolved, by the board of managers of the District of Columbia Congress of Parents and Teachers, in meeting assembled this twelfth day of March, 1935, That it commends the campaign recently instituted by the [Washington] *Evening Star* and other newspapers to reduce the number of or wholly eliminate late afternoon radio programs, designed for children of school age, which are based on highly imaginative themes, stories of crime or of the violent use of weapons, ghost stories, and other subjects unfit for child consumption or tending to frighten or to increase their nervous reactions; and *Be it further resolved*, That the District of Columbia Congress of Parents and Teachers use its influence to eliminate such objectionable radio programs; and *Be it further resolved*, That copies of this resolution be sent to the local broadcasting stations and to local newspapers.

Radio programs for children should not be disturbing to their emotional balance and should not introduce ideas, under the guise of education, which are really honeyed words of sales propaganda. I feel, too, that radio listening in children should be confined to a small portion of the day since they need, most of all, active physical, motor, and mental participation in an all-round daily life.—GEORGE D. STODDARD, director, Iowa Child Welfare Research Station, Iowa City, Iowa.

That broadcasting in South Africa can best be carried on by the formation of a public corporation to take over and develop the work of the present African Broadcasting Company, is the main feature of the report . . . by the director-general of the BBC. According to the report, the five essential characteristics of this form of organization are: public control over major policy; no public or political interference in management; the right area [in economic and other respects] of operations; disinterestedness; and expertness. With regard to public control, the report proposes that this should be exercised in regard to general policy by the Governor-General-in-Council, and in regard to technical policy by the postmaster-general. The management of the Corporation should be in the hands of a board of six or seven persons [including one woman] to be appointed by the governor-general. The members of this board need not be experts in broadcasting so much as individuals of high standing in the community, experience in dealing with men and affairs, and of wide general interests.—Editorial, *The Listener* [London] 13:519, March 27, 1935.

We recognize the significance of those movements outside of the school seeking to improve conditions affecting education, and, seeking to bring about the educational program necessary to realize American ideals, we therefore favor a provision for better radio programs with more time for education and the establishment, if necessary, of a United States government network of radio stations with control of programs under the direction of a committee representing the foremost non-profit national educational and cultural agencies, these agencies to be designated by the President of the United States.—Adopted by the DEPARTMENT OF SUPERINTENDENCE, National Education Association, Atlantic City, N. J., February 28, 1935.

The conception of broadcast radio as an "industry" is a faulty one to start with. Radio, like printing, is a mechanical art and an aid to mass communication. The printing art is made use of by many private industries, as well as in educational, religious, and political activities which are not industries at all. Some colleges operate their own printing plants; some employ commercial printing concerns. No one questions their right to do either. Is it not possible to place the utilization of this other communication mechanism on an equally fair and simple basis?—CHICAGO CIVIC BROADCAST BUREAU, *Brief*, submitted to Federal Communications Commission, November 24, 1934, p2.

The sheer impudence of an appeal to any child in the home, over the parents' heads, in behalf of an advertised product might be enough to give the sponsors pause; but combined with the ill effects of such programs upon the child, as shown by Professor Busse of New York University and others, and the resentment enkindled in grown-ups, it would seem that, even if advertisers do not, the radio powers-that-be would take heed in their own interest.—Editorial, *Christian Science Monitor*, April 5, 1935.

Radio advertising in the Reich will be banned October 1 because of the "incompatibility with the political and cultural tasks of broadcasting," according to a circular letter issued March 23 by Dr. Paul Joseph Goebbels, minister of propaganda and public enlightenment. The circular explained that the ban will permit concentration on more important newspaper advertising and window display.—Washington *Evening Star*, March 23, 1935.



# Selling Radio to College Authorities; A National Plan<sup>1</sup>

Arthur G. Crane

President, University of Wyoming, and Vicechairman, National Committee on Education by Radio

**W**HY SHOULD IT BE NECESSARY to sell radio to college authorities? To one alert to the possibilities of universal communication this is a foolish question. Radio, with its tremendous values, should sell itself. Professors covet audiences and radio offers millions of listeners distributed nation-wide. Why need to convince faculties of the values of broadcasting?

While we are asking questions, let us propound some harder ones and the answers may clear the minor puzzles. Why did the American people permit an instrument so vital to popular government as instantaneous and universal communication to be seized and devoted exclusively to selling goods, making all other uses subordinate and incidental?

In spite of America's boasted aggressiveness in business fields, as a nation she has been exceedingly slow in realizing and envisioning values in the realm of social welfare. During the early years of radio development everyone's attention was centered on material progress. The noise of the dollars jingling by drowned the few feeble voices proclaiming in the wilderness the public welfare values of an intimate talk to every one of the nation's firesides. America was preoccupied, ignorant, and neglectful of intangible social services. It has required the chastening of calamity to force America to study social science.

A new instrument, little understood, unappreciated, still experimental, offered free entertainment. The novelty, the thrill of getting far-away stations, satisfied the fans who played with the new toy. Advertisers were giving us free programs—why pay for them? It is not surprising that we failed to realize the importance of the new gadget, especially since its public utilization required immediate public expense. Furthermore, altho support by advertising increased the cost many fold, the tax was concealed and each listener fatuously thought the other fellow paid it.

That broadcasting was worthwhile, school administrators, always pressed for funds, had to convince themselves as well as trustees, legislatures, and faculties. Furthermore, all of them had to be satisfied that the services of broadcasting came within the purview of the universities. Only recently are demonstrations at hand showing the true field of service for broadcasting. Such service includes, among other things, an extension and amplification of previously established university services.

During the period of experimentation, academic faculties which ventured into the new field failed to appreciate the limitations of the new medium and the new technic required to hold an unseen audience. Often too much was expected of the new instrument. Failures in extending conventional classroom lectures to radio listeners brought discouragement. This was particularly true in the face of rising costs made necessary in order to keep pace with invention, discovery, and development. Obsolescence of equipment, added to unsuitable programs and the difficult task of learning a new technic, caused abandonment of many promising stations. Just try to teach a university faculty any new tricks if you wish to test the strength of academic inertia, of tradition, habit, and convention.

Today the few remaining university stations have demonstrated the public service possibilities of radio in programs to the public and private schools, in public forums, in promoting public business, in general health instruction, in enlarging, amplifying, and extending adult education, and in making available the results of research. If, at the outset, we had been able to envision the situation today, at least a share in the air would have been reserved for exclusive public use.

The same conditions which lulled the citizens of the nation into allowing this wonder of the century to be devoted to selling goods also made it necessary to sell broadcasting to the colleges. Thru clear, convincing demonstrations of the value of broadcasting to American culture and government there is yet a chance to sell this instrument to both the universities and the public.

What is needed today is a plan which gives promise of conserving for public purposes a share in the air. The present American system of broadcasting is an almost incredible absurdity. Our country stakes its existence upon universal suffrage, upon the general intelligence of its citizens, upon the spread of reliable information, upon the attitudes and judgments of all the people; and then consigns exclusively to private interests this means of general communication. As a result, its use for general public welfare becomes inevitably subordinate and incidental.

The absurdity becomes more apparent when we deal with a limited natural resource belonging to all of us and save almost none of it for our own general use.

The absurdity passes comprehension when we not only give up our public birthright but tax ourselves for the support of commissions to protect private monopoly in the use and control of that which belongs to the nation.

The absurdity becomes tragic when the vital values of radio communication to a democracy are considered. Culture, in the broadest sense, entertainment of the most wholesome kind, information vital to public welfare, team work to make effective government by the people—all these are within the gift of broadcasting, but each must now await the pleasure of the advertiser. Great public agencies interested solely in American welfare must plead before a federal commission, beseeching it to grant a small part of the air for public use not dependent upon the gratuity of advertising. The spectacle would be humorous, were it not so tragic.

The National Committee on Education by Radio, a body representing nine great national educational agencies, has studied the entire situation for more than four years. It now presents a definite, concrete plan to save a share of facilities for public use and to give the listeners who pay the bills a larger and freer choice of programs. The Committee proposes a plan which, it is hoped, will receive general discussion, and will serve as a rallying point for those who desire to use this great radio agency as an instrument to advance and unify a mighty nation.

Of all principles safeguarding American institutions, the one affording the greatest protection is freedom of speech. Without it, freedom of thought is nullified. Freedom of speech includes freedom of the press as well as freedom in all means

<sup>1</sup> An address before the Sixth Annual Institute for Education by Radio, Columbus, Ohio, May 7, 1935.

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of communication. America has zealously defended freedom of the press, even to the point of permitting excesses and abuses rather than hazarding the dangers of the slightest censorship. America has recognized the same principle in maintaining the right of communication free and untrammelled for all citizens using the United States mails. Postal facilities have been extended to every citizen, to the remotest hamlet, to the rural population—even at the expense of annual deficits—in order to protect the right of universal communication. Telephone and telegraph have been made public utilities and common carriers of communication. Their service is open to all citizens who are able and ready to pay for it. The right of uncensored communication is the essential expression of free speech. Without free speech and free discussion a government of the people cannot endure. It is the bed-rock of American institutions.

Radio broadcasting is the most potent of all forms of communication. It is instantaneous and universal. It speaks to literate and illiterate alike. It calls a nation on instant notice into a great public town meeting. If freedom of the press and of the post office, of telephone and telegraph, are essential to freedom of speech, how many times more vital is radio. Public use of this communication marvel of the century must be preserved to insure America's freedom of speech. It must not be permitted to come under the control of any limited body of men or special interests. It must remain under public control for public welfare. It is not a question of the character of the private control, however honorable and decent. America cannot safely entrust the means of universal communication exclusively to any private control, since such control must be governed by the limitations of available time and channels and by the necessity for producing profitable income.

The National Committee on Education by Radio proposes a plan for preserving for public use an adequate portion of the limited broadcasting facilities as a protection to free speech. The Committee is not attacking commercial broadcasters. They have done a remarkably fine piece of work in many ways. Our commercial stations often have been and still are offering much of their facilities for educational and nonprofit broadcasting. These favors are appreciated, and, for that reason, the plan proposed by the National Committee on Education by Radio has been carefully framed to cause the least disturbance, the least possible hardship to present broadcasters. In fact, the establishment of a parallel public broadcasting

system would probably relieve commercial broadcasters from many embarrassing demands and requests for broadcasts of nonadvertising character. The Committee is not protesting against advertising as such. To promote the sale of worthy articles is commendable. On the other hand, America's freedom of speech for all men and all parties must not be consigned to the inevitable censorship of a broadcasting system dependent upon advertising revenues for its existence. The plan proposed by the National Committee on Education by Radio is for the protection of free discussion, free dissemination of ideas, and universal enjoyment of the best America produces in culture, entertainment, and information.

The plan asks only for a portion of radio channels, leaving the major part of the limited available band for the use of private commercial interests. It does not ask for a definite percentage of the available radio frequencies. The amount required must be determined by technical experts and will change as modern developments take place in this comparatively new art. However, is it unreasonable for the public to reserve even as much as one-fourth of the facilities of the air for public use if merchandising still retains three-fourths? The National Committee is not unappreciative of the many fine things put on the air by the private broadcasters. Advertising of superior articles is commendable, but stations wholly dependent upon the revenues from merchandising can give only incidental service to public welfare, and, inevitably, when public welfare conflicts with advertising revenues, the cash receipts must win. Such censorship is dangerous to public welfare.

The new plan proposes to place the operation and control of a public system under national, regional, and state boards composed of leaders in American welfare. The members of the boards are to be carefully selected and safeguarded against the vicious influence of political or private propagandists. Under these boards would be the technical operators of stations and the managers of programs.

The public system, supplementing but not supplanting the present private system, would give greater freedom of choice to the listener who, under all systems, finally pays the bills. By a turn of the dial the listener could enjoy either a constructive public program or the alluring charms of rejuvenating crystals, the merits of toothpastes and mouthwashes, or the latest scheme for selling something.

The public system would permit broadcasts to the public schools by master teachers, bringing stimulation to teachers and pupils alike, and connecting even the most isolated classroom with the best in music, literature, information, and entertainment. State stations have already demonstrated that broadcasting improves school instruction. Even if general broadcasts to public schools should increase the effectiveness of school expenditures a mere five percent, it would return additional values worth one hundred fifty millions annually on the three billion dollar education bill. Private as well as public schools are equally concerned in broadcasting values. In neither public nor private schools is advertising, even the unobjectionable, likely to be permitted.

By assuring affiliation with the national system for all non-profit stations, any local poverty of program material will be enriched by national hookups. All the genius of America would be available for all.

The public system would maintain experimentation and research in broadcasting technics to make this great agency, which so intimately enters American homes, of the most use for public welfare.

The statement which follows is a formal, terse outline of the plan:

*The National Committee on Education by Radio, concluding four years of study and investigation, recommends to the President, the Congress, and to the people of the United States a plan for an American system of radio broadcasting to serve the welfare of the American people.*<sup>1</sup>

The people of the United States shall establish a broadcasting system to supplement but not to supplant the present private system, and to make available to American listeners programs free from advertising and presenting entertainment and information to promote public welfare. Such supplemental public system should meet as far as practicable the following specifications:

[1] The management of such public broadcasting system, including the determination of program policies, shall be vested in a series of boards—national, regional, and state—with suitable powers to insure service to both national and local needs. These boards should be non-partisan, the members carefully selected from leaders active in fields of public welfare, such as agriculture, labor, music, drama, schools, religion, science, medicine, law, the arts, and other civic interests. It is suggested that appointments to the national board and to the regional boards be made by the President of the United States, confirmed by the United States Senate, and to the state boards by the respective governors, in all cases the appointments to be from lists of eligible persons nominated by the supreme courts of the several states.

[2] The system shall be available for public business, for public forums, for adult education, for broadcasts to schools, for public service by nonprofit welfare agencies, and for other general welfare broadcasts.

[3] Nonprofit welfare stations shall be assured the right of affiliation with the federal system.

[4] The system shall ultimately be extended to provide satisfactory coverage of the continental United States, including remote rural sections as well as more densely populated urban areas.

[5] The provision of funds and the allocation of suitable broadcasting channels necessary for the effective operation of the system shall be made by the federal government.

[6] Recordings of programs of general significance shall be made and shall be available for broadcasting from nonprofit stations.

[7] A continuous program of research shall be maintained by the public boards to study the desires of the people, the preparation of programs, the technic of broadcasting, and the results of the broadcasts.

The National Committee on Education by Radio believes that this plan presents a happy combination of private and public broadcasting systems—that it is a plan which will not work undue hardship on the present broadcasters, will improve the service to the listeners, and will be of untold benefit to a nation whose happiness and very existence is dependent upon the general standards of its people. The national system, dedicated solely to public welfare, will make audible and effective the voice of a nation.

### Wanted—An Honest Radio Writer

THERE ARE FEW MEN IN PUBLIC LIFE who have not, at one time or another, been misquoted. Even when the press is provided with advance copies of an address, there is a tendency upon the part of some newspapermen to report the sensational rather than the important statements. Impartial observers report that the American public experiences greater difficulty in securing reliable information concerning radio than in the case of almost any other subject.

The choice radio facilities of this country are assigned to commercial interests and are exploited for profit. The chain companies and the larger stations all maintain highpowered public relations staffs. From these grist mills are turned out daily an endless mass of words and pictures, much of which the companies hope will find its way into the newspapers and magazines of the country. A great deal of this material is

highly flavored propaganda. Is it any wonder that radio editors of newspapers are sometimes biased in their viewpoint?

Newspapers should have a source of unbiased information which might be used as a balance-wheel to offset the releases of "honeyed" propaganda. This material should originate with well-educated, independent, unbiased, and skillful writers who have no interest, other than professional, in the broadcasting companies, artists, or related industries. More of these individuals [and there are a few of them in existence] are very much needed by the American public.

The radio is gradually being accepted as an American institution. The better class of radio listeners are learning to select their programs with greater care. They follow radio notes in the newspapers and periodicals. Individuals connected with the broadcasting stations attempt to keep informed.

Can the American listener secure the facts about radio broadcasting? Can the commercial broadcasters, themselves, obtain accurate information on the subject? Can the leaders in education, government, and civic affairs depend upon the newspapers and popular magazines for unbiased accounts?

Those who have been studying this matter for some time feel that one of the greatest needs of the present is for fearless, unbiased reporting of facts concerning the various aspects of radio broadcasting. Has the picture been painted too darkly? That is not the intention. There have been a few rays of light.

On the other hand, anyone who reads at all and knows the facts could point out numerous illustrations of inaccurate reporting. Let me give you an illustration from which you may draw your own conclusions.

One of the monthly radio magazines published recently an article entitled "Which System of Broadcasting?" presenting the results secured from a ballot distributed among its Canadian readers.<sup>2</sup> A ballot, printed in an issue of the magazine, attempted to determine the attitude of Canadians toward government versus private control of radio. Such a study has little value as a research project. It begins with a serious handicap because it limits the voters to those who receive copies of the magazine, and, further, to the peculiar type of person who would participate in such a poll. However, the magazine attempted to be fair. The author of the article refers to the fact that "the issue is not a clear-cut one." He then says:

Most of our readers in the Dominion evidently would prefer to pay \$2 a year tax and have programs free from sales ballyhoo, but at the same time, they want the variety embodied in the sponsors' programs and the high type of artist.

Reporting this study, a trade magazine of the commercial radio broadcasting industry, in an article headed "Control of Broadcasting by Canada Thru Tax Is Opposed by Listeners," begins with this remarkable statement:

A substantial majority of Canadian listeners favor the United States' broadcasting system as against their own system of governmental control with a receiver tax, according to a poll of the Canadian audience taken by *Radex*, published by the Radex Press, Inc., Cleveland.<sup>3</sup>

The National Committee on Education by Radio regrets that it cannot bring the facts to every home in the country. In *Education by Radio*, which reaches only the leaders in education, government, and civic affairs, it attempts to present an unbiased viewpoint of education by radio as well as of other aspects of radio broadcasting which bear upon the Committee's field of activity. At no time has such an unbiased service been so necessary as at present.

<sup>1</sup> *Radio Index* 11:38-40, January 1, 1935.

<sup>2</sup> *Broadcasting* 8:52, March 15, 1935.

<sup>3</sup> Adopted by the National Committee on Education by Radio, March 25, 1935. The Committee is composed of representatives of the following groups: National Association of State Universities, National Association of Educational Broadcasters, National Catholic Educational Association, National University Extension Association, National Education Association, The Jesuit Educational Association, National Council of State Superintendents, Association of Land-Grant Colleges and Universities, and the American Council on Education.

# Gleanings from Varied Sources

To the agricultural institute at Allahabad, the head of which is Dr. Sam Higginbottom, belongs the credit of establishing the first rural broadcasting service in India. The government of India has just given to the institute a license to broadcast its programs, but the local government will most probably appoint a censor. Mr. Mason Vaugh, the engineer of the institute in charge of the broadcasting scheme, hopes to make the test transmissions by the end of this month or earlier. The formal opening of the broadcasting station of the institute is expected to take place on February 27, when a "farmers' fair" will also be inaugurated, and the programs to be broadcast for the first four days will be the evening programs of the fair. It is proposed to put up, for the present, six or seven receivingsets in different villages in the Allahabad district. Other centers will be selected as opportunity offers.—Correspondence from India, *Christian Century* 52:374, March 20, 1935.

By careful planning and selection it was found possible to cover the fundamental grammar topics of a complete elementary course in German, including a basic vocabulary of approximately 1400 words, in forty-eight broadcasts of fifteen minutes each. . . . From comments and inquiries which we have received and from our own study of the best arrangement for meeting the needs and desires of the greatest number of interested people who want to take advantage of this educational opportunity . . . the time for broadcasting has been changed to a more favorable hour. This year, therefore, the schedule has been changed so that the lessons will be broadcast three times a week, Monday, Wednesday, and Friday at 6P.M. This will enable us to complete the course in sixteen weeks.—E. F. ENGEL, professor of German, University of Kansas.

The listening public should have up-to-the-minute news broadcasts from reliable sources, uncolored by an advertiser's sponsorship. They should be paid for out of the vast annual value of channel occupancy for advertising use and should not have to be provided at the expense of newspaper publishers. Organizing of additional news-gathering services to compete with the established ones ought not to be necessary. For reasons of economy, it should be preferable to arrange on an amicable business basis for suitable bulletins to be supplied by reliable established agencies.—CHICAGO CIVIC BROADCAST BUREAU, *Brief*, submitted to Federal Communications Commission, November 24, 1934, p9.

It seems to me that purveyors of entertainment have no greater responsibility than providing safe and stimulative play material for the children of the race. No doubt there is a lot of apron-string nonsense current about the effects of robust games, but it is also not to be doubted that certain vicious patterns drawn on the printed page, screen, or over the air can disastrously influence children.—MARLEN PEW, "Shop Talk at Thirty," *Editor and Publisher*, March 16, 1935, p44.

Patterns of Loveliness is the title of a series of character-building radio dramas given each Monday evening from 8:15 to 8:30 thru the facilities of the Yankee Network. These dramas are prepared under the direction of Joseph B. Egan, authority on character training, and master, Harvard School, Charlestown, Massachusetts. Each unit consists of a dramatization, prepared by professional writers, of some great moment in biography, history, or legendary lore.

At our command we have the best the world has produced in science, literature, music, drama, and other wholesome entertainment. We must not fail to take advantage of this great opportunity. We must not turn radio broadcasting into a grotesque side-show by producing obnoxious programs. . . . The Federal Communications Commission looks to station owners, and not to the sponsors of advertising, to present and broadcast programs in the public interest and therefore can only hold station owners responsible. . . . I would not care to have the impression go forth that we expect every advertiser or every broadcasting station to go on the air with high-priced stars or symphonies. . . . We do expect, however, that regardless of the cost, or the variety, or the type of entertainment produced, it will be clean and wholesome.—ANNING S. PRALL, chairman, Federal Communications Commission, in a radio address, April 10, 1935.

Misleading claims and deceptive advertising by manufacturers, notably the "ethical" drug and pharmaceutical houses, have led the public to purchase dangerously ineffective antiseptics and germicides and have created many erroneous impressions regarding the potency and limitations of antiseptics and germicides in general. No advertising, not even that in reputable medical journals, can be relied on in this respect. As Consumers' Research subscribers know, the weak and ineffective food and drug laws have no control whatever over advertising of antiseptics; consequently, the manufacturers can make all sorts of wild and misleading claims thru advertisements in newspapers and magazines, billboards, car cards, and over the radio, that cesspool of shady advertising.—*Consumers' Research Bulletin* 1:7, April 1935.

The University of Denver has recently installed a "lie detector" in the speech department to aid students of speech. The object is to check up on the nervousness of an individual when speaking, even tho he may appear outwardly very calm. The galvanometer, then, will indicate any emotional changes due to stuttering, untruths, lack of confidence, or other causes. This same type of study has been used in the physics department of the university, and the findings show that the best speakers had a minimum of emotional disturbance.

Education by Radio received on time. I hold up both hands to what you say in April 18 issue. I have a twelve-year-old boy. What haven't I bought! I am told to "stick 'em up" at almost every corner. Some programs I have absolutely forbidden. It is hours sometimes before he goes to sleep. I find the light on in the night—excuse—bad dreams. So it goes. The appeal to children over parents' heads is a real menace.—A NEW ENGLAND SCHOOL SUPERINTENDENT.

The sustaining programs emerged with honors. They were usually more thoughtfully planned and better chosen than programs with a commercial sponsorship.—A. WALTER KRAMER, editor, *Musical America*, *New York Times*, April 14, 1935.

Speaking of books, authors, and newspaper publicity, it is said that much interest is being aroused in the Bible as a storehouse of radio invective.—*New York Times*, March 15, 1935.

An investigator reports that in Missouri and Arkansas hillbilly crime is decreasing. Probably not decreasing—just transferred to the radio.—*Providence News-Tribune*.

"Where there is no vision, the people perish."



# Planned Radio Vital to a Better Civilization<sup>1</sup>

William A. Orton

Professor of Economics, Smith College

INDUSTRIAL CIVILIZATION has often been compared to the Frankenstein monster. The comparison is hardly fair—to Frankenstein. After all, Frankenstein was a very capable scientist who had a pretty clear idea of what he intended to produce. The result was not completely in accord with his expectations, but accidents happen in even the best-regulated families. Imagine, however, an engineer even more capable than Frankenstein, working away at a superb and colossal scientific structure, and being visited, let us say, by a naïve inquirer from Mars. The visitor marvels at the beauty, the intricacy, the precision of the workmanship, and finally says he: “That’s a very wonderful piece of machinery you have there, Mr. Engineer. What is it for?” And the engineer replies: “What’s it for? How should I know? Why bring that up? I’ve been much too busy to worry about such theoretical and unpractical questions. I haven’t the faintest idea what it’s for.”

Such an engineer, one would think, could hardly be found outside the walls of a mental hospital; and yet that is somewhat the fashion in which American broadcasting was allowed to develop. The scientific work, performed largely under the auspices of certain great commercial companies, was and is superb. But it is not the business of any board of directors to discuss ultimate issues of public policy and national culture; and the whole technical equipment was perfected and put into operation without any serious consideration of the social purpose it could or should serve. Merlin H. Aylesworth has told us that when the National Broadcasting Company was incorporated nine years ago, its purpose—to quote his own words—was “to act as an indirect sales promotion agency for the radio manufacturing industry.” The pioneer stations, KDKA and WJZ, went into action for the obvious reason that unless there were something “on the air” the public would have no incentive to buy receivingsets; but they did not conceive of themselves at the outset as a branch of the advertising business. The offers of the advertisers to buy time, and the subsequent discovery that here was a new and independent source of business profit, were something of a surprise—tho it is not recorded that any tears were shed over it. When I hear people talk of the resulting broadcasting situation as the “American system” I cannot avoid lifting an academic eyebrow. It may be American, but it is not a system. It is a highly competitive, heterogeneous, uncoordinated, unanticipated extension of the reign of “ballyhoo”; and while I would not for a moment suggest that it is anything less than perfect in its social function, I can only remark that its sublime suitability to our national needs is not the result of any planned purpose, but of sheer and unadulterated good luck.

A faith in this genial destiny of good luck is in fact the last residue of that school of thought known as *laissez faire*. It was big business in eighteenth-century France that coined the slogan “*laissez faire*” in protest against a mistaken method of regulation. It was big business in nineteenth-century England that translated the protest into a very profitable policy. And it was big business in twentieth-century America that finally demonstrated the policy’s inadequacy. To whatever strange ports we are wafted on the warm breezes of the New Deal, we

shall not see the lotus-land of *laissez faire* again. That is probably the major historical fact of our generation.

The notion of letting everyone go his own way, in the comfortable faith that the way he found it profitable to go would coincide “naturally” with the way he ought, in the general interest, to be going, is now pretty definitely outmoded. It was useful while it lasted. It let loose an incredible burst of energy and inventiveness in the economic sphere; it gave an unprecedented stimulus to scientific and technical innovation. It also provided governments that had forgotten how to govern with the assurance that government was really unnecessary. And it allowed interests that had no intention of submitting to control to argue that control was socially undesirable. But now all the talk is of planning—economic planning. We realize that unless we conceive our economic structure as a whole, and take reasonable care to see that the various sections fit together, the concern may fall to pieces. It is a difficult task, but we are all thinking of some way to set about it.

But in regard to the culture, the intelligence, and the morale of our democracy, we still believe for the most part in the genial destiny of good luck. We believe—or we act collectively as if we believed—that so long as elementary educational opportunity is provided to our young, we shall get a democracy adequate to the immense problems of this modern age without doing anything very special to secure it. So we expose our youngsters to the commercial stimuli of a mechanized culture—to the syndicated comic strip, the “funnies,” the commercial movie, commercialized sport, commercialized radio [“Just run and tell mother to be sure and buy a can of Mumbo-Jumbo, then tear off the label, write your name and address on the back, and we’ll send you a ‘Thingamatie.’ Now listen to the adventures of Colonel Boop-a-doop and the bold bad kidnap gang”]—and we assume that out of all this they will “naturally” develop intelligence, morale, and a sense of values equal to the demands modern citizenship will make upon them. Are we not perhaps a little too optimistic?

It was my privilege last year to make a very extensive tour of Nazi Germany. I need not describe in detail the immense energy and the great ingenuity I saw directed not simply to the molding of public opinion, nor to propaganda as we understand propaganda, but to the creation and maintenance of a certain national morale.

The process, as you know, is on the whole overwhelmingly successful, and the strength and solidarity of the new Germany is largely the result of it. The method, of course, is authoritarian, as in Russia and Italy, and the ideals are in many respects the antithesis of our own. However, I brought back one very definite conviction. If the few states that still cherish personal liberty and individual freedom as supreme ends would show one-quarter the devotion to those ideals that the dictatorships show to theirs, we should have no further anxieties about the future of democracy. If we wish to maintain for democracy a morale as high, an idealism as powerful, as is being reached under the European dictatorships, we shall have to take this entire question of our national culture more seriously than we have ever yet dreamed of doing. Do we really value democracy enough to make sure that our people are adequately equipped

<sup>1</sup> An address at the banquet, Sixth Annual Institute for Education by Radio, Columbus, Ohio, May 7, 1935.

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1201 Sixteenth Street, Northwest, Washington, D. C.

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for it? Do we really believe in freedom to the point of training our people to tell good from bad, true from false, right from wrong, as free people must be able to do? Does it look that way at present?

I have been in close touch now for a good many years with the efforts of noncommercial groups to utilize the radio for purely cultural purposes; and I must confess that I go away from conferences on education by radio with a deep and bitter sense of humiliation. It is not that the difficulties have been so great and the accomplishment, on the whole, so slender. That was inevitable. It is rather that as an educator—and in the course of a fairly long life I have worked at about every kind of educational activity there is—as an educator, I ask myself why it is that education so often finds itself in the role of a beggar: going to the commercial broadcasters hat in hand—or should I say, manuscript in hand?—asking humbly for the gift of a little time; going to Congressional hearings asking for permission to plead its cause; going to the Radio Commission and more recently to the Communications Commission asking for a little protection—and discovering that while vested rights grow up naturally about a commercial enterprise, they somehow fail to cohere about an enterprise that doesn't talk money. There is something paradoxical in the fact that while this country was by a long lead the first in the world to take seriously the great task of elementary education, nowadays when the educator seeks a chance to carry on the good work, what opportunity he gets must be asked for and received as if it were a hand-out.

Certain gentlemen in the state and federal legislatures profess to be very much concerned about the alleged growth of radical sentiment in the youth of this country. They propose to stop it by passing laws about taking oaths and saluting flags. Recently in England—and thruout the Commonwealth of Nations—they celebrated the jubilee of King George. Does anybody suppose these millions of people, young and old, all over the world, are loyal by force of law? Does anyone imagine that this enthusiasm for His Majesty, and the British tradition that he stands for, rests on the compulsory observance of some sort of ritual? No, my friends, you don't get loyalty by force of law. Loyalty laws engender a reaction that far more than neutralizes their ostensible purpose. These gentlemen who are so worried about the alleged decline of patriotism in American youth should ask themselves if perhaps there is not some reason for it nearer home than Moscow. Perhaps these young people

are in some way disappointed in their hopes of their country. Youth is naturally idealistic. Perhaps their government is not showing enough idealism to encourage them. Or is it we older teachers who are the real culprits? We train the young, so far as we can, to put the abiding spiritual satisfactions of life higher in the scale of values than any merely economic ends; and apparently some of them believe us and expect to find their government acting as if we were right. Well, if they listen to the radio they get a shock—especially on Sunday evenings, when young thoughts are rather prone to turn to sacred things.

The criticism implied here is not directed mainly to program content—or even to program sequence, which is at present a confusion of desolation. I am not unmindful of the many excellent programs on the air—some of the best of them under commercial sponsorship. I know, too, how some of the program directors are almost torn in pieces between the demand of the advertisers for what will sell the goods and the appeal of the finer things for which they would like to be responsible. That struggle has caused many a headache—and many a heartache—inside the commercial studios. The point that concerns us, as educators, is at once more specific and more fundamental.

We know, as teachers, that one of the prime requisites of fruitful teaching is the establishment of a right relation between the pupil and the institution; because that relation will enter into, will color, everything that is attempted there. When I was a little boy, the free elementary school was a sort of jail. That is how many of us felt about it, in spite of the best the overworked teachers could do. To begin with, it was usually very ugly; it was in a crowded section, with seldom any trees or grass or flowers about it, very little either within or without that was beautiful. We worked at our tasks because we had to, and when we were thru we got out and ran away as fast as we could with a deep breath of relief. Now we are changing all that. Some of the finest buildings in America are among the new public schools. Some of the most devoted public service in the world is performed in and about them. Some of the happiest communities on earth are to be found any day of the week inside those walls and gardens. The mind-set of the pupil toward the institution is put right at the outset; and as a natural result new vitality is imparted to the whole educational process, new horizons open themselves naturally.

Contrast this with the work we are attempting in adult education by radio. Your listener, let us say, starts off on a Saturday afternoon with the opera—and is informed by the mellifluous Milton Cross, in the middle of Wagner's "Tristan," that "Lis-terine kills all varieties of disease germs." Perhaps he believes it [I mean, the listener] and perhaps he doesn't. The type of listener who will sit thru "Tristan" is likely, I am afraid, to be a bit of a skeptic. Later on, if he persists, he will hear a good deal of excellent jazz, some very entertaining vaudeville, perhaps a good concert orchestra, a certain amount of news [not, I fear, very fresh nor always very edifying] and an intermittent panegyric in praise of certain timepieces, patent medicines, canned foods, cosmetics, chewing gum, and what have you—all of them very excellent articles, no doubt. To all of it our listener turns a somewhat skeptical, or mildly amused, or slightly exasperated ear; or else he turns the dial. Then suddenly, at half-past ten—if he is still listening—he is required to transform his entire mental attitude into that of an attentive, open-minded, thoughtful, and receptive listener to a lecture sponsored by the National Advisory Council on Radio in Education. This complete transformation of his mind-set demands altogether too much. No matter how good the lecture is, you cannot suddenly plunge your listener into the fruitful mood of educa-



tion after his long immersion in a stream of de-education—for there is such a thing as de-education, and the majority of our adults are continually being exposed to it. The prestige of education has now a hard fight to maintain itself alongside the prestige of de-education; and it is a very open question whether the same type of institution can be made to serve both purposes by fits and starts.

Next morning our listener reads in his paper—on the radio page, curiously enough, not the educational page—that broadcasting is a part of the “show business” and that the trouble with these educators is that they can’t master the art of showmanship. And he says to himself, “Well, yes, that lecture was pretty good; it did seem a bit dull, tho”; and next time he wants [if he does] to be edified, he will tune in, on the broadcasters’ advice, to people who do understand radio showmanship—yes, to the picturesque gentleman from Louisiana, or the very gifted orator from the Shrine of the Little Flower. None of us educators can compete with that; and if that is the sort of thing to be required of us, we must look elsewhere for encouragement.

No, ours is not an appeal to the mass mind. We must beware of any pressure that would make it such. We must make difficult demands; we must raise our banner higher than the hoardings and the sky-signs. We appeal to the minorities, to the latent initiative and idealism of the American people, to all those for whom mere salesmanship—whether in economics, in politics, or in religion—is not good enough. We must ask all those who are in earnest about the preservation of democracy—and I include specifically the great commercial broadcasters—to join in our effort to keep our people fit for it. We must ask them, as soon as the present study of program area reception is completed, to join with us in a study of the programs themselves. Let us explore, on the widest possible basis of cooperation, how to make the most of the fine things we already have, how to enhance the prestige and the appeal of what is already available. Out of that exploration, let us strive for a permanent organization—excluding none who will cooperate—that will devise further opportunities—yes, and call for further sacrifices and for public support—in the cause of our national culture. And let us not do this as those asking for a privilege. We are not asking a privilege; we are offering one—the privilege of standing for what we stand for, of building with us a better civilization.

### Radio: The Fifth Estate<sup>1</sup>

THE FIRST PART OF THIS VOLUME succinctly describes broadcasting organization and practise both in the United States and foreign countries, and contrasts European radio policy with our own. The second section details radio’s services in the interests of cultural, civic, and religious welfare, and in the formation of public opinion. Its occasional disservices in these fields are not so fully given. The book’s final section deals with current issues in broadcasting, among them advertising, the proper place of radio in the distribution of news, and the question of censorship. Here again, except for the two articles on the relations of radio and the press, the treatment is rather one-sided.

The entire book, indeed, reflects a considerable measure of satisfaction with the *status quo* in American broadcasting. Readers who know how controversial has been much of the discussion about radio to date will sense the influence of editorial selection. Dr. Herman S. Hettinger has been a frequent consultant to the broadcasting industry, and it would

have been surprising if he had failed to include, in his imposing list of contributors, a substantial number of persons to whom the role of apologist for commercialized radio is not unknown. Of the twenty-nine contributors, Armstrong Perry alone carries the burden of forthright opposition to the American system of broadcasting, criticizing its weaknesses and challenging its basic assumptions.

The general orientation of the book does not imply that it is devoid of valuable material. Within the limits indicated, this number of the *Annals* is an informative treatment of “the fifth estate.”—LOUIS W. INGRAM, *Survey Graphic* 24: 251, May 1935.

### Frauds Flourish Under Commercial Censorship

WHO CONTROLS BROADCASTING in the United States? The story is best told by means of three statements made within a period of less than one month—the first by a prominent radio editor, the second by the Federal Communications Commission, and the third by the National Association of Broadcasters.

Censorship is a prerogative American broadcasters assert they do not possess, yet occasionally a speaker charges his speech was suppressed.<sup>2</sup>

While the Commission under the law has no authority to censor programs, it is charged with the duty to see that stations are operated for the public welfare and the courts have held that the Commission can take cognizance of broadcasts inimical to the public health.<sup>3</sup>

Broadcasters ought to censor their own programs—the government ought to be prevented from doing so.<sup>4</sup>

Here we have the story of the control of American broadcasting.

The commercial broadcasters claim and exercise the power of censorship. The owner of a station determines what the listeners shall hear and what they shall not hear. The Federal Communications Commission, supported by taxation and in duty bound to represent the people, maintains that it cannot even “take cognizance of programs inimical to the public health” until after the damage is done.

All of them use the radio writers, and the publications for which they write, in proclaiming to the public that there is no censorship of radio under the American system, but that there would be censorship if the representatives of the people did what the commercial censors now do.

Is this the system which we as Americans want to perpetuate?

The Federal Communications Commission statement referred to above showed that the Post Office Department, “some time ago,” had cited “Marmola” in fraud order proceedings; that the Federal Trade Commission “indicated that the promiscuous sale and use of ‘Marmola’ is inimical to the public health and a possible menace to the public welfare”; and that the Supreme Court of the United States had stated: “Findings supported by evidence warrant the conclusion that the preparation is one which cannot be used generally with safety to physical health except under medical direction and advice.”

Shall we submit to a system, operated for private profit, in which public health officials are put off the air by station owners while fraudulent medicine advertisers use radio for ruining health? Or should we, like Canada, stop the fraudulent advertising before it pollutes the public radio channels?

The Federal Communications Commission has taken an important step. It should have the support of all who believe that the rights of radio listeners, whose investment in radio is nine times as great as that of the commercial broadcasters, should be protected by the federal government.

<sup>1</sup> Orrin E. Dunlap, Jr., *New York Times*, April 28, 1935.

<sup>2</sup> Federal Communications Commission news release 13052, May 21, 1935.

<sup>4</sup> *NAB Reports* [National Association of Broadcasters], May 3, 1935.

<sup>1</sup> The *Annals* of the American Academy of Political and Social Science, January 1935.

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MEMBER EDUCATIONAL PRESS ASSOCIATION OF AMERICA

advertised by radio, even when no specific product is mentioned and when the truth of the proposed statement is not in question. This is entirely aside from specific objections to certain medical advertising.

[2] Speakers are limited with respect to certain topics, particularly the important public health problem of venereal diseases, by virtue of a public taboo on mention of these topics. It is recognized that this taboo is not a creation of the radio industry, but is merely reflected by that industry. Nevertheless, it puts a great handicap in the way of public health progress. The so-called social or venereal diseases, and particularly syphilis, constitute, in the opinion of many competent observers, the most important public health problem before the United States today.

[3] Radio speakers are required to accept censorship from the owners of broadcasting facilities or incur the penalty of being barred from the air.

The American Medical Association has no authority to speak for any group other than itself. However, in behalf of its approximately 100,000 members, the American Medical Association and its county and state medical societies respectfully suggest to the Federal Communications Commission that provisions be made whereby:

[1] The duly authorized representatives of organized medicine, when speaking on behalf of a medical society, may have complete freedom to present scientific facts even though these may be inconsistent with the claims made for fads, frauds, patent medicines, quackery, and other medical abuses, without liability on the part of the owners of radio facilities, such speakers in turn to accept on behalf of their organization and themselves full responsibility for whatsoever they may say. We are quite willing to concede that responsible organizations holding divergent views should have like privileges.

[2] That provision be made whereby the medical profession, public health organizations, and the radio industry may arrive at some means by which the taboo against discussion of the venereal diseases and their prevention may gradually be overcome in order that adequate public discussion, subject to the limits of good taste, may be facilitated.

[3] The medical profession, as well as the public, is vitally interested in proposed social changes which will affect the delivery of medical service to the people. Considerable publicity by radio has been given to one point of view, namely that which proposes the establishment of state or socially controlled plans for the delivery of medical service by insurance or other prepayment schemes which are represented as advantageous from the standpoint of costs, general availability, and quality of medical services. A large majority of the medical profession holds that many such schemes are unworkable, detrimental to the best interests of the public as well as of the profession, and not proved as to economy claims made for them. This point of view has not found adequate expression in so-called forums which purported to present the subject from all viewpoints. The American Medical Association holds that forums should be such in fact, if they are so represented, and that presentations of a specific viewpoint to the exclusion of opposing or divergent views should be plainly so designated, and that the opposing or divergent views should be given equal opportunity to be heard, if not on that same occasion, then on a subsequent occasion as nearly as possible under equally favorable circumstances. In justice to the radio stations and the networks, it

should be said that this has in fact been their spirit in most instances, when apparently biased programs have been called to their attention.

[4] Free access should be provided to the filed copies of radio addresses which have been made, in the same manner as it is provided in the case of public records. In this way any responsible organization or individual may upon request be permitted to verify statements which are alleged to have been made in a radio broadcast. Such access to records should be permitted upon showing of any reasonable interest in the alleged statements, as, for example, the possibility of injury to the business or reputation of the applicant, or suspicion of misstatement of alleged facts, or of representations not in the public interest. Such access should be maintained for as long a time as possible without too greatly taxing the filing facilities of broadcasting stations.

Organized medicine has no objection to filing with the owners of transmission facilities or the Federal Communications Commission, or both, copies of all proposed remarks, and is likewise glad to accept for consideration the suggestions of experienced radio broadcasters. For the most part, suggestions from the radio broadcasters would undoubtedly be accepted by health speakers on behalf of organized medicine. *It is not the suggestions nor the acceptance of them to which objection is made but the censorship which exists* and by virtue of which the medical broadcasters of health talks are to all intents and purposes compelled, if not actually to say what is dictated to them, at least to refrain from any statement which might be objected to by the owners of radio transmission facilities.

## Australian Radio Popular

THE POPULARITY of Australia's radio broadcasting system is evidenced by the percentage of increase in the number of licenses during the year ending December 31, 1934. The total increase was 163,006 or 31 percent. A further increase of 6131 was recorded during the month of January 1935, bringing the total number of receiving licenses in force in Australia to 687,765 or 10.28 licenses per hundred of population.

Two distinct classes of broadcasting service are provided under the Australian system of broadcasting. Class A, operated with high power by the government to give national service, is maintained by listeners' license fees, which provide for the operation of its twelve stations. Class B, the commercial service, is supported by advertising and operated by private enterprise. Class B stations, of which there are at present fifty-five, are each limited in power to one kilowatt.

The large increase in the number of licenses is one of the many indications that the government broadcasting service is finding favor in the eyes of the people of Australia.

## Freedom of the Air Needed

I HAVE BEEN SEEING for the past year an opportunity for a real, vital motivation in English composition courses. The work of your committee and the seven point program of the American Listeners Society give an interesting broadening basis from which students may write and talk. Your efforts to use the air for better things bear marked resemblance to the fight which began about thirty years ago to use the stage for better things. Commercialized Broadway determined the plays "wanted" by the "public." Various minority groups—experimental theaters, college and high-school drama study and producing groups—gave new writers, with other aims than making money for somebody, a chance to find out what one part of the public wanted. The results of these opportunities were Eugene O'Neill, Elmer Rice, Maxwell Anderson, and the rest. It is not necessary to continue the analogy. The cry of program managers is "something different," but still they dare

not try that which their mythical twelve-year-olds might turn off. Freedom of the air would not immediately produce ideal programs, but it would give opportunity and inspiration for their evolution.—A MEMBER OF THE FACULTY of a Pennsylvania college.

### FCC Chairman Urges Clean Programming

AS YOU ARE PROBABLY AWARE, we have injected a bit of "New Deal" in radio during the past few months, and from where we sit in Washington it is very apparent, to say the least, that you are interested in our desire, or, may I make it a little stronger and say, our determination to free the air of objectionable programs and strengthen friendly radio reception in the American home . . . To me radio was [and still is] an ultra-modern combination of journalism, the theater, the public rostrum, and the schoolhouse. Visualizing radio as I did, it was difficult for me to reconcile some of the programs heard so consistently with this concept. To me there were many commercial medical programs and children's programs which did not accord with good taste. In the former case there appeared to be commercial announcements, which were not only repugnant but absolutely false, deceptive, and fraudulent . . . If a product, in the first instance, is legitimate, and if it is advertised in good taste without false or deceptive statement, then there is no reason why the account cannot be accepted by the station. But the broadcaster must be the judge. If he is incapable of judging, then we must assume that he is not the proper person to hold a broadcasting station license . . . It is my hope that when you convene again, one year hence, you will report the broadcasting industry without an exception as having attained the goal of clean programming. Having accomplished that purpose, you should then take up for consideration and presentation to the Commission your claims for granting longer term licenses.—Excerpts from an address by ANNING S. PRALL, chairman, Federal Communications Commission, before the National Association of Broadcasters, Colorado Springs, Colorado, July 8, 1935.

### Education Loses; Listeners Betrayed

COMMERCIAL BROADCASTING STATION WOW, Omaha, Nebraska, helped to drive educational station WCAJ, Lincoln, Nebraska, off the air. The usual method was employed, namely that of forcing WCAJ into expensive litigation.

WCAJ kept up a courageous battle for years. The Federal Radio Commission and the Court of Appeals of the District of Columbia decided in its favor. But there came a day when WCAJ's owner, Nebraska Wesleyan University, its funds invested in farm mortgages devaluated by the depression, could no longer maintain the radio station because of the litigation and expense involved. WOW was fully aware of the financial struggle faced by Nebraska Wesleyan University and other similar institutions. It stepped forward and secured the monopoly of the channel on which WCAJ had occupied one-seventh of the time.

In trying to drive WCAJ from this channel, WOW counsel stated to the Federal Radio Commission, at a hearing held September 10-12, 1930:

It is our contention that as a matter of principle educational programs should be given by stations having a regular listening audience and not a sporadic audience. . . .

And finally, that these educational programs must be given by stations which have diversified educational resources and not by stations which draw all of their educational lectures from one highly concentrated source, because by so doing of course they gradually drive away listener interest.

WOW desires to take the responsibility of rendering the service to the public.

The Federal Radio Commission said, in its *Statement of Facts, Conclusions, and Recommendations Relative to the Application for Modification of License of the Woodmen of the World Life Insurance Association* [WOW]:

The station is operated as a separate enterprise and is not connected with any of the other activities of the Woodmen of the World, the only benefit derived by that organization being the goodwill resulting from its sponsorship of said station.

WOW, having secured full time on its channel, solicited more advertising patronage. One of the customers it secured was a distributor of "Marmola." The advertising claimed that "Marmola" safely reduced fat.

The Federal Trade Commission had ordered this distributor to cease and desist from its advertising, because "the promiscuous sale and use of 'Marmola' is inimical to the public health and a possible menace to the public welfare."

The Supreme Court of the United States concluded "that the preparation is one which cannot be used generally with safety to physical health except under medical direction and advice."

The Post Office Department cited "Marmola" in fraud order proceedings.

*But WOW, and twenty other commercial stations, broadcast the advertising.*

Temporary licenses were granted to the twenty-one stations pending a hearing called by a Federal Communications Commission imbued with a new sense of responsibility. During this period the twenty-one stations were to have an opportunity to prove that their continued operation would be in the public interest. Before the hearing all but five were returned to good standing and granted regular licenses. This action was based upon a finding by the FCC that the sixteen stations had discontinued the advertising referred to.

WOW and the other stations involved have broadcast many good programs. They have large audiences. The fraternal order whose name WOW uses for commercial purposes may have derived some goodwill from its operation. But has WOW met the responsibilities which it assumed?

Is it in the public interest that the monopoly of public radio channels shall be placed in the hands of men who inject fraudulent and dangerous advertising into otherwise good programs? Shall men and women be made ill and die in order that public property may be used for private profit? Must stations actually devoted to the public interest be driven off the air to make room for fraudulent advertising from stations used for private purposes?

If the action of the Federal Communications Commission in calling these stations to account is carried thru to its logical conclusion; if it means that the Administration is determined to protect the public which under the present arrangement cannot separate the truth in advertising from the mass of misinformation, except by costly experience with frauds; then Democracy in America faces a new hope. We may even hope that, eventually, fraudulent advertisers will be kept off the air instead of being allowed first to take millions from innocent victims and then to thumb their noses at the government for years while decisive action is delayed.

# Gleanings from Varied Sources

We recognize that the radio programs intended for child consumption, except those of a purely and definite educational nature, are, on the whole, of no benefit to the child, and, in many cases, are actually detrimental to his welfare; that in the interests of child welfare, this situation calls for correction and remedial measures. The Congress, therefore, recommends that thru concerted action, local associations attempt to obtain from sponsors an improvement in commercial programs for children; that they strive to convince parents of the necessity of supervising child listening; and that when suitable programs are not available parents provide other means of entertainment for the child. *We recommend* that local associations work with the schools to make classroom broadcasts of the various schools of the air available to pupils. *We recommend* that the Wisconsin Congress use its influence toward an increase in power for the state-owned stations, WHA and WLBL, and the securing of additional time allotment so that suitable programs may be broadcast during the twilight and evening hours thruout the entire year.—Adopted by the annual convention, WISCONSIN CONGRESS OF PARENTS AND TEACHERS, Kenosha, Wisconsin, May 1935.

As the president of the National Broadcasting Company has stated, very frankly, this company was established "as an indirect sales promotion agency for the radio manufacturing industry." Naturally, with such a beginning the character of the program offered was purely commercial, and if really fine things have crept in, it has been largely as a sop to Cerberus, and only because there has been growing, and growing rapidly, a demand that the cultural aspects of radio should be given more consideration.—GEORGE HENRY PAYNE, member, Federal Communications Commission, in an address, Harvard University Graduate School of Business Administration, May 14, 1935.

Public servants and public-interest organizations find themselves deprived of access to the public over the air except at the sufferance of private corporations controlling the channels by federal authority. Still more commonly they find that periods of time on the air allotted to them by private licensees are subject to shift to suit the whim of advertisers.—CHICAGO CIVIC BROADCAST BUREAU, *Brief*, submitted to Federal Communications Commission, November 24, 1934, p8.

Irvin Stewart, who has been a member of the Federal Communications Commission since it was organized on July 11, 1934, was elected recently to serve as its vicechairman. Dr. Stewart came to the Commission from the State Department. He had previously been a member of the faculties of the University of Texas and the American University and is considered exceptionally well qualified for his present duties.

With the British radio listeners paying only \$2.50 per year for complete program service without the advertising nuisance, and with the government retaining more than enough to cover its expense for supervising the system, the British Broadcasting Corporation had a surplus of over one million dollars in 1934. This will be used for new stations and for improvements in present stations and offices.

In Australia, where the government operates the major stations, and private companies, the local stations, the increase of licensed receivingsets during the month of March was 7727, which is more than 10 percent. The proportion of the population holding listeners' licenses is 10.47 percent.

BBC Annual 1935, is the title of an interesting book presenting an integrated picture of the British Broadcasting Corporation's activities as a whole. The annual is an illustrated, attractive, 192-page, cloth-bound book, 7¼ by 9¾ inches in size. It is the eighth volume in a series of annual resumés of BBC activities. The first seven volumes were each 5 by 7½ inches in size, the 1928 and 1929 issues being called *BBC Handbooks* and the others, *BBC Yearbooks*. The first section of the 1935 *Annual*, "A Five-Year Review of Broadcasting," will prove of special interest to Americans interested in education by radio. Copies may be secured by sending an international money order for 3 shillings to the British Broadcasting Corporation, London, W. 1.

The President took over the gold supply because he was forced to do so to protect the foundations of our national currency. In like manner, the government sooner or later may be forced to take over radio broadcasting to safeguard the foundations of our national culture. The vast electrical corporations which control radio broadcasting are increasingly becoming the intellectual and moral bankers of America. They have even less sense of responsibility than the financial bankers of the 1920's.

We must admit that sponsored children's programs hold the greatest juvenile attention and that the best the National Broadcasting Company has had to offer in this field have been quickly appropriated by sponsors who desire to hold the interest of children not only in the entertainment program but in the products sold by the sponsor to a friendly juvenile audience. M. H. AYLESWORTH, report to Advisory Council of the NBC, May 27, 1935.

The radio public has a distinct liking for programs with educational or cultural value. News commentators, for example, were prime favorites, and in the list of programs which bulked large in the poll there was not one which could be termed sheer entertainment without a trace of cultural worth.—A. WALTER KRAMER, editor, *Musical America*, *New York Times*, April 14, 1935.

Listening to radio is second only to reading newspapers and magazines in a recent survey of the leisure hours of 5000 people as reported by the National Recreation Association. Listening to radio ranked second in the number of individuals by whom it was reported as well as among the activities taken part in most often.

It occurs to me that selections from the last page of *Education by Radio*, entitled "Gleanings from Varied Sources," might be used, as are general current events, by club members in answer to roll call.—RADIO DIRECTOR, a New England State Federation of Women's Clubs.

The Norwegian Broadcasting Board, appointed by the government and representing all radio interests including the listeners, has developed a seven-year plan for the scientific reorganization of the national system, which was formerly in private hands.

Bulgaria has joined the worldwide trend by making broadcasting a governmental monopoly. Hereafter no private enterprise will be permitted to erect a station.

The Japanese government-operated broadcasting system devotes 35 percent of its time to social education, 30 percent to news, and 19 percent to entertainment.

Do your friends read *Education by Radio*?

# EDUCATION BY RADIO



## Physicians Protest Commercial Radio Censorship<sup>1</sup>

W. W. Bauer, M. D.

Director, Bureau of Health and Public Instruction, American Medical Association

THE AMERICAN MEDICAL ASSOCIATION is vitally interested in educational work, which falls roughly into two general classes—that intended for maintaining and improving the educational standard of the profession itself and that for the enlightenment of the public. The first type is primarily a matter of concern to the profession itself. It must not be forgotten, however, that without the scientific backgrounds furnished by research work, the profession would not be in a position to speak with authority for enlightenment of the public. Moreover, high standards of medical education and practise are of paramount interest to the public since these standards determine the quality of medical service which is ultimately delivered to the public. The American Medical Association is vitally concerned in giving the people facts about their health. The program of public enlightenment and interest in the public health is of direct significance to the Federal Communications Commission because in this program the radio plays an important part.

Before proceeding to a direct discussion of radio as an instrument of health education, let me point out that radio is only one factor in a health education program which includes the publication of a popular health magazine, *Hyeia*; the publication of pamphlets; the maintenance of a bureau of health and public instruction and of state and local speakers' bureaus; and the participation by the American Medical Association and its state and county societies in numerous public health projects and movements of significance to the public welfare, with, of course, special reference to health.

The American Medical Association has had considerable experience in broadcasting since 1925, both thru its national headquarters and thru many of its local components and constituent societies in the counties and the states.

Briefly, the program of the American Medical Association includes both national and local broadcasts. The national broadcasts are made in connection with the national headquarters of the Association in Chicago. With the exception of the summer months, weekly programs are presented over a network of the National Broadcasting Company from the Atlantic Coast to the Rocky Mountains, and over a network of the Columbia Broadcasting System from Chicago to the Pacific Coast. By means of the two network programs there

is thus procured a national coverage which is most intensive in the Middlewest.

During the last twelve months special broadcasts were arranged by the National Broadcasting Company during the meeting of the American Medical Association in Cleveland, and during the meeting of the Congress on Medical Education and Hospitals in Chicago. Special broadcasts were arranged by the Columbia Broadcasting System during the American Medical Association meeting in Cleveland and in connection with National Hospital Day. These special broadcasts were over nationwide networks. Both systems have signified their willingness to cooperate in broadcasting studio programs over coast-to-coast networks during the forthcoming meeting of the American Medical Association and Canadian Medical Association at Atlantic City in June 1935.

The local broadcasts, scattered over all parts of the United States, vary in number, but may be said to average about one hundred a week. They are made by approximately one hundred state and county medical societies, using the facilities of approximately the same number of local radio stations. In a few instances in larger population centers the same society may broadcast oftener than once a week and may use the facilities of several stations.

In addition to these regular broadcasts, arrangements have been made for broadcasting additional programs from meetings and conventions where material of interest to the public was available.

It has been our experience that the broadcasting companies and local stations are liberal in their cooperation with the medical profession. The broadcasting facilities are not paid for and the doctors who broadcast receive no compensation, being in many instances not even named.

The American Medical Association, while duly appreciating the cooperation of the broadcasting interests, nevertheless is constrained to represent to the Commission that certain practises and situations in the field of educational broadcasting require attention and should be modified if possible in the interest of the listening public.

Speakers on scientific topics are limited in what they may say, with particular reference to the following matters:

[1] Medical speakers on health topics are not permitted to make general statements of established fact which may interfere with products

<sup>1</sup> Presented at the hearings before the Federal Communications Commission, Washington, D. C., May 15, 1935.

# Gleanings from Varied Sources

Radio Station WSUI, State University of Iowa, Iowa City, Iowa, began on June 10 its summer program. Three courses are being broadcast from the classroom during the first term of the summer session: "Social and Political Novel," Walter Allen, Birmingham, England; "Systematic Psychology: Emotion," Professor Christian A. Ruckmick; and "Music Appreciation Problems," Professor Philip Greeley Clapp. Other educational programs to be broadcast include: "The Book Shelf," "Safe Driving," "World Affairs in Brief," "The Motion Picture as a Leisure-Time Activity," "Iowa Birds," "Book Review," "Public Health Talk," "Prominent Personalities," "Garden Talk," "Citizen's Forum," "You and Your Radio," "Talks on Golf," "Better Housing Program," "Washington News Notes," "Travelog," "Iowaland Tours," "Adventures with the Camera," "Science News of the Week," "National Park Talk," "Consumer Problems," "Music News," "Stories Out of Iowa's Past," "Consumer Facts," "Forensic Forum," "Interview with Students," "History in Review," and "Poetic Interlude."

Because they affect the welfare of your children, radio programs designed for children call for study. If you knew that some of these programs were causing your child to sleep poorly, to be nervous, you probably would want to do something about them. Many parents feel today that the average children's program is not beneficial—on the contrary, that the majority are actually detrimental. Parents should study the programs their children hear; should confer with other parents about what their children listen to; and consider improving the situation. Two possibilities are suggested as remedies: that groups or individuals write to advertisers who sponsor programs, expressing their disapproval of harmful ones, and their approval of the good; or that parents, having studied the broadcasts, exercise their good judgment in weaning the child away from the disapproved programs.—*News of Your Schools* [Madison, Wisconsin] 1:2, April 1935.

**The Educational Role of Broadcasting** is a recent publication of the International Institute of Intellectual Cooperation. It contains three sections: [1] general studies on recreational broadcasts, news bulletins, and talks dealing with literature, history, and the social and political sciences; [2] specific studies on music, artistic education, sciences, and modern languages; [3] promotion of the spirit of international understanding, including the exchange of international programs, and the work of the International Broadcasting Union. Americans in the field of education by radio will be interested in learning that one of the chapters in the first section was written by Cline M. Koon, senior specialist in radio education, United States Office of Education. The book is priced at \$4.25 and can be secured by writing the Institute at 2 Rue de Montpensier, Paris.

Alice Keith, formerly broadcasting director of the CBS American School of the Air, is carrying on a radio workshop in connection with the American University, Washington, D. C. Students receive guidance and practise in writing various types of radio continuity and in arranging musical programs. Miss Keith's other activities include teaching a class in script writing in a local dramatic school, and directing a series of musical and dramatic programs for the community centers of the Washington, D. C., public schools. Numerous interested groups have cooperated in this latter undertaking.

Hats off to you who stand behind the microphone. You are pioneers. You are among the latest recruits in the educational army that has lifted the human race thru all the centuries. You are the masters of a new tool of untold power and possibilities. What you have done is but a meager beginning as compared with what remains to be achieved. With the future perfection of your art, with increasing discovery of the place it has in the home, school, and community, you will come into a responsibility for inspired and consecrated leadership of supreme importance to the life of the world. Scientists may discover facts, statesmen may have visions, but it remains for you, the interpreters of the air, to send those facts forth to eager millions where they can come into the service of daily life. It remains for you to spread abroad the ideals and purposes of the men who manage our public affairs and to develop among people everywhere a taste for the finer and richer things of our civilization.—JOY ELMER MORGAN.

It is not right, it is not truly American, to place educational, religious, social service, or other human welfare agencies under the tutelage of purely commercial radio stations, to force them to be the recipients of a dole, whether gracious or grudging, to lessen thereby their independence and to curtail their freedom. It may be that another name—such as cooperation—will be given to that tutelage to disguise it or to make it somewhat attractive, but whatever name may be given, it is clear that so long as a commercial station can invite whom it will to broadcast—can determine the hour and length of the program and can terminate this friendly cooperation whenever it chooses without giving a reason or an explanation—the station remains dominant and the organizations that accept its favors are dependent.—JOHN B. HARNEY, superior general, Paulist Fathers, Federal Communications Commission Hearing, May 16, 1935.

Advertising is in grave danger of losing its important place in the field of business . . . George J. Auer, advertising manager of the *New York Herald Tribune* told members of the Advertising Men's Post of the American Legion yesterday . . . "Many persons have been engaging in and provoking anti-advertising activity in the past year . . ." He named as unfair enemies of advertising Mrs. Franklin D. Roosevelt, who "went on record at a meeting at Cornell University as stating that all advertising was bad." . . .—*New York Times*, July 16, 1935.

One of the statements made so often by representatives of commercial broadcasting that possibly they have come to believe it themselves is that radio listeners will not pay for program service. Among the evidences to the contrary is the fact that listeners' fees are financing broadcasting in many countries and that the collection of the fees is not difficult. In Germany, where more than a million new listeners began paying fees in 1934, only 157 persons were fined for evasion of the fees during the first quarter of 1935.

Resolved, That the NAB continue to cooperate with the Federal Communications Commission and educational groups in all practical efforts to study the application of education to radio.—Adopted by the NATIONAL ASSOCIATION OF BROADCASTERS, Colorado Springs, Colorado, July 10, 1935.

Licensed receivers in Czechoslovakia, where the government owns 51 percent of the stock of the broadcasting system, increased 20 percent in 1934.

# EDUCATION BY RADIO



## Can Clubwomen Aid in Solving the Radio Problem?<sup>1</sup>

Tracy F. Tyler

Secretary and Research Director, National Committee on Education by Radio

THE RADIO CHAIRMAN of one of the state federations of women's clubs, in expressing her interest in discovering that a discussion of radio was to be given a place on the program of the Detroit convention of the General Federation of Women's Clubs, said, "If clubs have begun to include papers and discussions of motion pictures, can similar efforts concerning radio appreciation be far behind?" This brings to the front an important conclusion with which all of us are in agreement: If radio programs continue along the same lines as they have in the past, not only children but adults as well must learn to discriminate between worthwhile and objectionable, or, at least, valueless programs.

As a result of the activities of the Motion Picture Research Council a school textbook has been prepared for the purpose of teaching motion picture appreciation. A similar book teaching young people how to appreciate radio programs is very much needed. In the absence of such a book, the responsibility for guiding children's listening habits falls back upon the home. Parents [and this will apply mainly to mothers] will have to do more listening with their children. In this way they can find out the programs which appeal to the children, guide their listening, and make them aware of the elements which differentiate a worthwhile program from an unsatisfactory one—a type of discrimination which you and I, as well as our children, might find it desirable to cultivate. George Henry Payne, a member of the Federal Communications Commission, must have had this in mind in a recent public utterance. Speaking before the Harvard University Graduate School of Business Administration on May 14, 1935, Commissioner Payne made the following pointed observation:

I realize that possibly I may seem a pathetic object when I refuse to listen to the man who wants to relate to me in minute detail all that had been said the previous night by Amos 'n' Andy and Madam Queen, but I, too, see something pathetic in the fact that an appetite for more intelligent things is being destroyed by the foisting of programs on millions of defenseless citizens with a capacity for a better grade of humor and more intelligent ideas. It is hardly necessary in this country, or in any civilized country, to point out the value of individuality, but the resistance of individuals to the lower grade of entertainment is bound to be weakened where an entire nation is being fed from a few broadcasting centers under the direction of a group intent on catering to the more unintelligent rather than to the more intelligent, simply because the unintelligent are the more numerous.

It is unfortunate that this matter of program standards should prove to be so troublesome. How ridiculous it seems to make it necessary for every mother to scrutinize minutely the programs to which her children listen. Is this the price we must pay for permitting practically the entire broadcasting system of our country to be monopolized by private commercial interests? The principal difficulty has been with the advertisers, whose sole desire is to gather together the largest possible mass audience. This, they apparently believe, requires a program which appeals to persons having a low mentality. The other principal countries of the world do not have this problem, because, as all of us know, they do not have programs controlled by advertisers. In the other countries parents can rest assured that the programs their children listen to not only will not injure them physically, mentally, morally, or spiritually, but will aid their normal development along those lines. To discover methods whereby a similar result can be brought about in the United States we Americans are forced to sail an uncharted sea.

I have been invited to discuss the subject: "Can Clubwomen Aid in Solving the Radio Problem?" I presume that the rank and file of representatives of the commercial radio broadcasting industry will accuse me of preterition because of the way in which the topic has been worded. Will they not assert that there is no "radio problem"; that radio has developed into a marvelous force for entertainment and *education*, if you please; and that in America, above every country in the world, you find radio at its best?

Such a statement would be only a half truth even if we grant that radio has made outstanding contributions to the educational and cultural life of the American people. Your president, Mrs. Grace Morrison Poole, in her January 16, 1935 report, reached the heart of the problem when she said:

While it is a fact that during many hours of the day good, clean, wholesome programs go out over the air, there is a growing feeling among thinking people that something must be done to assure us that the use of the air will not be abused by questionable programs and those decidedly below a given standard.

Spokesmen of the broadcasting industry have admitted that radio is faced with some serious problems and most of us are convinced that these problems could have been solved a long time ago. The Columbia Broadcasting System, for example,

<sup>1</sup> An address before the Triennial Convention, General Federation of Women's Clubs, Detroit, Michigan, June 12, 1935.

## EDUCATION BY RADIO

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MEMBER EDUCATIONAL PRESS ASSOCIATION OF AMERICA

on May 15, 1935 issued a statement to the public, to advertisers, and to advertising agencies concerning its future policies. Interestingly enough, this statement set up some drastic changes in regulations affecting broadcasts for children and the advertising of certain types of drugs and cosmetics. It fixed limits also to the length of commercial announcements. On May 27—less than two weeks after the Columbia statement—M. H. Aylesworth, president of the National Broadcasting Company, alluded to improvements which his organization had been making with reference to children's programs and drug and cosmetic advertising. The action taken by the two national chains concerns matters which the National Committee on Education by Radio, representing education, and other groups typifying cultural and civic interests, have been advocating for several years. One would scarcely believe that there could be any objections to these standards, yet we learn that a protest—a very diplomatically worded one—has come from the Proprietary Association's advisory committee on advertising. Speaking of the ban which Columbia placed on the advertising of laxatives, the Proprietary Association states:

It should be possible to find a way of presenting thru any advertising medium a product which, in itself, is legitimate and which makes use of only thoroly legitimate advertising statements.

I could go on at length relating example after example, but I am sure that these illustrations are sufficient to convince all of us that there is a radio problem.

A number of important developments have taken place in the radio broadcasting situation during the past year. Just prior to my departure to appear on your convention program at Hot Springs last year, our organization held a conference in Washington of one hundred leaders in education, government, and civic affairs. At that conference the General Federation was represented by Mrs. Clinton Locke Doggett. After two days and nights of study, discussion, and thoughtful consideration, the conference adopted unanimously a set of fundamental principles which, it was agreed, should underlie American radio policy. These principles, together with the names of the members of the conference, have been incorporated in a small pamphlet, copies of which can be secured by writing to our offices in Washington, D. C. The entire proceedings of the conference were printed in book form and have been widely circulated thruout the United States as well as in foreign countries. The conference, including as it did

representatives of the various educational, civic, and cultural groups in America, has resulted in considerably clarifying and crystallizing the sentiment concerning the educational and cultural aspects of radio.

The latter part of last June Congress passed an act creating a Federal Communications Commission. This Commission, which took over, among other things, the activities of the Federal Radio Commission, began operation on July 11, 1934. After organizing, it formed itself into three divisions: telephone, telegraph, and broadcast. One of its early actions was to hold a hearing on the proposal of setting aside a definite percentage of radio facilities for education and other nonprofit activities. The hearing continued for six weeks. An enormous mass of testimony and exhibits was filed with the Commission. Altho the Commission decided against recommending any definite percentage allocation, it proposed to call a conference of educators and broadcasters and, in addition, to establish some measure of protection to educational broadcasting stations.

The broadcast division of the Federal Communications Commission has been reorganized since the October hearing. Hampson Gary, who served as its chairman, is no longer a member of the Commission. Colonel Thad H. Brown has been transferred to the telephone division. Judge Eugene O. Sykes, former chairman of the Federal Radio Commission, is the only member to continue. He has been made chairman of the division. The two new members are Anning S. Prall, who is chairman of the entire Commission, and Norman S. Case, former governor of Rhode Island. The activities of this division have been receiving recently many favorable comments from educational and civic groups.

The sixth annual Institute for Education by Radio met in Columbus, Ohio, May 6 to 8. This year the discussions, as in former years, centered about a great many matters of interest to individuals and organizations concerned with education by radio. Was it a coincidence that condemnation of children's programs was voiced by a number of the speakers? The members of the Institute were particularly fortunate in having with them Anning S. Prall, newly-appointed chairman of the Federal Communications Commission. They were impressed with his outspoken sincerity and frankness and were convinced that he would bring about sweeping improvements in those aspects of radio of greatest interest to such groups as yours.

At the Institute I presented a paper giving a summary of a comprehensive investigation concerning the technics for the organization of local listening groups. Group listening is a subject which is of particular interest to members of the General Federation of Women's Clubs. I am sure that some of you are interested in organizing groups which could listen to club programs. The paper I presented at Columbus might offer some suggestions. I will be glad to send a copy to anyone of you who requests it.

Many of you are directly or indirectly responsible for radio programs sponsored by local and state women's clubs. One question which frequently presents itself is this: "To whom should our programs be directed?" While I believe that the better things of radio must inevitably appeal to certain distinct minority groups, I think it is not only possible but extremely desirable to present programs which appeal to a wider audience than the members of the various clubs. Even tho programs are designed to correlate with the work of organized listening groups, it is possible to arrange them so that they will appeal to individuals who are unable to listen collectively. The various series in the field of child development which have



been presented under the auspices of the Iowa Child Welfare Research Station are examples in point. While they have been arranged to appeal especially to hundreds of groups within the listening area of the two state stations, WOI and WSUI, they have been heard by and have brought much help to individual listeners throughout the entire state. There are many subjects in which the various women's clubs are interested which, at the same time, are of vital interest to a majority of women. Wherever possible such subjects should be selected for club broadcasts.

The Scarsdale [New York] Woman's Club, after spending several years preparing ratings of children's programs, and after repeated requests from one of the national chains, finally consented to present on the air a program which they deemed suitable for children. The program was a completely amateur production, from the writer of the script to the actors who presented it. It drew caustic criticism from professional script writers, actors, and dramatic critics. On the other hand, it was enthusiastically received by children and parents alike.

The experience of the Scarsdale women raises an interesting question: "Do amateur performances have any place in radio broadcasting?" I believe that they do, just as they do in music, the drama, sports, and other fields. It is only through amateur programs that the latent talent of the country can be brought to the top and made available to the entire citizenry. There is a far more important reason than that. It gives the individual an opportunity to express himself, and it is through this opportunity for self-expression that we find education performing its noblest function.

The conference which the Federal Communications Commission proposed in its report to Congress was held on May 15 and 16. In reality it could hardly be called a conference since the time was devoted to the presentation of statements by various individuals. Several proposals were made. That of the National Committee on Education by Radio apparently created the most comment. After more than four years devoted to studying the radio systems of other countries, making a nationwide canvass, and weighing and analyzing every possible solution, our Committee, representing nine important national educational bodies, reached the unanimous conclusion that the United States should establish a broadcasting system to supplement but not to supplant the present private system. Accordingly, this proposal was presented to the Commission and to the members of the conference. The purpose of the proposed broadcasting system is to make available to American listeners programs free from advertising and to present entertainment and information designed to promote public welfare.

There has been a deliberate attempt on the part of certain interests to convince the American people that they cannot trust their own representatives, or to carry it to its logical conclusion, that democracy cannot succeed. When we propose that the management of the public broadcasting system shall be vested in a series of boards—national, regional, and state—with suitable powers to insure service to both national and local needs, we know that our proposal represents real democracy. Obviously, the boards should be nonpartisan. The best results would be secured undoubtedly by selecting board members from leaders active in fields of public welfare, such as agriculture, labor, music, drama, schools, religion, science, medicine, law, the arts, and other civic interests.

The American people have learned to respect their courts and their schools. Radio broadcasting, a means of communication which may prove to be one of our most important educa-

tional tools, could be administered with like integrity by the people themselves. To remove from the mind of the most skeptical any doubt concerning the impartial administration of the public system, it is suggested that appointments to the national and regional boards be made by the President of the United States, by and with the consent of the Senate. Members of state boards are to be appointed by the respective governors from lists of eligible persons nominated by the highest court of each state.

Such a system would be available for general public service on a nonprofit basis. Nonprofit, welfare stations such as those now operated by colleges and universities should be assured the right of affiliation. It might be impracticable to establish the entire system at once, but by beginning on a unit basis, it should be extended ultimately to cover the entire continental United States—remote rural sections as well as the more densely populated urban areas. The provision of funds and the allocation of suitable channels should be made by the federal government. To make the system function with maximum effectiveness a continuous program of research should be maintained. Such program should study the desires of the people, the preparation of programs, the technic of broadcasting, and the results of the broadcasts.

The Committee's proposal cannot be put into effect at once. There is little doubt but that some plan of this sort will be adopted sooner or later. Clubwomen, since they constitute a discriminating minority of the population, can hasten the time when America will have a combination radio system which includes all of the advantages claimed for both private and publicly operated radio. The experience which the various clubs will gain from carrying on radio programs will serve them in good stead when the facilities of the public broadcasting system are made available to them, as well as to the other educational, cultural, and nonprofit groups.

### To Prevent Commercial Monopoly

INSTITUTIONS like the Federal Council of the Churches of Christ in America, or the International Council of Religious Education, or preferably some liberal interdenominational broadcasting commission should have one or more powerful stations. The Chicago Federation of Labor station, WCFL, should be duplicated elsewhere. Private educational institutions where academic freedom is practised afford another opportunity for genuinely worthwhile broadcasting.

Another alternative is governmental ownership of stations. Complete federal monopoly would hardly be desirable. But if one-third of the stations were owned by the group mentioned in the preceding paragraph and one-third by the national and state governments, it would perhaps be practicable for the commercial interests to operate the remaining one-third. The competition between the three might be stimulating and might result in alternate programs so that listeners could obtain variety of performances according to their tastes as in England under the British broadcasting system.

For one person or one small group to decide what great masses of individuals shall hear, see, say, and think is destructive of character; and even though the control may be benevolent and wise, it is a violation of personality. But when these individuals are merely showmen and selfish exploiters of others, then the damage done is very great. Broadcasting today, it seems, is trying to live on advertising, and being poisoned by it.—GROSS W. ALEXANDER. "The Radio Threatens." *Epworth Herald* 46:295, May 18, 1935.

# Gleanings from Varied Sources

**Radio broadcasting**, altho still very much in the experimental stage, also is being employed at Ting Hsien [an experimental district in Hopei Province, China] as a means of spreading culture. Special efforts are being made to bring the radio within the economic reach of the people. The alumni association [of the "people's schools"] in each village is given the responsibility of carrying out the experiment. Its members operate the loudspeaker and keep records of attendance, of the reception of the broadcast, and of the audiences' reaction to the program. They also interpret radio talks to listeners who find it difficult to grasp what they hear thru the strange mechanism.—*Christian Science Monitor*, July 23, 1935.

**The pressure of the social environment** undoubtedly influences the popularity of many radio programs. It must be remembered that popularity is not an index of whether a program is suitable for children listeners or not. Programs are objectively good or bad. Some of the good ones may be subjectively bad for certain children. Under no circumstance is there justification for vitiating the tastes of children with poor programs.—THOMAS SETON LONG. *An Analysis of Children's Radio Programs*. [Unpublished Master's thesis, Catholic University, May 1935] p51.

**Materials and methods in visual and auditory education** is the title of a course being offered during the present summer session of Columbia University. The last three weeks of the course, July 29 to August 16, deal with auditory education. Dr. Cline M. Koon of the federal Office of Education and Professor Fannie W. Dunn are in charge. This is the third summer in which a course dealing with the use of radio in the classroom has been offered at Columbia.

**School broadcasting in Finland** has been extremely successful during the year 1934-35. A total of eighty hours of broadcasts was given for approximately 85,000 pupils in the 1700 schools which at that time were equipped with receiving-sets. Radio broadcasting in Finland is operated by a joint stock company in which the government owns 90 percent and various public institutes, unions, and newspapers, the balance.

**Hampson Gary** became general counsel of the Federal Communications Commission on July 3. He replaced Paul D. P. Spearman, general counsel during the past year, who had resigned to return to his private law practise. Mr. Gary was a member of the Commission when it was first organized on July 11, 1934, resigning the following January to make way for Anning S. Prall, present FCC chairman.

**The National Committee on Education by Radio** is the title of a 3 by 5-inch, 16-page booklet reprinted recently. The publication contains the history, by-laws, objectives, and achievements of the Committee. It has been in such great demand that it has gone thru four editions. Copies may be secured free by writing to Committee headquarters, 1201 Sixteenth Street, N. W., Washington, D. C.

**Harold B. McCarty**, program director, state broadcasting station WHA, Madison, Wisconsin, sailed the latter part of July for a three-months study of educational broadcasting in Great Britain. Mr. McCarty expects to give particular attention to broadcasting in the field of adult education.

**The Reichs-Rundfunk-Gesellschaft**, German governmental broadcasting organization, maintains a library where information is available on technical matters and on legal, political, and educational radio questions.

**The trick in radio** is for the showman to be intuitive enough to broadcast a program that does justice to the receptive capacity of the audience. Listeners want to be amused, but they want something more than mere amusement. When we encounter any first-class art, we find it teaches as well as it entertains. That applies to the drama, to painting, sculpture or literature. Shakespeare is screeching with humor. As a boy I thought anything in art to be good had to be dull or leaden-footed. Now I realize that great stuff is more entertaining than cheap stuff. That is why magnificent symphonies win such vast response on the radio.—CHRISTOPHER MORLEY, *New York Times*, July 7, 1935.

**We are greatly interested** in the development of radio and are fully conscious of its great responsibility for shaping public opinion. All those who broadcast and speak to thousands—even millions—daily, have a duty toward the world and public morals because whatever they say may affect the family and society for good or evil. Hence, the mission of radio should be to promote the virtues for the glory of God.—POPE PRUS XI, July 1, 1935.

**In my judgment**—a judgment that is shared by millions both within and without my Church—abundant proof has been given by leaders in the radio industry, by officials with a nationwide power, that they are not qualified to act as arbiters or judges of what should be permitted to enter into American homes.—JOHN B. HARNEY, superior general, Paulist Fathers, Federal Communications Commission Hearing, May 16, 1935.

**Canadian radio broadcasting** is proving highly acceptable to the listeners above the border and to an increasing number of those below the border as well. American radio writers, biased in favor of commercial radio, had predicted all sorts of modifications in Canadian broadcasting laws, but Parliament adjourned July 5 without making any changes in the *status quo*.

**The South African Parliament**, following a visit from Sir John Reith, director general of the British Broadcasting Corporation, has passed a measure which provides for the establishment of a radio broadcasting system similar to that in Great Britain. The new system will be inaugurated in 1937 when the concession of the African Broadcasting Company expires.

**Legislation should be enacted** which will safeguard, for the uses of education, a reasonable share of the radio broadcasting channels of the United States. State and national school officials should develop the technics for using the radio effectively in education.—Adopted by the NATIONAL EDUCATION ASSOCIATION, Denver, Colorado, July 4, 1935.

**The only way you can save America** from the political abuse of the radio is to be eternally vigilant for the freedom of speech—not just your freedom to say what you believe and the suppression of the opinions of somebody else.—RAYMOND G. SWING, editor, *The Nation*.

**The best thing about radio** in North America is that one can always turn to a Canadian station and find some real music.—*Northwest Viking*, Washington State Normal School, November 16, 1934.

**James W. Baldwin** is now managing director of the National Association of Broadcasters. He took the place of Philip G. Loucks who resigned to resume the private practise of law.



# EDUCATION BY RADIO

## Radio as an Agency in Interpreting Education<sup>1</sup>

Agnes Samuelson

Iowa State Superintendent of Public Instruction; President, National Education Association; and Member, National Committee on Education by Radio

IT IS NOT FANTASTICAL to say that widespread public education is essential to the security of our republic. Our forefathers established the public school in recognition of this truth. Nothing has happened to shake the faith of our people in universal education as the only sure guarantee of our free institutions. Our history is replete with pronouncements, documents, and laws emphasizing the integral place held by education in our social structure. In this task of educating everybody school must continue to be the indispensable agency.

Important as it is, however, and impossible as it is to substitute anything else for it, it must be reinforced and supplemented by other agencies, if universal education is actually to be achieved. This is especially true if education is looked upon as a process continuous with life and not simply as an organized program which begins automatically at the age of five and ends abruptly at the age of twenty-one. The school lays the foundation of our education, while libraries, newspapers, magazines, radio, museums, travel, study groups, and many other means are available for continuing education thruout life.

The invention of the printing press brought books, formerly the luxury of the few, within the reach of the masses. Its effect in bringing about the democracy of learning is beyond description. Just try to imagine what this modern world would be like if all printed matter were removed and printing presses stopped. The situation would be inconceivable.

The radio has multiplied the possibilities for further universalizing knowledge. Who will discount the influence of a mechanism over which thousands of programs are broadcast



AGNES SAMUELSON, state superintendent of public instruction, Des Moines, Iowa, and president, National Education Association, who recently accepted appointment as representative of the National Council of State Superintendents on the National Committee on Education by Radio. Miss Samuelson takes the place made vacant by the resignation of Dr. James N. Rule upon expiration of his term as state superintendent of public instruction in Pennsylvania.

daily from some five hundred stations to an audience of over fifty-six million people? That the radio is bound to affect education both within and without the schoolhouse in a most profound way is inevitable. The challenge is to be as inventive in the use of this new tool as in its creation, to the end that the maximum public good will result.

There appear to me to be two obvious aspects to this problem of educational broadcasting. Since my voice is only that of a layman in this field venturing to speak before professionals, my remarks need not be taken too seriously. When the ancients were in search of wisdom they consulted the oracle; we moderns resort to a questionnaire. It will not take you long to discover that this paper is the subjective opinion of an amateur in the radio field and based neither upon inspiration nor investigation. What firsthand experience I have had in educational broadcasting thru the courtesies of the Iowa stations and what inquiry I have been able to make as an extracurricular activity during a strenuous legislative session have intensified my interest in this frontier in which you are pioneering and all of us are concerned.

These two aspects have to do with the use of the radio as an instrument of instruction within the schoolroom and as an agency for interpreting education to the listening public. Both require new technics. The one is a scientific task for the experimenters to master. The other is a policy-making program for statesmanship. It requires that people become more sensitive as to the importance of radio and more articulate in its development as a cultural medium.

To adapt the radio to the classroom is no simple task. Its use as a tool of instruction is not as easy as turning on the dial. The problem of fitting it into existing procedures and of correlating it with working programs is extremely complicated, as

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you well know. While the technics are not yet perfected, they are advancing far beyond the fumbling and amateurish stage. Thanks to such notable experiments as those being conducted in Ohio, Wisconsin, and elsewhere. When the whole story is gathered, it will be found that much more headway can be reported than is generally realized. The radio has already ceased to be a novelty. That it will give the teacher a new and powerful teaching aid is only a matter of time, just as in the case of the sound film and television. As you determine the procedures, you are tackling a new problem in modern education for which there is no answer in the back of the book. Some day the progress achieved will be as conspicuous when compared to the present status as the modern textbook is an improvement over the New England primer.

When it comes to the art of broadcasting to the fireside, the problem is not simply that of speaking before a microphone. One thing is sure. Academic methods cannot be successfully carried over from the learning situations of the classrooms to the listening situations in hotel lobbies, highways, ships at sea, homes, or wherever people happen to be listening to a radio tuned in on whatever happens to be on the air at that time. Here the people are merely exposed to information and are not engaged in the pursuit of study. Hence, a different style is required. Information must be popularized in order to be universalized. Technical terms have to be explained, details made vivid, and the entire material spiced with human interest and news value items. While this may involve more showmanship than is characteristic of educators, it would be a mistake to turn the job entirely over to feature writers. Education has a contribution to make to radio just as radio has a contribution to make to education. The alpha and the omega is that the broadcast must be interesting. There are no other hard-and-fast rules. Like any other public speaking, the gist of it all is to have something to say and to say it in an interesting way.

Here are one or two examples in point. The value of the diagnostic test is better understood when its use in instruction is compared to that of the x-ray in medical diagnosis. Interest in the subject of modern trends in education is capitalized when the discussion is treated as "Streamlining Education." The comparison between beautiful styling and character is easily caught. That research is as important in refining the procedures in education as in improving the motor vehicle, carries over to the lay group; whether it be a service club

luncheon meeting or a radio audience. The whole story of the development of education from the hornbook to the modern primer can be made vivid by showing the contrasting changes in life around us in the same period of time under such a caption as "Then and Now." On the one hand, concrete illustrations, of which the following are suggestive, might be used:

Once the candle—now the electric light.

Once the Indian trail—now the hard-surfaced highway.

Once a bag of asafetida worn around the neck to ward off disease—now serums, vaccinations, and codliver oil.

Once corkscrew curls—now permanent waves.

Paralleling these, such educational developments as the following might be listed:

Once jawbreaker words in spelling—now words most commonly used in life.

Once the dunce cap—now the intelligence and achievement test.

Once the long backless wooden benches—now the adjustable seats.

Once the names of the bones of the body—now emphasis on health habits and hygiene.

This presentation can be made as interesting to any adult audience as an old-fashioned spelling or ciphering match.

Whether as much progress has been made in this direction as in schoolroom broadcasting, we are not prepared to say. To those of us who are trying to hold education level in these days of turmoil, it offers intriguing and far-reaching possibilities. We have all seen how *A Century of Progress* served to popularize science. If we in education have the same imagination and ingenuity, we can show that the school is a house of magic. Music lends itself especially well to interpretation. It might not be possible to treat all subjects as effectively, but much could be done to show what modern education is all about and how the school is keeping apace with these times of social change.

The importance of popular education in connection with the fight against tuberculosis has been pointed out by Professor C.-E. A. Winslow in these words:

The discovery of popular education as an instrument of preventive medicine, particularly by the pioneers of the tuberculosis movement, is comparable in importance with the discovery of the germ theory of disease. Popular education is no less important now than in the pioneer days of the fight against tuberculosis.<sup>2</sup>

This is certainly as true in the case of education.

In spite of the handicaps, much is being done thru national, state, and local broadcasts. The National Education Association has pioneered for four or more years thru the cooperation of the National Broadcasting Company and under the leadership of Miss Florence Hale, radio chairman. The United States Office of Education now has radio time. A few states are experimenting and many local stations give time to various organizations for educational, social, and cultural broadcasts.

We sent an inquiry to state departments of education to discover what was being done on a statewide level. We asked also for comments as to the importance of the radio in educational interpretation. The findings show that the programs now in operation are sponsored mostly by college and university stations over which state departments and state educational associations are given regular periods. Many local programs are reported. Like our school system, they are quite decentralized. They are not coordinated in a definite program to show objectives, needs, practises, achievements, but doubtless are effective in reaching surrounding areas.

As far as we can find any basis for drawing conclusions, our experience in Iowa may be considered as rather typical. Thru

<sup>2</sup> Winslow, C.-E. A. *News Bulletin*, Iowa Tuberculosis Association, March 28, 1935.

the courtesy of W. I. Griffith, director of radio station WOI and of the vocational education department of Iowa State College, the state department of education, board for vocational education, Iowa Congress of Parents and Teachers, Iowa State Teachers Association, and other educational agencies have regular broadcasting periods at Ames. This station is open to all welfare organizations with a constructive, non-partisan program to present. It is fast becoming an all-Iowa educational station. It has done some broadcasting directly to the schoolrooms, especially to the high-school classes. When our statewide Music Day festival, given at the state fair last year, was under preparation, directions for learning the songs to be sung by the all-Iowa high-school chorus were broadcast directly to the glee clubs from Ames. Announcements covering important educational events are always made. Radio book clubs are sponsored.

Station WSUI at the State University of Iowa at Iowa City is equally generous with its time, but is not as centrally located and does not have as large a coverage of territory. Much has been done over this station in broadcasting college credit courses. It has also done some valuable work in connection with radio clubs in parent education in cooperation with the Iowa Child Welfare Research Station.<sup>3</sup>

We have been repeatedly invited to speak over the commercial stations of our state and they use our materials very freely. We keep them on our mailing list. Invitations are frequent to broadcast on their time educational talks for parent-teacher associations, women's club groups, patriotic, safety, and other organizations. Responses received indicate that these programs are listened to rather widely by the respective groups.

The replies from the state departments were practically unanimous as to the importance of a definite program for educational broadcasting to be administered by the national, state, and local governmental agencies. It was emphasized that these programs should be organized to include worthwhile and interesting educational material and should always be free from propaganda.

What prompts us to look into this problem is the urgent need of lay spokesmen for education. While we who are charged with leadership cannot escape responsibility and have no inclination to do so, the times as never before demand that there be a mobilization for understanding and a program of action among the rank and file of our people. The schools belong to the people. They battled them into existence in times even more precarious than these thru which we are passing. They must not take them for granted now. The task of keeping the public properly informed is gigantic, but so also is the scope of the radio. The weapon is just as powerful as the task is enormous.

If this seems to be rather general, let us talk in more specific terms. On April 1 the federal Office of Education announced that the emergency in education is fully as extensive this year. The release set forth the startling fact that more than one-eighth of the children of the United States are in school districts without sufficient funds to operate schools during the customary school term. This is the financial crisis in education in a nutshell. What if this authentic information were broadcast over every station in the land this week? It could be supplemented easily by facts as to the situation in the areas served by local stations. Would it be helpful in mak-

ing the people more conscious of the way children are being shortchanged educationally, of the risk to democracy if the schoolhouse door is closed? It is neither accidental nor incidental that the development of our great nation has paralleled that of our great school system.

On April 26 Dr. John W. Studebaker, United States Commissioner of Education, released a proposed plan for a nationwide community youth program. On April 30 he explained this plan over a nationwide radio hookup. Of course, there is no record to be had of the number of people who actually heard his talk, but there was a potential audience of nearly half of our population.

Many more examples are easily cited. What if accurate information could be given in a regular series over the air as to the way schools are supported in other states, the progress being made in improving teacher qualifications, how the content is being related to life situations, the way textbooks are being improved, and the part libraries play in universal education? The three-hundredth anniversary of the establishment of the American high school offers the strategic opportunity to dramatize interest in the local history of every high school in the land.

Such a program cannot function unless a reasonable amount of time and funds be made available for educational broadcasting. You know full well the import of the commercial phases of this problem. Governing policies should be established which would assure worthwhile programs, whatever the sponsorship. Common and vulgar entertainments, wild and extravagant advertising bordering on racketeering and quackery, should not be tolerated. It is reassuring to read the official warning given by Anning S. Prall, chairman, Federal Communications Commission, in which he proposes the elimination of radio programs having harmful effects upon children. Every parent should applaud him for that. When people organize to solve this problem, they can do it, just as they are making headway in the case of the movies.

Radio has it in its power to relieve the cultural and educational depression if given a reasonable chance to do so. Why is this Institute not the logical group to take the leadership in charting the course for the future in helping to work out an American policy which will provide also for cultural and educational broadcasting? Planning should enter this field so that progress in the conservation of our radio resources may be comparable to that in the conservation of our natural resources. Let's have air utilization as well as land utilization. Of course, it is one thing to point out the problem and quite another thing to solve it.

By way of summary, we have endeavored to say that: [1] the radio has multiplied the possibilities for universalizing knowledge and making universal education more of a reality; [2] the task is to be inventive in discovering new technics for educational broadcasting, both to schoolrooms and to the fireside; [3] the need for a planned program of educational interpretation by radio is clear; [4] the success of this program depends upon the adoption of a policy which will reserve time and funds for noncommercial purposes.

I cannot sign off without congratulating you upon your efforts to master the science of educational broadcasting and to develop the art of radio broadcasting in American education. Your pioneering will eventuate into an American pattern in due time. Meanwhile we can and must pool our efforts to see to it that education does not, like Ignorance in *Pilgrim's Progress*, "come hobbling after" everything else.

<sup>3</sup> Ojemann, Ralph H. "An Investigation of the Iowa Radio Child Study Program." *Journal of Home Economics* 26:24-25, January 1934.

# Gleanings from Varied Sources

In common with an ever-increasing multitude of our fellow citizens we have long deplored the fact that radio broadcasting has been apparently looked upon in our country as an almost exclusively commercial enterprise—that in one way or another those who have sought to make its commercial possibilities subservient to the higher interests of the people—to their educational, cultural, social, ethical, and religious advancement—have been jostled about, elbowed aside, ridiculed, pinched, and starved into a state of exhaustion not far removed from death, while those who have used the radio for the accumulation of private wealth have been so favored and pampered that they have become very arrogant. That arrogance has been shown time and again toward educational and other nonprofit-making broadcasting stations.—JOHN B. HARNEY, superior general, Paulist Fathers, Federal Communications Commission Hearing, May 16, 1935.

In Czechoslovakia, where radio listeners pay the cost of program service, the number of listeners has increased 120,585 in a year, or more than 17.3 percent. The number of receiving-sets used for educational purposes in schools is now over 3000 and is increasing rapidly. These figures are not estimates by commercial organizations interested in making them as large as possible. They are official figures representing the number of licenses issued to listeners by the government. They show that a broadcasting system administered by the government in the interest of all the people can be successful, effectively refuting contrary statements emanating from American commercial broadcasters.

In a report received from the Department of Commerce last month we learn that the Canadian Radio Broadcasting Commission has advised station managers to eliminate *all advertising* from their Sunday programs! Up to this time the Canadian rules have closely paralleled those in force in the United States, but this is a very definite step toward independent regulations.—*Radio-Craft* 7:134, September 1935. Canadians are far ahead of us in realizing how inappropriate it is to let radio advertising bring its blatant message into our homes every day of the week.

Whether or not radio acknowledges its responsibility, it exists, and has become even greater during the wellknown depression. People who formerly patronized the arts can no longer afford to do so. For them radio must take the place of the concert hall, the opera, the lecture forum, and the theater. Since radio has supplanted all of these to a considerable extent, it is to be expected that it would offer in return a reasonable proportion of programs of a similar nature. Alas! It has given us instead a parade of vaudeville.—*Radio Review* 1:1, July 1935.

The moving picture and the radio are important means of education today. The National Education Association insists on moving pictures and radio programs of high standard for the boys and girls of America.—Adopted by the NATIONAL EDUCATION ASSOCIATION, Denver, Colorado, July 4, 1935.

Radio is nothing but an acceleration in time and enlargement in space of the vibrations of the human mentality. The human mentality remains inexorably the same. The principles of politics remain just what they were in the days of Aristotle or in the days of Machiavelli.—WILLIAM HARD.

The moon, a scientist says, probably throws back radio waves from the earth. Who can blame it?—*Bee-Hive*.

Apparently freedom of speech, insofar as radio broadcasting in the United States is concerned, is nothing but a myth. Private enterprise controls the programs of all stations except the few owned and operated by educational or other nonprofit institutions or organizations. The commercial interests which control the bulk of radio facilities have asserted repeatedly that broadcasting stations are not "common carriers." A federal court in Oregon ruled recently that a station has a right to select its patrons. The power to decide who shall broadcast and who shall not may be called editorial selection, but it is in fact censorship. Can there be true freedom of speech under these conditions? Do we want complete private censorship of radio broadcasting? Should not the people themselves, thru their own representatives, operate a reasonable share of the radio facilities?

We are the only country in the world that permits—with a minimum of restriction—broadcasting for advertising purposes. I reiterate, it is not for me to say now and in this paper whether or not we are acting wisely in so doing. As stated at the outset, I am aware of many of the benefits that come from the subsidies thus received. But I do believe that with typical American enthusiasm we have permitted abuses to develop in connection with radio that are worthy of the immediate attention of our best minds.—IRVING CAESAR, Federal Communications Commission Hearing, November 8, 1934.

The commercial element which we disapprove of in the radio, is, of course, the advertising which carries the programs. . . . Our magazines, even the most scholarly, are glad to have the support of advertising. . . . But, in my own case, I notice that I enjoy the advertisements if they are all in one section, at the back of the magazine, and I don't read them if they are scattered as interruptions thru the main text.—JOHN ERSKINE, in an address before the National Advisory Council on Radio in Education, Chicago, Illinois, October 9, 1934.

Radio advertising still needs purging, as is evidenced by a recent order of the Federal Trade Commission. The Renesol Corporation of New York, N. Y., has been ordered to cease making certain false statements relative to their product thru newspaper, magazine, and *radio* advertising.

As important as are the uses and as great as are the values of the radio along other lines, its greatest good lies in the opportunity that it offers for the enlightenment and education of the people in public affairs.—HAROLD L. ICKES. *Radio and Education*, 1934, p70.

Germany had 6,725,216 licensed radio listeners for the fiscal year ending March 31, 1935. This is an increase of 1,300,461, or nearly 24 percent, over the figure for the previous year. Radio in Germany is noncommercial and is operated by the state.

Radio has two functions to perform: To do its full part in advancing civilization in this changing social order. To spread truth in order that there may be peace between the nations of the world.—E. H. HARRIS. *Radio and Education*, 1934, p105.

Every man has a right to his own opinion, but before radio became an industry he could bore only a few people at a time with it.—*Life*.

Do you enjoy *Education by Radio*?

T.L.

# EDUCATION BY RADIO



## Education by Radio in CCC Camps<sup>1</sup>

Arthur G. Crane

President, University of Wyoming, and Acting Chairman, National Committee on Education by Radio

**T**HE UNITED STATES GOVERNMENT expects to have six hundred thousand young men enrolled in Civilian Conservation Camps thruout the United States this season. These young men constitute a homogeneous group with regard to age and present employment. They are housed together under conditions which give them much leisure time and little opportunity for recreation except such as they can contrive for themselves in their isolated locations. For example, in this region most of the camps are located in the forest, often miles distant from cities or towns. The men are at work about six hours a day, five days per week. Most of the camps are equipped with some form of radio receiving apparatus, and all could be equipped very easily, if not at public expense, then by private loan or contribution. The camps have officers and leaders among whom could be found men with good preparation in many varied fields. These men would gladly give guidance to radio listening groups. It is obvious that this setup presents splendid opportunities for these young men to improve their education and training. The major purpose and value of the camps is proving to be the rehabilitation of young men, a thing much more valuable even than the constructive work accomplished. An educational program by radio fits admirably into the plan. What are the things that might find place in such a program?



**W**ILLIS A. SUTTON, superintendent of schools, Atlanta, Georgia, and past president, National Education Association, who recently accepted appointment as representative of the National Education Association on the National Committee on Education by Radio. Dr. Sutton, whose membership began September 1, takes the place made vacant by the resignation of Joy Elmer Morgan, who, since the formation of the Committee, has served as its chairman.

thousand American soldiers received instruction and training in educational centers established in these hospitals. The men had idle time and were congregated in groups sufficiently homogeneous to give added interest and enjoyment to study. They were keenly interested in a multitude of subjects. Thousands learned to read and write. Others improved themselves in their trades and vocations. Shops, laboratories, craft rooms, and regular schoolrooms were established wherever the need appeared. With the short working day and working week in the CCC camps a similar situation exists. However, these young men are in sound health and body and are not handicapped by wounds and illness as were the soldiers.

What type of educational opportunity which will be acceptable and in which they will be interested can be offered thru radio to these young men? A brief survey of educational broadcasts already found practicable with other groups will suggest what might be done in CCC camps.

Scores of illustrations could be found of educational and cultural programs already presented by local broadcasting stations. These programs have been remarkably acceptable and successful. May I cite a single example? Wisconsin has a state-owned system of stations which

give satisfactory coverage to a considerable portion of the state. These stations are owned, maintained, and operated solely for public welfare. As pioneers in the field, they have experimented with programs for the general public and for the schools. The programs of these stations are exceedingly varied but only a few types of broadcasts, which it is believed would be attractive to CCC men, will be mentioned here.

A notable experiment has been the public forums. These forums presented discussions of current social, political, and economic questions by speakers of all kinds and beliefs. Thru

The situation is strikingly similar to the one during the World War when in the army hospitals there were assembled thousands of young men, convalescent soldiers, and the army established a service known as the physical reconstruction service. It was my good fortune to be the educational officer in charge of schools in all of these camps. One hundred fifty

<sup>1</sup> An address before the conference of CCC educational advisers, National Education Association, Denver, Colorado, July 4, 1935.

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THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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an open cooperative arrangement, all legislators and state officers are given free time. Political parties during election campaigns are allowed to present their own causes in their own way without any censorship or interference by the broadcasting authorities. Undoubtedly, free and open discussion of topics such as those in the Wisconsin program would be of great interest and value to these young citizenis in the camps. Wisconsin programs discussed such current topics as conservation, legislation, constitutional government, the budget, the six-hour day, taxation, mortgage moratoriums, civil service changes, and pending legislation. Certainly these are vital issues, and the discussion of them by competent people would be of intense interest and value to all citizens as well as to those in the camps. During the last political campaign each party in Wisconsin was given free time and arranged its program and its speakers without suggestion or censorship by the broadcasting authorities. It is believed that this series of broadcasts increased public interest and understanding of vital public issues.

The Wisconsin program also included fine broadcasts of current economic problems such as going off the gold standard, the program of the AAA, the objectives of the NRA, social insurance, the TVA, and conservation. The series of broadcasts to the schools and to the general public included scientific topics, such as the geology and geography of the state, as well as its vegetation and animal life. Certainly such topics would be of interest to these young men, many of whom find themselves in a new and unusual outdoor environment.

Another very successful series of broadcasts was known by the title, "Journeys in Music Land," and was concluded by a splendid and very popular radio music festival. In this program emphasis was placed upon music of foreign lands, folk songs and folk music, and the interpretation and appreciation of the finest music. Incidentally, the entire annual cost of the Wisconsin state broadcasting system is less than one cent per person in the listening area. Can any method of adding to the value and enjoyment of young men in these camps be devised that will do so much at such a small expenditure?

From these projects, it is evident that education by radio in these camps is a practicable project, but how can it be consummated? Broadcasts will have to be presented at times when the young men are at leisure, at times that will be acceptable to them. This, in general, is likely to mean that the programs will have to be presented during the late afternoon and evening,

at the hours most desired by commercial advertisers who now are supporting the present profit-motivated radio system. It does not seem probable that for advertising purposes programs designed for the benefit of CCC camps with their limited audience and small purchasing power would be attractive to advertisers. Consequently, it is improbable that any advertiser would be willing to pay the high rates during the hours that would fit in with CCC programs. The only way remaining that such programs could be put into effect under our present setup would be in a few regions where there happen to be college, university, or other local public welfare stations. Even in such areas the number of CCC camps is likely to be too small to justify the expense of preparing and broadcasting programs, particularly if it necessitated the supplanting of other programs now being presented to larger audiences.

The possible service to these six hundred thousand young men, however, becomes entirely feasible if there were some means of supporting a nationwide broadcast at certain limited hours each day. For example, the radio could be used as a great educational agency for the benefit of CCC workers if a program could be presented each evening, including in an hour's time three twenty-minute broadcasts each on a different subject. This would give an opportunity for presenting eighteen broadcasts each week. Advance announcements of programs would enable those interested to avail themselves of the broadcast without undue expenditure of time or effort. Listening groups could follow each broadcast with a discussion session and with selective reading and study in the intervals between broadcasts. To be still more concrete, there might be a natural science series of twenty-minute broadcasts on three nights each week. Most of the CCC camps are working on outdoor projects, and large numbers of them on forest projects. Consequently, the young men would be interested in the natural life of the forest. Botany, zoology, forestry, geology, could all have a part in such a series of broadcasts. Reading courses could easily be arranged and books, if not provided in the camp library, could be procured readily from public libraries. Another series which undoubtedly would be very popular might be one of twenty-minute music broadcasts several times each week. Each program could include discussion and explanation, comparable to that of the famous Damrosch concerts which are so effective and popular in the public schools. A series of twenty-minute public forums several times each week would undoubtedly excite great interest and be of value to these young citizens. Altho in this plan I have anticipated that broadcasts would be selected to interest the young men in the camps, still it is entirely probable that the programs would interest others also. There are millions of young men and women not in camps whose tastes probably would be very similar to those of the CCC enrollees.

How can such a program be conducted, maintained, and financed under our present system? Someone must pay for the broadcast time. This service to the CCC camps is an excellent illustration of the type of service that should be presented in America to all the people—a public welfare program offering to American listeners the best that America produces of music, of entertainment, of science, of art, of interesting and entertaining instruction in any field of American culture. It is to make possible just such service that the National Committee on Education by Radio has recommended to the American public the establishment of a governmental broadcasting system, supplementing, but not supplanting, the present great chains. Such a program could be started readily without the necessity of the government expending any large amounts of money for new



equipment, stations, or wire connections. The commercial stations now in existence would undoubtedly be as pleased to sell time to the people of the United States for public welfare programs as to sell time to commercial advertisers. An appropriation by the federal government for a series of educational broadcasts primarily designed for the CCC workers would be amply justified as a part of the CCC program. It would be a splendid demonstration of the worth of a program designed for cultural and educational values and not primarily designed to interest possible purchasers of goods offered for sale. A nationwide program would be the most satisfactory because it would be possible on such a large-scale program to procure the best talent that America produces. Local broadcasting is likely to be hampered by an inevitable poverty of good program material. For example, America has many noteworthy scientists familiar with natural science, but very few of them possess the necessary skill and experience to present such scientific matters in attractive and popular form over the radio.

The plan proposed by the National Committee on Education by Radio is for a combined system, making available to listeners the advantages that would come from a system administered solely for public welfare. Such a combination system of commercial chains, governmental chain, and local public stations precludes any possibility of monopoly. It avoids both the dangers of monopoly by governmental agency and those which are inherent now in America's present system, which is necessarily controlled by the advertiser who pays the bills. It is inconceivable how any party or parties could effect complete control of this great means of communication, if to do so meant capturing the control of the present great private chains, the government chain, and a host of local public stations which would undoubtedly spring up if the governmental chain with the privilege of affiliation for such stations were available. Such a government program could be started with comparatively small expenditure by arranging for the procurement and presentation of programs on time leased from existing stations.

The educational possibilities of broadcasting to the camps should not be dismissed without consideration of the possibilities of combination with the present college and university programs. Many universities in the country maintain correspondence study programs. In several of our leading institutions the students in correspondence and extension classes outnumber the students enrolled upon the campus. It has been found very profitable to organize what is known as correspondence study groups under the general direction of some local leader. These groups meet at intervals in their respective communities for discussion periods, thus adding to the interest of each student and assisting in clearing up difficult questions. Such groups are regularly enrolled in the institution giving the correspondence study. This service of late years has been extended to high school students as a means of enlarging the programs of small and more isolated high schools. The plan has worked admirably and in these CCC camps it is probable that there would be many groups that would like to do some study of this kind. Under the local leader in the group, the correspondence instruction could be stimulated and supplemented by a radio lesson at the time of the discussion period. This use of broadcasting has proved already to be acceptable and useful to commercial groups, teacher groups, farmer groups, groups of housewives studying home economics, and to groups studying political and governmental problems. Again we have excellent opportunities for adult education by radio in combination with the service of other agencies now in existence, but again we are checked by the necessity of securing someone to pay for the

broadcast. The present broadcasting companies have had to restrict most of their contributions to the daylight hours which are less convenient and less acceptable to the listeners in such groups. Here again, there is obviously an opportunity for a government chain whose sole purpose would be the presentation of programs designed to serve public welfare.

The plan proposed by the National Committee on Education by Radio provides for management by impartial boards of leaders in public welfare, in the fields of education, religion, agriculture, labor, drama, art, medicine, and public business. The plan provides that all local nonprofit stations should have the right of affiliation and hookup with the government system, thus enriching their own programs. The plan also contemplates the establishment of research in the best technics of broadcasting, the measurement of listeners' response, and the types of programs most desired by the American public. The plan provides for the schools a broadcasting service that will stimulate and vitalize instruction. In this field alone the added effectiveness which radio gives to school instruction would more than justify the cost of a complete government chain. With thirty millions of American youth enrolled in school, an expense for radio instruction equivalent to one penny a month per student would amount to over three million dollars which would be ample for a splendid governmental system of public welfare programs reaching a nationwide audience. The Canadian governmental system serves the great area of Canada at an expense of less than half of this amount. Experiments to test the value of radio instruction to school classes have shown already that the stimulating and vitalizing values of such programs increased effectiveness of schoolroom instruction as high as 20 percent above that of groups studying the same subjectmatter without the stimulus of radio broadcasts. Suppose we assume a mere 5 percent improvement in the effectiveness of the expenditure for public education. This increase in pupil achievement would be worth one hundred fifty million dollars annually on a three billion dollar education bill.

The immeasurable potential values of radio broadcasting have not been fully understood in America and only recently is the public beginning to appreciate the possibilities of this great new means of universal communication. Radio speaks to young and old, to literate and illiterate alike. It carries all the charm of the spoken word and of music. It enters each citizen's home in a most intimate fashion. It forms the entire nation into one great audience, giving a single unity to America in matters of public concern, actually transforming the nation for the moment into a great town meeting. It makes available for the most isolated citizen the finest culture and talent that America produces. It educates, it modifies public standards, it influences American thought regardless of whether the program is intended to be educational or not. It may elevate or degrade American standards. Certainly such an instantaneous universal means of communication should be available for purposes of promoting public welfare. These six hundred thousand young men in CCC camps have a special claim upon the nation which is now employing them. The tremendously potent service of this modern wizard of education and communication, radio broadcasting, should be invoked to enrich the lives of this army of young men and to supplement the fine man-building program of the CCC.

*The CCC camps offer a splendid opportunity for a demonstration of the value of education by radio to six hundred thousand young American citizens. It is to be hoped that either some public spirited individual, or the government itself, may see fit to provide the funds to make such a program feasible.*

# Gleanings from Varied Sources

In the safeguarding of the public interest we must be wary not to let false ideas creep into the public consciousness thru subtle propaganda by those uninterested in public rights. No matter how honest may have been the original thought, there is fundamental danger in the idea more or less casually advanced that the broadcasting business constitutes a Fifth Estate in our government. . . . It is because the people thru their government will not tolerate the creation of a Fifth Estate that they have, in the exercise of their sovereignty, taken over the control of the air and have passed the laws regulating the use of the air. It was to prevent the creation of a radio political power that the Federal Communications Commission was brought into existence.—GEORGE HENRY PAYNE, member, Federal Communications Commission, in an address before the American Association of Agricultural College Editors, Ithaca, N. Y., August 21, 1935.

The Ontario [Canada] Department of Education completed last spring a series of eight broadcasts for school use. The broadcast lessons were based on the courses of study for the public and separate schools and included the following subjects: music, history, literature, and geography. Cooperating with the Department of Education and the Canadian Radio Broadcasting Commission in the presentation of these lessons were stations CRCT, CRCO, CFCH, CJKL, CKGB, CKPC, CFPL, and CKLW or CRCW. The lessons were given between the hours of 3 and 3:30PM each Tuesday and Thursday, beginning April 30 and ending May 23. They originated in the studios of station CRCT [Toronto].

This is the only country in the world where broadcasting has been permitted to distort our social life, and, as I have tried to indicate, is beginning to dislocate our economic life. Eighteen hours a day, seven days a week, this Nirvana, this opiate is brought right into our homes. A mental sedative, as it were—a capsule, which, if it were put up as such and hawked about on the streets or in drug stores, would soon find itself on the defensive before a pure food and drug investigation.—IRVING CAESAR, Federal Communications Commission Hearing, November 8, 1934.

Canada has an exceptional advantage in the possession already of a license system. Broadcasters of the United States, dependent solely on advertisement revenue, faced with the increasing difficulty of providing good sustaining programs—and these are better than most and as good as any—naturally look with envy to the state of affairs in Canada, where license revenue provides a steady income and the freedom for planning programs without extraneous considerations.—British Broadcasting Corporation, *Yearbook*, 1934, p19.

General Foods Corporation has agreed to cease false statements presented in their advertisements of Maxwell House coffee, according to an August 17 release of the Federal Trade Commission. Is it too much to expect true statements in the newspaper, magazine, and *radio* advertising presented on behalf of large and well-established corporations? Must all advertising be removed from the radio to protect the impressionable minds of our children from untruths?

Approximately 90 percent of the total \$2,000,000,000 invested in the radio industry is in receivingsets, according to a new survey of the Electrical Household Equipment Industry just completed by the Poor's Publishing Company.—*Christian Science Monitor*, August 13, 1935.

In Finland broadcasting is operated by a stock company. The government owns 90 percent of the stock. The rest is owned by public institutes, unions, and newspapers. Listeners pay \$2 a year and received during 1934-35, 2177 hours of music, drama, sketches, dialogs, lectures, stories, church services, children's programs, news, time, weather reports, physical culture exercises, foreign programs, and special programs—everything for which there is a demand. Eighty lecture hours were given for 85,000 pupils in 1700 schools. The small listeners' fee covers not only the cost of programs and administration but also the reconstruction and modernization of stations. One station's power is being increased from 40 to 220 kilowatts. Commercial advertising by radio is prohibited. Letters from listeners in the United States are received occasionally.

As I come daily in contact with business men and their problems, I find an enlarging group of business executives who have found a new inspiration in the challenge offered in the present era. These men believe with that great New Englander, James Russell Lowell, who more than fifty years ago said that the great peril of democracy is the assertion of private right to the point where it obscures the superior obligation of public duty. Under the old conception of business, returns, measured in money and social power, constituted the principal driving force.—DANIEL C. ROPER, in an address before the Associated Business Organizations of New England, Boston, Massachusetts, May 20, 1935.

As to amateur hours, as such, I do not like them—I feel they exploit a rather charming idea and pretend to be what they are not. The natural and simple use of amateurs is to be commended. After all professionals are first amateurs, and amateurs can be brought to the fore in a kindly, casual way; they can be introduced in some general period for that purpose. But the professionalized amateur program which is sweeping the country and wearing itself out—it is on the way out—is a vicious and racketeering practise.—A PROMINENT NEW YORK JOURNALIST.

The government of Iceland not only owns and operates the national broadcasting system but also has a monopoly on the importation and sale of receivingsets. Private individuals are not allowed to sell such apparatus in Iceland. The state monopoly is now being extended to all electrical articles and automobiles. There are now 11,128 licensed listeners in Iceland, which is 10 percent of the population. The government operates one longwave and one shortwave broadcast transmitter.

The public interest demands that radio stations give news to their listeners in order that the people may know the truth and the whole truth regarding public controversies.—CLARENCE C. DILL. "Radio and the Press: A Contrary View." *Annals of the American Academy of Political and Social Science* 177:172, January 1935.

Americans place flatirons first, radios, second in usefulness among electrical household appliances, according to a recent magazine survey. European writers suggest as an explanation that the flatiron does its work without talking about unpleasant subjects.

Radio is the healthiest thing in Europe today. Governments may disagree—and do. War may be just over the horizon. But radio is an international factor for good will.—JOHN F. ROYAL, NBC vicepresident in charge of programs.



## Wisconsin State Station Completes New Studios

Harold A. Engel

Promotion Manager, State Broadcasting Station WHA, University of Wisconsin

**E**DUCATION BY RADIO in the United States is unique in comparison with the other countries of the world. Here it is possible to find all degrees from little or none to a satisfactory amount of available educational broadcasts, depending upon the part of the country in which one happens to live. This situation puzzles the foreign visitor. He listens to programs in the more densely populated areas of the East and uses his limited observations as a basis for judging our radio.

Many Americans dependent entirely for radio programs upon commercial stations do not realize that there are parts of the United States where noncommercial stations exist—

where the ultimate value of the program to the listener is the sole criterion in determining whether, when, and how it shall be presented.

Wisconsin is one of the states where such a station exists and where educational broadcasting is a reality. It has progressed slowly but surely in spite of numerous obstacles which have been placed in its path.

The first attempt made by the state of Wisconsin to secure adequate broadcasting equipment and facilities for state service was on April 28, 1930. At that time an application was filed for a construction permit to consolidate the two state-owned stations into a single centrally-located 5000-watt station. The Federal Radio Commission denied the application.

Undaunted, the Wisconsin authorities proceeded to acquire a transmitter, towers, and technical plant of most modern design. They continued to improve and develop their programs.

The latest step in the state's forward march is the recent completion of Radio Hall on the campus of the university in Madison. It is the new home of WHA, America's oldest educational station.

Beauty and efficiency are embodied in the plan to a degree



**H**AROLD A. ENGEL, promotion manager, state broadcasting station WHA, University of Wisconsin, Madison, Wisconsin, seated in his new office in Radio Hall. Mr. Engel's efforts have been an important factor in the outstanding achievements which have been made by this noncommercial, educational station.

which prompted one press columnist to say, "You can take my word for it, there isn't a studio or an office in all of Radio City which is as unusual, as attractive, or as artistic as the reception room and the main studio of WHA; and not one of them which is more beautiful!"

The transformation which made Radio Hall from a spacious unused campus building came as a result of the united cooperation of many interested persons who saw promise in the work which was being done under most adverse conditions. With university funds for materials, a CWA project was arranged to take care of the construction. The project, however, ended before the work was finished.

After several months work again went forward under the FERA. At length the structure was completed. A building had been built within a building.

Three studios cluster around a central control room. The largest will accommodate a seventy-piece band. By means of stage-windows guests are able to watch broadcasts as they are put on the air.

The visitors' lounge, a spacious room decorated in an Indian *motif moderne*, is unusually attractive. It depicts the oldest art of the Wisconsin prehistoric dwellers, with present day Indian art. Petroglyphs, reproduced from cave walls thruout the state, are carved into the stonelike frieze running along the walls. Depicted are figures of deer, catfish, humans, herons, bison, grouse, sturgeon, and turkeys. Tom-tom light shades complete the effect by repeating the figures.

The furniture, designed for Radio Hall by the university art education department, is of Wisconsin oak. It was made by FERA cabinet-makers. The cushion covers are Navajo weavings. They were hand woven of native wool by the Indians of the Southwest. Navajo rugs, in striking geometric designs and gorgeous colors, are on the floors. Rugged

simplicity lends to the beauty.

A pipe organ, said to be the largest exclusive radio organ in the Middlewest, is a source of great interest to visitors and pleasure to listeners. It has nearly a thousand pipes and embodies combinations of stops particularly pleasing over the air. Approximately one hundred seventy miles of wire are used in the electrical circuits of the instrument. Additional devices for sound effects have been incorporated to make the organ highly versatile.

A large mural painting covers the organ grills at the end of the studio in which the organ is played. It is a musical abstract in which varying radiations in blue emanate from a microphone in the central panel. Representations of organ pipes and musical notes appear in rich browns and tan to harmonize with the cocoa-colored cork tile floor and acoustical material. A deep brown rug, overstuffed furniture in blue and brown, fawn drapes, and the ivory console of the pipe organ complete the decorative scheme.

In addition to the studios, control room, lounge, offices, study room, organ loft, relay room, and storage rooms, ample space has been reserved for further development. A large area suitable for television studios also is ready for future expansion.

Among the conveniences included to increase the efficiency of the plant are a program monitor system, house telephones, and a clock circuit. Plans for an air-conditioning system are being prepared. Sound-proof acoustically treated walls, within the stone outer walls, make of the building a structure suitable for the varying and exacting requirements of broadcasting.

Radio Hall has made it possible for thousands of listeners to look behind the scenes and see what is happening. A consideration of the costs never fails to elicit unfeigned astonishment. A small card modestly announces that for maintaining WHA, offering from eight to nine hours of noncommercial programs daily, the percapita cost to those people within the service area of the station is less than one cent per year. This



*Campus Players rehearsing sketch for Wisconsin School of the Air*

remarkable station which put its first telephonic broadcasts into the air in 1917, in its entire eighteen years of existence has never sold a penny's worth of time for advertising.

Now that both its technical equipment and studios have been made the best which the progress of the art has made possible, the logical question is, "What next?" Wisconsin's next objective, in the quest for adequate facilities with which to serve its people, is the acquisition of nighttime broadcasting privileges. The physical plant is ready for use and adequate to every demand. The plans for

a unique project for adult education are likewise ready; but neither the plant nor the adult project can be of greatest value unless the station can broadcast at a time when people are able to listen. Educators in the state look to radio as one of the most powerful devices ever discovered for extending to everyone the opportunities for self-development.

The completion of Radio Hall has served as an added stimulus for the preparation of more and better programs. Many university departments are arranging broadcast series, state departments use the facilities, state legislators have been on the air regularly during the present session, and the governor broadcasts a weekly message to the people who are within the service area of WHA. Wisconsin citizens are conscious of the potentialities of radio for greater public service and await the time when all parts of the state may enjoy the benefits of this progressive venture.

Wisconsin is generally recognized as a pioneer in the field of educational broadcasting. Leaders in educational, cultural, and civic affairs have been following with interest the several steps she has taken to secure from radio the greatest usefulness in serving the entire citizenry of the state. With each new evidence of the effectiveness of radio as an educational tool, there is an increased interest on the part of other states in the establishment of similar stations.



**A**T THE LEFT is pictured the Visitors' Lounge in Radio Hall. The furniture is in modernistic design and is made of Wisconsin oak. Petroglyphs in the frieze are reproductions of originals made on cave walls by prehistoric Indians in Wisconsin. Weavings are genuine Navajos. At the right is pictured one end of Studio A. A musical abstract mural covers the shutters of the pipe organ.

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## American Music Broadcasts

WHEN I FIRST DISCUSSED THIS SUBJECT two or three years ago in *The New Republic*,<sup>1</sup> I concluded that what was fatal to American broadcasting was not only its commercialization but the fact that commercialization had placed it in the hands of the American commercial class, with its indifference, if not its actual contempt, for anything "highbrow," and its ignorance even when it was interested. American broadcasters, I said, either did not feel obliged to give the best music; or if they did, they did not know what it was; and so they were positive they gave a great deal of "good music" to radio listeners and became impatient with criticism. This meant that while there might be changes, improvements, there would be no comprehensive program intelligently planned and executed.

Time has proved this to be correct. There have been changes, improvements; but every criticism that could be made of American broadcasting practise three years ago can still be made today. A much greater quantity of good music is broadcast. But it is still true that very little is to be heard on weekday evenings, and that more than anyone would care to listen to is crowded into Sundays. . . . *Evenings, when people are at leisure, are the most valuable time commercially; and so it is still true that they are almost entirely taken up by commercial programs.*—B. H. HAGGIN. *The New Republic*, July 10, 1935, p251.

## Radio—A Public Enemy

IN THE RADIO, we have a gift from science which may be used as an instrument of widespread enlightenment and wholesome pleasure. But the good that it does is at present outweighed by the evil. Our Federal Radio Commission has shirked its responsibilities to the public welfare, by pretending that its duties have been performed when it "conciliates the claims of contending commercial interests." It has supinely accepted the vicious theory that our "broadcasting must be mainly supported by advertising." Thereby it has surrendered the control of nine-tenths of the program-content to those whose only purpose is to make money.

Other nations, for example England, and recently Canada and France, have awakened to the truth that the consequence

of surrendering the radio to advertisers is culturally demoralizing; and they are preventing that surrender. Our Commission has allowed things to come to such a pass that the continuance on the radio of so valuable a program as the beautiful Sunday Philharmonic Symphony concerts is possible only because thousands of music-lovers annually subscribe \$1 or \$2 thereto—an amount which in England protects, not merely two hours, but all of the 168 hours of the week from commercial exploitation. You know the consequences, and you suffer under them.

The advertisers, like the sensational press, are interested only in reaching the masses. They monopolize those hours when most of us have leisure to listen to the radio, and they shove the culturally desirable programs aside. What they give you, if not brazen political propoganda, is mostly shallow entertainment or bad music, crooners singing songs idiotic in substance and vulgar in style, interspersed by a maddening iteration of the alleged merits of sundry breakfast foods, tooth-pastes, cosmetics, tobaccos, and laxatives. The effect of these silly and discordant programs upon the temper and tastes of children, youths, and adults is culturally ruinous.

You may perhaps say, "Well, you can always turn off your radio," and individually that is true; *but what you can't individually turn off is its influence upon the mind and tastes of the masses.*—ERNEST BERNBAUM. "The Public Enemies of Our National Morale." *Illinois Alumni News*, July 1935.

## Massachusetts Urges Government Radio

WHEREAS AT THE PRESENT TIME the Power Trust, thru its influence and control, now is in a position thru its domination of the Radio Trust, namely, the National Broadcasting Company, to mold public opinion; and

Whereas, The National Broadcasting Company and the Columbia Broadcasting System, which two networks dominate the radio-broadcasting field, organized company unions and denied to their workers the right to organize and to bargain collectively; and

Whereas, While the government itself is denied the right or the power of censorship, the Radio Trust exercises the power of censorship, in that nothing is permitted to be broadcast unless OK'd by those in control of the various radio broadcasting stations; and

Whereas, As a result of the diversion of advertising from newspapers and magazines to radio, not less than 40,000 printing trades workers are deprived of the opportunities of employment at their trade; and

Whereas, Such conditions are detrimental to the best interests of the members of all trade unions: Therefore be it

Resolved, That we, the Massachusetts State branch, American Federation of Labor, in annual convention assembled, petition the Congress of the United States to enact legislation whereby the government itself will exclusively control and operate all radio broadcasting stations and that advertising on the radio be restricted to not more than two hours of each day; and be it further

Resolved, That our officers be instructed to send a copy of this resolution to Senators Walsh and Coolidge and to each of the Congressmen from this State, and that copies of this resolution be sent to each state federation of labor that they may do likewise.—Adopted by the MASSACHUSETTS FEDERATION OF LABOR, Fiftieth Annual Convention, Springfield, Mass., week of August 5, 1935. Reprinted in the *Congressional Record*, August 26, 1935, p15118.

<sup>1</sup> *Education by Radio* 2:29-31, February 25, 1932.

# Gleanings from Varied Sources

There is no value in advertising, unless the reader or listener believes what he is told in the advertisement. Every time he is deceived, his confidence is reduced. Unless truth in advertising copy is demanded by publishers and radio stations, the public will not long respond to advertising appeals, and this source of revenue for publishers and radio stations will come to an end. . . . As publishers rejected advertising copy to sell questionable products, and misleading advertising copy to sell good products, many of such advertisers turned to the radio stations, and offered their copy for broadcast. The radio stations needed the revenue, and most of them were not familiar with the efforts of reputable publishers to keep their advertising columns clean. The result was that much very bad advertising has gone out over the air, and the time has come for the radio industry to clean house. . . . If many radio stations expect to survive, they must respect and protect listener confidence. The programs must be clean, and the representations by advertisers must be reliable and truthful. Those stations that permit worthless products to be advertised, or good products misrepresented over the air from their stations, will not long endure, and those stations that protect the public from offensive programs and false advertising will find their facilities in demand by reputable advertisers.—E. J. ADAMS, chairman, special board of investigation of the Federal Trade Commission, in an address before the annual meeting of broadcasters, advertisers, and agency men, Chicago, Illinois, June 11, 1935.

I have forced myself this summer to listen to all sorts of "kid" programs in order to find for myself just what was the situation. I am amazed and disgusted and perturbed. I am wondering if some master of satire might not come along and "laugh the whole pernicious series out of existence." We have only to reflect upon the powerful effect of Cervantes' *Don Quixote*, which literally laughed "chivalry" off the earth. I have listened to fair, good, excellent satire on some radio programs, but mostly those programs are keyed to adults and adult taste. Could not some children's programs be satirized so that Buck Rogers, Dick Tracy, Jack Armstrong, and others of like character would be shown for what they are? Satire is very insidious. In capable hands these pseudo-heroes could be laughed off the air.—MERRILL DAKIN.

When we stop to realize that the radio in this country is practically entirely in the hands of those interested solely in its commercial aspects, we are inclined to wonder what might have happened to civilization if the press had been for about five hundred years controlled by commercial agencies, and educational and political reformers had been unable to get their ideas into circulation because the commercial control found it could make more money by appealing to the tastes and interests of the less intelligent rather than the more intelligent.—GEORGE HENRY PAYNE, member, Federal Communications Commission, in an address before the American Association of Agricultural College Editors, Ithaca, N. Y., August 21, 1935.

The government of Switzerland, in granting the broadcasting concession to the Swiss Broadcasting Company, stated that all direct or indirect advertising, paid or unpaid, and all propaganda of a political or religious nature, was forbidden.

The Malay States are developing their own broadcasting system, using the British Broadcasting Corporation as a model.

In the agencies of communication which most vitally influence thought and behavior—the motion picture, the radio, the newspaper—there has been a tendency during recent years which cannot be overlooked by those who would grasp the true social implications of these media. That is the growing concentration of control in the hands of a few individuals or concerns. . . . Most of the radio broadcasting is controlled by two national chains. . . . Since most of the revenue of the newspaper and the radio is derived from advertising, it is only natural that these media of communication should reflect the views and support the interests of the advertisers. Thus, on controversial issues, where the clash of interests between various sections of the population is real and vital, one might expect the communication agencies to throw their weight on the side of those groups which give them the lion's share of their revenue. . . . All this tends to standardize thought throughout the nation. . . . This is particularly true of the radio. . . . Just what the future results of the use of these instruments will be no one can predict. Already they have tended to standardize human thought and behavior. . . . Greater possibilities for social manipulation, for ends that are selfish or socially desirable, have never existed. The major problem is to protect the interests and welfare of the individual citizen.—DAVID S. MUZZEY and PAUL D. MILLER. "Mass Behavior and Communication." *The American Observer* 4:8, June 17, 1935.

Real social usefulness for the radio is an impossibility—as complete an impossibility as proper education would be if a large part of every hour in every classroom in the public schools of the country were turned over to people who came in and addressed the children regarding breakfast foods, or automobiles, or wooden legs. I don't blame the advertisers or the radio stations for trying to make money; they live in a money-making society and simply obey the same rules as everyone else. It does seem to me, however, that it is time for society as a whole to look at this situation and decide whether we want it to go on.—BRUCE BLIVEN. "Public Ownership of Radio." *Proceedings, Ninth Biennial Public Ownership Conference*, Washington, D. C., February 21-25, 1935, p97.

"Wired radio" [program service over telephone or other wire circuits] continues to be popular in Europe altho subscribers could catch many of the same programs from the air. A "radio exchange" company in England reports a net surplus of over \$150,000 on its 1934-35 business. Stockholders received 19 percent dividends. No doubt an American company could do as well if it would deliver radio programs to the subscribers with the advertising deleted.

I am very appreciative of the splendid educational work which you are doing in this time of all times when the people need to have the truth of conditions presented without bias.—DANIEL C. ROPER, Secretary of Commerce, in a letter to the secretary of the National Committee on Education by Radio.

By curbing loud-speakers and the horns of automobiles, the Mayor's advisers feel, a long step in making New York a quiet city will have been taken.—*New York Times*, August 25, 1935.

Italy broadcast 250 operas last year. They were tuned in all over Europe.—JOHN F. ROYAL, NBC vicepresident in charge of programs.

The future of American culture depends upon what is done with radio.—*Radio Review* 1:2, July 1935.

# EDUCATION BY RADIO



## The Power of the FCC to Regulate Programs

Tracy F. Tyler

Secretary and Research Director, National Committee on Education by Radio

**M**UCH DISCUSSION has occurred recently relative to the power of the Federal Communications Commission to consider program content when it acts upon an application for a renewal of a broadcasting station license. Attention was called to this recently by the standing committee on communications of the American Bar Association. The committee's report stated:

It has been frequently alleged that while the Commission never overtly exercises any censorship over program material, its policy of restricting all broadcasting licenses to a period of six months, and its consideration in all applications for renewal of evidence concerning program content and character, have put the broadcasters in a position where their chief object is to please the Commission.

It has always been recognized that there is an inevitable conflict between the censorship provision of the law and the Commission's established policy of interpreting "public convenience, necessity, and interest" broadly enough to include consideration of program service. The proposal of the Commission for a conference, under its direction, on the subject of programs indicates a tendency to extend this interpretation still further. It may, therefore, be confidently expected that the issue of indirect government censorship of broadcasting will take a more conspicuous place than ever before in the deliberations of the next session of Congress, and may even result in legislative action.<sup>1</sup>

Almost coincidental with the Bar Association report came a statement from the Federal Communications Commission. In an address, Anning S. Prall, chairman of the Commission, made the following pertinent observation:

The radio broadcaster of today is the "editor of the air." Like the editor of the press, he has a distinct responsibility to his auditors. The responsibility of the "editor of the air" even transcends that of his more experienced brother, because he must comply with the mandate of serving "public interest, convenience, and necessity" in everything he "publishes" by means of his transmitter. His broadcasting franchise is con-



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**T**RACY F. TYLER, secretary and research director, National Committee on Education by Radio, who sailed recently for Europe to make a study of school broadcasting for the General Education Board. Dr. Tyler's experience and training in the field of school administration will provide a valuable background for the study which he has undertaken.

tingent upon that. Moreover, the "editor of the air" is decidedly limited in the amount of "news" he can publish for the information, edification, and enlightenment of his listeners. There are only so many hours in the day and he must offer his listeners a balanced menu.<sup>2</sup>

To this statement David Lawrence, editor of the *United States News*, immediately took violent exception, expressing his viewpoint as follows:

Nowhere in the law can there be found warrant for the statement that in what the broadcaster "publishes" he is obliged "to comply with the mandate of serving public interest, convenience, and necessity." If there were a "mandate," who, in a politically partisan administration, is to make the rules or issue the instructions. To issue them means censorship—the route to repression as practised today in fascist Germany and in fascist Italy.<sup>3</sup>

Mr. Lawrence defended his thesis by referring to the decision of the Supreme Court in the WIBO case, rendered May 8, 1933. Mr. Lawrence bases his entire case on the following statement:

In that decision, the Supreme Court made it clear that the supervision by the Radio Commission was over the distribution of mechanical "facilities," the conflict of "frequencies," and the "allocation of wavelengths" by zones, and by no means any authority over what was spoken or broadcast during the use of those facilities.<sup>4</sup>

However, reading certain other parts of the Court's decision would have shown the fallacy of his assumption. The case

itself was decided on a question of the allocation of facilities within states and zones as provided by the Davis Amendment. In this case, the facilities of WIBO, which operated in an over-quota state, were deleted and given to a station in a nearby under-quota state. However, the Court, in its opinion, set forth the following statement which is particularly pertinent in considering the point of view of Mr. Prall:

In granting licenses the Commission is required to act "as public convenience, interest, or necessity requires." This criterion is not to be interpreted as setting up a standard so indefinite as to confer an unlimited power. The requirement is to be interpreted by its context, by the nature of radio transmission and reception, by the scope, character, and quality of services, [italics ours] and, where an equitable adjustment

<sup>1</sup> American Bar Association. *Report of the Standing Committee on Communications*, 1935, p.117.

<sup>2</sup> Anning S. Prall, in an address before the National Association of Broadcasters, Colorado Springs, Colorado, July 8, 1935.

<sup>3</sup> David Lawrence. *Editorial, United States News*, July 15, 1935.

<sup>4</sup> *Ibid.*

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MEMBER EDUCATIONAL PRESS ASSOCIATION OF AMERICA

between states is in view, by the relative advantages in service which will be enjoyed by the public thru the distribution of facilities.<sup>5</sup>

In order to understand the authority and powers of the Commission, it is necessary only to refer to the Communications Act of 1934, section 307 [a], which reads as follows:

The Commission, if public convenience, interest, or necessity will be served thereby, subject to the limitations of this Act, shall grant to any applicant therefor a station license provided for by this Act.<sup>6</sup>

When the matter of a renewal of a license is concerned, section 307 [d] concludes with the following:

... Action of the Commission with reference to the granting of such application for the renewal of a license shall be limited to and governed by the same considerations and practise which affect the granting of original applications.<sup>7</sup>

Those conversant with the early history of radio will realize that the establishment of a licensing authority became necessary to eliminate the chaos which developed. The desire of large numbers of individuals and organizations to operate stations, coupled with the physical limitations to the number of stations which could be operated, made it necessary to establish the Federal Radio Commission. In order to protect the public against unnecessary stations as well as those whose programs did not serve the best interests of the public, the standard of "public convenience, interest, or necessity" was made the basis for the Commission's power. How would the Commission allocate the relatively few available broadcasting frequencies among the myriad of applicants without considering their past conduct?

Obviously, according to some definitions, this might be considered as censorship. However, it is not censorship in advance, but is in reality a necessary measure of the ability of the applicant to interpret "public interest, convenience, and necessity" in an acceptable manner. While most of us may deplore the fact that complete freedom of speech by radio is impossible, we still believe that the differences between the newspaper and the radio are so great, both as to the number possible and the amount which each one can publish, that to expect the radio to parallel the press in every respect would be to attempt to abrogate the laws of science.

## Fourth Year for Child Study Club

THE IOWA CHILD WELFARE RESEARCH STATION, in cooperation with the child development departments of Iowa State College and Iowa State Teachers College, announces the fourth year of its radio child study club. During 1935-36 four courses are offered: infant, preschool, elementary school, and adolescent.

These programs are broadcast by the two state-owned stations, WOI at Ames and WSUI at Iowa City, the former presenting the programs at 2:30PM and the latter at 8PM. One talk in each series is presented every two weeks. The broadcasts are prepared especially for use by discussion groups. Ten or more parents constitute a group. No charge is made for group enrolment. PTA study groups receive credit toward fulfilling the goals for PTA units.

In order to take care of the needs of parents who find it difficult to join a group, provision is made for the use of the courses by individuals. In this case a registration fee of fifty cents for each series is required. The effectiveness of these programs has been due largely to the fact that group leaders are supplied in advance with copies of the lectures, lists of carefully selected reading references, and problems for discussion at the time of the broadcast. Each group is given an opportunity to work out a suggested solution to the problem and send its answer to the Iowa Child Welfare Research Station. The assembled reports are discussed over the radio in connection with the next broadcast.

## The AT&T Monopoly

THE AMERICAN TELEPHONE AND TELEGRAPH COMPANY has just signed a contract with the French government providing for the use, between the United States and France, of one of the four wavelengths on which all radiotelephone conversations are carried between America and Europe. The remaining three wavelengths will be used between the United States and Great Britain—the latter country having had previously a monopoly with the AT&T of all transatlantic communications.

It is understood that the recognition by the AT&T of the rights of France was not a voluntary action but resulted from a blunt request from the Federal Communications Commission when the former company requested a renewal of its license to use the four wavelengths between the United States and London.

Strategists of both the Army and Navy were favorable to France's demand. They declared that the proper defense of America requires that the vital communications systems to an entire continent should not be confined to one nation. Other countries were likewise favorable to breaking the British monopoly. Under the present arrangement Great Britain may delay or decode messages intended for other European countries. It was pointed out that this condition permitted the "international scandal" which enabled England to intercept all communications to the United States before this country entered the World War.

The FCC is to be congratulated on the stand that it took in this case. However, this situation raises in the minds of many people two pertinent questions: To what extent has the AT&T contrived to perpetuate the British monopoly of communications? Should such powers over the destiny of nations be in the hands of a gigantic, powerful, private, monopolistic corporation?

<sup>5</sup> *Broadcasting* 4:27, May 15, 1933.

<sup>6</sup> *Public, No. 416.* Seventy-third Congress, p22.

<sup>7</sup> *Ibid.* p23.



## Government Operation Proposed

**W**HEREAS, The Congress of the United States recognizing the importance of radio communications has specifically reserved control of radio to Congress and specified that radio broadcasting licenses be issued only to serve public interest; and

*Whereas*, Contrary to the pronounced intent of the Congress two monopolistic groups now virtually dominate American radio broadcasting and use these radio facilities, the property of the people, simply as a means for additional enrichment rather than to serve public interest; and

*Whereas*, In their mad desire for additional enrichment these radio monopolists have been able to divert almost one hundred millions of dollars of advertising from newspapers and magazines to radio, thereby depriving some forty thousand or more skilled printing trades workers of much needed employment opportunities; and

*Whereas*, These radio monopolists now operate theaters to which are exclusively invited—free—those who advertise by radio and friends of those advertising agencies, which agencies control the placing of advertising; and

*Whereas*, It is apparent that public interest will not be served by those who seek only additional enrichment for themselves and render no service in the public interest; and experience has proven that public interest will only be served by having the government, as is done in Great Britain, Canada, and most all other countries, exclusively operate such radio broadcasting stations as are necessary to truly serve public interest; therefore, be it

*Resolved*, That the International Typographical Union, in annual convention assembled, authorize and direct its officers to petition the Congress of the United States for the enactment of legislation wherein all existing radio broadcasting licenses be cancelled at the expiration of the present license period and that all radio broadcasting thereafter be operated exclusively by a governmental agency, to be set up by action of Congress, with commercial advertising on such radio stations restricted to not more than two hours of each day of which not more than one hour be used for advertising after sundown; and be it further

*Resolved*, That all local unions and state or regional conferences be directed to interview the Congressmen and United States Senators from their respective districts and states, and secure from them a pledge, if possible, that they will work in Congress for the enactment of the legislation herein proposed; and, be it further

*Resolved*, That the officers and delegates of the International Typographical Union to the American Federation of Labor request the cooperation and militant support of the American Federation of Labor for the speedy enactment of this most necessary legislation.—Adopted unanimously by the INTERNATIONAL TYPOGRAPHICAL UNION, Seventy-Ninth Session, Montreal, P. Q., Canada, September 10, 1935.

## A Unique University of the Air

**A**ERICAN SHORTWAVE STATION WIXAL began on October 1 its second season of regular broadcasts in the interest of adult education. Carrying out its motto, "Dedicated to Enlightenment," this powerful Boston station is sending again its programs of instruction, culture, and international goodwill to the far corners of the earth. Broadcasts cover a wide range of academic subjects.

The Tuesday and Thursday evening programs start at 7:15PM, EST, and may be found at 6.04 on the shortwave dial. The Sunday afternoon series starts at 5PM on 11.79 megacycles, and will be radiated over a new beam antenna, directed principally toward Europe.

## College and University Broadcasters Meet

**H**AROLD B. McCARTY, program director, state broadcasting station WHA, University of Wisconsin, Madison, was elected president of the National Association of Educational Broadcasters at the annual meeting held at the State University of Iowa, Iowa City, September 9-10, 1935. He succeeds W. I. Griffith, director, radio station WOI, Iowa State College of Agriculture and Mechanic Arts, Ames, who has been president during the past year.

Mr. McCarty was unable to be present at the meeting because he is in Europe studying broadcast adult education under a fellowship from the General Education Board. During his absence his presidential duties will be performed by Mr. Griffith, retiring president, who was made the Association's vice-president. Mr. Griffith will continue, at least until after the January meeting of the National Committee on Education by Radio, as the Association's representative.

Dr. B. B. Brackett, director, radio station KUSD, University of South Dakota, Vermillion, was reelected treasurer. Harold A. Engel, promotion manager, state broadcasting station WHA, University of Wisconsin, Madison, was elected executive secretary. He replaces T. M. Beard, director, radio station WNAD, University of Oklahoma, Norman.

The Association chose the following zone committeemen: first zone, Charles A. Taylor, Cornell University; second zone, R. C. Higgy, the Ohio State University; third zone, Dr. E. P. Humbert, Texas Agricultural and Mechanical College; fourth zone, M. C. Jensen, Saint Olaf College; fifth zone, Dr. Frank F. Nalder, State College of Washington; at large, Carl Menzer, State University of Iowa.

The first session opened with Vicepresident Harold G. Ingham presiding. The address of welcome on behalf of the president of the university was given by Dean George F. Kay of the college of liberal arts. W. I. Griffith, the Association's president, responded. Other addresses presented were as follows: "A Radio Introspection," Harold A. Engel; "A Syndicated Radio Service," Charles A. Taylor; "How May the Educational Radio Stations and the U. S. Office of Education Best Serve Each Other?" Dr. C. M. Koon; "Are Intercollegiate Radio Debates Justified?" F. L. Whan; "Ohio's Junior College of the Air," R. C. Higgy; "Accomplishments and Future of the Radio Child Study Club," Dr. Ralph H. Ojemann; "The Relation of the Speech Department to the University Radio Station," Dr. H. C. Harshbarger; "A Message from the National Committee on Education by Radio," Dr. Tracy F. Tyler; and "The WOI Music Shop," A. G. Woolfries.

A dinner for the members of the Association and their guests was held on the evening of September 9. Dr. Bruce E. Mahan, director of the extension division, State University of Iowa, presided as toastmaster. The address of the evening was given by Dr. Arthur G. Crane, president, University of Wyoming, Laramie, and chairman, National Committee on Education by Radio. Dr. Crane discussed the subject, "A Public Broadcasting Service."

The meeting included, in addition to the addresses, reports of a number of committees, a "question box," and a business session.

# Gleanings from Varied Sources

Our American Schools, weekly radio program broadcast by the National Education Association over a network of NBC stations, began recently its fifth year on the air with a new plan of presentation. Instead of a broadcast of thirty minutes, which has been the length of the period during the past four years, there are this year two periods of fifteen minutes each. One of these will originate from New York, N. Y., every Saturday morning at 11AM, EST. This program will be under the direction of Dr. Florence Hale, and will be presented especially for teachers. The other program will originate from the headquarters building of the National Education Association in Washington, D. C., every Wednesday at 7:30PM, EST. These latter programs will be presented by members of the NEA headquarters staff and will be of interest principally to laymen. The purpose of the Saturday morning program is to help teachers improve teaching methods. The aim of the Wednesday evening program is to interpret to the public the activities, needs, objectives, and achievements of the schools.

The Wisconsin College of the Air began its third year on September 30. It will continue as it did last year for thirty weeks. This year, as was the case last year, ten courses will be given. The programs serve high schools all over the state with material which correlates definitely with the school curricula. There will be a broadcast each school day from 1 to 1:30PM and from 3 to 3:30PM. The programs are presented by state broadcasting station WHA, University of Wisconsin, Madison. Last year 14,000 listeners, ranging in age from 15 to 85 years, enrolled in the courses. This year's schedule includes the following series: "Farming Tomorrow," "The Reader's Spotlight," "Contemporary Capitalism," "The World of Music," "Homemaking as a Hobby," "Your Wisconsin," "Science at Work," "The Speech We Use," "Men in the News," "The Ancient World Thru Modern Eyes" [first semester], "Wisconsin Territorial Days" [second semester].

The NBC Music Appreciation Hour, under the direction of Walter Damrosch, opened its eighth consecutive year on Friday, October 4, at 11AM, EST. The series continues each Friday morning thereafter until March 27, 1936. There will be twelve thirty-minute lecture-concerts each in Series A, B, C, and D, graded to suit the requirements of listeners from the third year of elementary school thru high school and college. On October 4 and on alternate Fridays Series A will be given at 11AM, series B, at 11:30AM. On the following Friday and alternate Fridays, Series C, 11AM, Series D, 11:30AM. The instructor's manual, prepared by Ernest LaPrade, and students' notebooks, prepared jointly by Charles H. Farnsworth and Mr. LaPrade, are available at cost.

The Rochester [New York] Board of Education has announced the Rochester School of the Air for 1935-36. The programs began on September 9 and will continue until June. Both stations WHAM and WHEC will participate in broadcasting the programs. The schedule includes courses in science and art appreciation for the sixth, seventh, and eighth grades; "books" for the fifth and sixth grades; a high-school and an elementary-school concert presented by the Rochester Civic Orchestra; current events for the seventh, eighth, and ninth grades; geography for fourth grades; and guidance for the seventh and eighth grades. In addition, it is planned to use the radio in connection with both high-school and elementary-school monthly faculty meetings.

The University of Michigan Extension Division, bureau of radio service, has announced its 1935-36 season of educational radio programs, October 13, 1935 to March 31, 1936. The programs originate on the university campus at Ann Arbor and are broadcast on Eastern Standard Time by station WJR, Detroit. Waldo Abbot of the University faculty is in charge of the radio service. The weekly schedule follows: Sundays, 1:30PM, Parent Education; Mondays, 9AM, Classes in Stringed Instruments, 2PM, Classes in Wind Instruments; Tuesdays, 9AM, Classes in Elementary Singing, 2PM, "Michigan, My Michigan"; Wednesdays, 9AM, program by speech class, 2PM, Geography and Travel Series; Thursdays, 9AM, program by speech class, 2PM, "American History as Told by Artists"; Fridays, 9AM, program by speech class, 2PM [alternate Fridays] "Eras in English Literature," [alternate Fridays] "Critical Moments in the Lives of Nations"; Evening, [day and hour to be determined] "Planning Your Home," [day and hour to be determined] Current Events and Research.

The Wisconsin School of the Air, presented by station WHA, University of Wisconsin, in opening its fifth year, has added two courses for highschool students, "Gems of Literature," and "American Problems." The former series is presented each Monday and Wednesday at 1:30PM, the latter, each Friday at the same hour. For the lower grades the following ten courses are being broadcast: "Afield with Ranger Mac," "Little Stories of Great Lives," "Story Time for Little Folks," "Dramatic Moments in History," "Nature Tales," "Journeys in Music Land," "Creative Art," "Exploring Distant Lands," "Rhythm and Dramatic Games," and "The Dial News." On Saturdays from 8:30 to 9:30AM a program entitled "Instrumental Lessons for Beginners" is presented. This program is in charge of Professors Dvorak and Dalley, conductors of the university band and orchestra, respectively.

Education by radio loses a staunch supporter by the death on September 19 of William John Cooper, former United States Commissioner of Education. Dr. Cooper called and served as the chairman of the Chicago conference which resulted in the formation of the National Committee on Education by Radio. He added to the staff of the Office of Education a senior specialist in education by radio. His work, not only in the field of educational broadcasting but in the entire field of education, will make its imprint for many years to come.

No broadcasting station may broadcast any speech, printed matter, or program containing defamatory, libelous, or obscene statements with regard to persons or institutions, or statements of a treasonable character or intended to promote change by unlawful means and which might lead to a breach of the peace, or any advertising matter containing false and deceptive statements [italics ours].—Amendment to Article 90, Rules and Regulations, CANADIAN RADIO BROADCASTING COMMISSION, adopted August 12, 1935.

One of the dangers of the present program system is its tendency to crush individuality and individual expression and to extend the dead level of dullness.—GEORGE HENRY PAYNE, member, Federal Communications Commission, in an address before the American Association of Agricultural College Editors, Ithaca, N. Y., August 21, 1935.

Radio station KFKU, the University of Kansas, Lawrence, Kansas, was granted permission, September 17, to increase its daytime power to five kilowatts.

# EDUCATION BY RADIO



## Worldwide Broadcasting Station

**D**EDICATED TO ENLIGHTENMENT is shortwave station WIXAL, Boston. This pioneer educational shortwave station had its inception more than six years ago when a small group of public-spirited business men, headed by Walter S. Lemmon, prominent radio engineer, formed the World Wide Broadcasting Corporation, of which Mr. Lemmon is president.

Altho numerous attempts have been made during the past six years to secure station WIXAL for commercial use, its owners have been steadfast in their desire to develop the station as an important factor in education and culture.

During the past few years a tremendous interest has developed in shortwave radio broadcasting. Many European countries are using this medium for their broadcasting to foreign countries. Almost every radio set sold today is "all-wave" which means that the set can receive with equal facility shortwave or longwave broadcasts. The United States Department of Commerce estimates that there are more than two million all-wave sets in use on the American continent alone. There are nearly five hundred thousand in Europe and the British Isles. Thousands more are scattered throuout the world.

This is the potential audience for WIXAL's University of the Air which is sending its programs of instruction, culture, and international goodwill to the far corners of the earth. Actually, letters have been received from listeners in Johannesburg, South Africa; Portuguese East Africa; Bombay, India; and other remote countries.

Many New England colleges and universities, including Harvard, Tufts, Amherst, Yale, Columbia, Wellesley, Mount Holyoke, and Smith, have been cooperating in the development and presentation of programs.

The Tuesday and Thursday evening programs start at 7:15PM, EST, and may be found at 6.04 on the shortwave dial, exactly half way between DJC, Berlin, and GSA, Daventry. These broadcasts include regular courses: Modern

Languages, Popular Astronomy, Art, English Literature, and many other topics of interest to adult listeners everywhere.

The Sunday afternoon series is broadcast at 5PM, EST, on 11.79 megacycles and is directed principally toward Europe.

Later in the season it is expected that a number of these programs will be rebroadcast over local European stations. These programs, which are of a more general nature but still educational in scope, will include reviews of prominent books of international interest, interviews over the air with visiting celebrities, and half-hour dramatizations of the outstanding events of the week in world affairs. The musical programs offered on Sunday will also attract listeners abroad, since they will contain the folk songs and dances of many nations.

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# Gleanings from Varied Sources

**Our American Schools**, weekly radio program broadcast by the National Education Association over a network of NBC stations, began recently its fifth year on the air with a new plan of presentation. Instead of a broadcast of thirty minutes, which has been the length of the period during the past four years, there are this year two periods of fifteen minutes each. One of these will originate from New York, N. Y., every Saturday morning at 11AM, EST. This program will be under the direction of Dr. Florence Hale, and will be presented especially for teachers. The other program will originate from the headquarters building of the National Education Association in Washington, D. C., every Wednesday at 7:30PM, EST. These latter programs will be presented by members of the NEA headquarters staff and will be of interest principally to laymen. The purpose of the Saturday morning program is to help teachers improve teaching methods. The aim of the Wednesday evening program is to interpret to the public the activities, needs, objectives, and achievements of the schools.

**The Wisconsin College of the Air** began its third year on September 30. It will continue as it did last year for thirty weeks. This year, as was the case last year, ten courses will be given. The programs serve high schools all over the state with material which correlates definitely with the school curricula. There will be a broadcast each school day from 1 to 1:30PM and from 3 to 3:30PM. The programs are presented by state broadcasting station WHA, University of Wisconsin, Madison. Last year 14,000 listeners, ranging in age from 15 to 85 years, enrolled in the courses. This year's schedule includes the following series: "Farming Tomorrow," "The Reader's Spotlight," "Contemporary Capitalism," "The World of Music," "Homemaking as a Hobby," "Your Wisconsin," "Science at Work," "The Speech We Use," "Men in the News," "The Ancient World Thru Modern Eyes" [first semester], "Wisconsin Territorial Days" [second semester].

**The NBC Music Appreciation Hour**, under the direction of Walter Damrosch, opened its eighth consecutive year on Friday, October 4, at 11AM, EST. The series continues each Friday morning thereafter until March 27, 1936. There will be twelve thirty-minute lecture-concerts each in Series A, B, C, and D, graded to suit the requirements of listeners from the third year of elementary school thru high school and college. On October 4 and on alternate Fridays Series A will be given at 11AM, series B, at 11:30AM. On the following Friday and alternate Fridays, Series C, 11AM, Series D, 11:30AM. The instructor's manual, prepared by Ernest LaPrade, and students' notebooks, prepared jointly by Charles H. Farnsworth and Mr. LaPrade, are available at cost.

**The Rochester [New York] Board of Education** has announced the Rochester School of the Air for 1935-36. The programs began on September 9 and will continue until June. Both stations WHAM and WHEC will participate in broadcasting the programs. The schedule includes courses in science and art appreciation for the sixth, seventh, and eighth grades; "books" for the fifth and sixth grades; a high-school and an elementary-school concert presented by the Rochester Civic Orchestra; current events for the seventh, eighth, and ninth grades; geography for fourth grades; and guidance for the seventh and eighth grades. In addition, it is planned to use the radio in connection with both high-school and elementary-school monthly faculty meetings.

**The University of Michigan Extension Division**, bureau of radio service, has announced its 1935-36 season of educational radio programs, October 13, 1935 to March 31, 1936. The programs originate on the university campus at Ann Arbor and are broadcast on Eastern Standard Time by station WJR, Detroit. Waldo Abbot of the University faculty is in charge of the radio service. The weekly schedule follows: Sundays, 1:30PM, Parent Education; Mondays, 9AM, Classes in Stringed Instruments, 2PM, Classes in Wind Instruments; Tuesdays, 9AM, Classes in Elementary Singing, 2PM, "Michigan, My Michigan"; Wednesdays, 9AM, program by speech class, 2PM, Geography and Travel Series; Thursdays, 9AM, program by speech class, 2PM, "American History as Told by Artists"; Fridays, 9AM, program by speech class, 2PM [alternate Fridays] "Eras in English Literature," [alternate Fridays] "Critical Moments in the Lives of Nations"; Evening, [day and hour to be determined] "Planning Your Home," [day and hour to be determined] Current Events and Research.

**The Wisconsin School of the Air**, presented by station WHA, University of Wisconsin, in opening its fifth year, has added two courses for highschool students, "Gems of Literature," and "American Problems." The former series is presented each Monday and Wednesday at 1:30PM, the latter, each Friday at the same hour. For the lower grades the following ten courses are being broadcast: "Afield with Ranger Mac," "Little Stories of Great Lives," "Story Time for Little Folks," "Dramatic Moments in History," "Nature Tales," "Journeys in Music Land," "Creative Art," "Exploring Distant Lands," "Rhythm and Dramatic Games," and "The Dial News." On Saturdays from 8:30 to 9:30AM a program entitled "Instrumental Lessons for Beginners" is presented. This program is in charge of Professors Dvorak and Dalley, conductors of the university band and orchestra, respectively.

**Education by radio** loses a staunch supporter by the death on September 19 of William John Cooper, former United States Commissioner of Education. Dr. Cooper called and served as the chairman of the Chicago conference which resulted in the formation of the National Committee on Education by Radio. He added to the staff of the Office of Education a senior specialist in education by radio. His work, not only in the field of educational broadcasting but in the entire field of education, will make its imprint for many years to come.

**No broadcasting station** may broadcast any speech, printed matter, or program containing defamatory, libelous, or obscene statements with regard to persons or institutions, or statements of a treasonable character or intended to promote change by unlawful means and which might lead to a breach of the peace, *or any advertising matter containing false and deceptive statements* [italics ours].—Amendment to Article 90, *Rules and Regulations*, CANADIAN RADIO BROADCASTING COMMISSION, adopted August 12, 1935.

**One of the dangers** of the present program system is its tendency to crush individuality and individual expression and to extend the dead level of dullness.—GEORGE HENRY PAYNE, member, Federal Communications Commission, in an address before the American Association of Agricultural College Editors, Ithaca, N. Y., August 21, 1935.

**Radio station KFKU**, the University of Kansas, Lawrence, Kansas, was granted permission, September 17, to increase its daytime power to five kilowatts.

# EDUCATION BY RADIO



## Worldwide Broadcasting Station

**D**EDICATED TO ENLIGHTENMENT is shortwave station WIXAL, Boston. This pioneer educational shortwave station had its inception more than six years ago when a small group of public-spirited business men, headed by Walter S. Lemmon, prominent radio engineer, formed the World Wide Broadcasting Corporation, of which Mr. Lemmon is president.

Altho numerous attempts have been made during the past six years to secure station WIXAL for commercial use, its owners have been steadfast in their desire to develop the station as an important factor in education and culture.

During the past few years a tremendous interest has developed in shortwave radio broadcasting. Many European countries are using this medium for their broadcasting to foreign countries. Almost every radio set sold today is "all-wave" which means that the set can receive with equal facility shortwave or longwave broadcasts. The United States Department of Commerce estimates that there are more than two million all-wave sets in use on the American continent alone. There are nearly five hundred thousand in Europe and the British Isles. Thousands more are scattered throuout the world.

This is the potential audience for WIXAL's University of the Air which is sending its programs of instruction, culture, and international goodwill to the far corners of the earth. Actually, letters have been received from listeners in Johannesburg, South Africa; Portuguese East Africa; Bombay, India; and other remote countries.

Many New England colleges and universities, including Harvard, Tufts, Amherst, Yale, Columbia, Wellesley, Mount Holyoke, and Smith, have been cooperating in the development and presentation of programs.

The Tuesday and Thursday evening programs start at 7:15PM, EST, and may be found at 6.04 on the shortwave dial, exactly half way between DJC, Berlin, and GSA, Daventry. These broadcasts include regular courses: Modern

Languages, Popular Astronomy, Art, English Literature, and many other topics of interest to adult listeners everywhere.

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THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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

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

MEMBER EDUCATIONAL PRESS ASSOCIATION OF AMERICA

## Educators Support Payne

**G**EORGE HENRY PAYNE, member of the Federal Communications Commission, is to be commended for his stand against the commercialism of American radio. In an address entitled "Safeguarding the Public Interest in Radio," before the American Association of Agricultural College Editors at Cornell University, August 21, 1935, Commissioner Payne charged that "the cultural aspects of radio here are made secondary to its commercial aspects."

To test his thesis that "most of the institutions of learning, educators, and publicists" are opposed to present conditions, Mr. Payne sent out copies of his address, with a request for comment, to college presidents and key men in extension courses throuth the United States. Replies, a few of which are quoted here, indicate an overwhelming dissatisfaction with present radio programs.

It seems logical that if the radio in the United States is to realize the great opportunity it has of elevating the cultural standards of the nation, the profit motive must give way, to a greater degree than heretofore, to programs which are educational and more substantial than many of the modern commercial programs. . . . American listeners are interested in the more cultural offerings of the radio.—A. C. WILLARD, president, University of Illinois, Urbana, Illinois.

It is a disgrace to the intelligence of our statesmanship that this greatest of agencies has been allowed to be reverted and diverted to a commercial end.—J. C. HARDY, president, Baylor College, Belton, Texas.

The radio is a monster that may degenerate into a displeasing but profitable advertising medium, or it may develop into a great social asset to America. If the Commission stands firm to your attitude, the best is sure to be obtained.—WALTER DILL SCOTT, president, Northwestern University, Evanston, Illinois.

It seems reasonable to me that the Commission require programs to come up to a certain standard, just as they now require that equipment and finances of broadcasting stations meet certain standards.—W. M. JARDINE, president, University of Wichita, Wichita, Kansas.

I have spent a considerable time in England, and so have had a chance to compare their broadcasting with ours. In spite of a good many bright spots, ours is certainly on the whole very lamentable.—VIRGINIA C. GILDERSLEEVE, dean, Barnard College, Columbia University, New York, New York.

Whom can we depend upon to eliminate the worse than trash that occupies so many hours of every day? This, I suspect, is your job and you have my best wishes in it.—RUFUS B. VON KLEINSMID, president, University of Southern California, Los Angeles, California.

I agree that we have a long way to go to reach adequate standards of broadcasting in this country.—RAY LYMAN WILBUR, president, Stanford University, Stanford University, California.

In my opinion about 90 percent of the stuff that goes out over the

radio in the United States now is worthless trash.—JOHN C. FUTRALL, president, University of Arkansas, Fayetteville, Arkansas.

Most of the public are inarticulate, and must be so concerning their objections to programs, and somehow it seems to me to be within the province of the Commission to give voice to these people thru prescriptions and regulations of a sensible and constructive kind.—GEORGE W. RIGHTMIRE, president, Ohio State University, Columbus, Ohio.

I regard it as a tragedy that the radio with its tremendous possibilities of sound popular education and recreation is as yet in this country primarily a commercial agency used for advertising.—GEORGE NORLIN, president, University of Colorado, Boulder, Colorado.

This audience of listeners whom present programs fail to satisfy is growing in numbers and importance. They comprise an important part of American citizenry. They have invested heavily in receivingsets. They feel that their freedom of choice is equal in public interest, convenience, and necessity to that of other groups.—ARTHUR G. CRANE, president, University of Wyoming, Laramie, Wyoming.

I must confess that I am pleasantly surprised with your address. I concur thoroly in the sentiments you express.—JOHN J. TIGERT, president, University of Florida, Gainesville, Florida.

I cannot help but sense, with deep regret, the almost total usurpation of the radio facilities by commercial interests.—W. D. PORTER, extension editor, Utah State Agricultural College, Logan, Utah.

Everyone connected with education will realize how important it is to take broadcasting out of the hands of commercial interests that the public interest might not only be safeguarded but promoted.—A. A. SHAW, president, Denison University, Granville, Ohio.

I congratulate you on your courage in stating that radio in this country is practically entirely in the hands of those interested solely in its commercial aspects.—HENRY BAILEY STEVENS, executive secretary, University of New Hampshire, Durham, New Hampshire.

I should like to see the government operate at least six radio stations so distributed as to be available to all parts of the country.—W. C. PALMER, director of publications, North Dakota State College, Fargo, North Dakota.

## Journeys in Music Land

**"H**OLD THAT NOTE—hold it—ah-h—there's a boy in the back of the room who isn't singing—now—'Joy is everywhere, tra-la-la-la, tra-la-la-la.'"

More than 6000 boys and girls in schools all over the state of Wisconsin "hold the note," the boy in the back seat starts singing lustily, and youngsters in one-room rural schools and city schools raise their voices in song as the commanding, yet genial voice of Professor E. B. Gordon comes over the radio.

That's the way Wisconsin children are learning to sing in schools where little musical training is otherwise given. For four years, Professor Gordon, of the University of Wisconsin School of Music, has conducted his "Journeys in Music Land" course over the state-owned station WHA, as part of the Wisconsin School of the Air. His contagious enthusiasm, his humorous remarks and directions, his general good cheer, make his weekly broadcast something that every child looks forward to eagerly. What is more, he makes them want to sing.

Do the children really learn the songs thru the radio speaker alone? One has only to consider the Radio Music Festival which Professor Gordon conducted last spring to climax the year's activities. Children from all parts of the state gathered in Music Hall on the campus of the university and sang together the songs he had taught them during the year—sang them with all the expression, interpretation, and phrasing they would have learned with a private tutor.

In his lessons this year, Professor Gordon has emphasized the principle of rhythm in music. To make his instruction more concrete, he has organized in the different schools "rhythm bands." Such instruments as horseshoes, sand blocks, and other ingenious sound-producing devices are used.

He has taught the youngsters such simple and melodious songs as the immortal Brahms' "Lullaby," "Song of the Volga Boatmen," and the beloved "Loch Lomond." In addition, they have learned German, Russian, and English folk songs.—*Christian Science Monitor*, July 25, 1935.

**N**O LESS THAN TWENTY-SIX BILLS affecting communications and radio in one way or another were introduced in the first session of the Seventy-fourth Congress. Those enacted into law were few and far between. The rest automatically go over to the second session of the same Congress, scheduled to begin January 3, 1936.

No action was taken, not even a hearing, on the bill introduced by Representative Monaghan of Montana "for the purpose of providing wholesome radio programs, free from monopolistic domination and control on the part of vested interests, and to make available to all our people adequate radio service." To accomplish this purpose, Representative Monaghan desired to have created a Federal Radio Commission which would have nine members instead of five.

Representative Culkin of New York introduced a bill which would make it unlawful to broadcast an advertisement of intoxicating liquor or the solicitation of an order for intoxicating liquor. Senator Capper of Kansas reintroduced into the Senate a similar bill.

Senator Walsh of Massachusetts introduced a bill to amend the Communications Act of 1934, as follows:

Any radio address or radio program broadcast by or for or in the interest of any foreign government, or subdivision thereof, or person interested therein shall not be broadcast by any licensee until such radio address or radio program has been submitted to the Department of State and the approval of the Secretary of State has been secured in writing and is filed with such licensee.

Any licensee permitting the broadcasting of any radio address or radio program by or for or in the interest of any foreign government, or subdivision thereof, or any person interested therein, without having on file, prior to such broadcast, the written approval of the Secretary of State, shall be penalized by the immediate revocation of such license.

An identical bill to that of Senator Walsh to have foreign radio programs approved by the State Department was introduced into the House by Representative McKeough of Illinois.—*New York Times*, September 15, 1935.

### Broadcasting in India

**T**HE GOVERNMENT OF INDIA is engaged in a comprehensive reorganization of the broadcasting system. As a result of the improved financial status of the country two new stations are being built in Delhi and Madras, and service improvements are being carried out for the existing stations at Calcutta and Bombay. A separate office for broadcasting has been created in the Department of Industries and Labor, and Mr. Lionel Fielden, a special officer of the British Broadcasting Corporation, is now in India as Controller of Broadcasting. The intention is to establish services in the vernacular for all India, allowing for the cultural and linguistic claims of each area; to make the shortwave services of Great Britain and Europe available by relaying them to Indian listeners as alternative programs; and to interpret India to the world thru the facilities which the shortwave system will offer to listeners in other countries.

There will be four main stations—at Delhi, Calcutta, Bombay, and Madras. The proposals now being considered recognize the varied aspects of life in this country. In their main policy the government will distinguish general programs from those intended primarily for local use and rural enlightenment. They propose to develop general programs to the extent to which revenues permit, while provincial activities will be confined to the needs of the populace both in entertainment and education.—*London Times*, October 15, 1935.

**A**USTRALIA has two broadcasting systems from which listeners may select programs. One handles commercially sponsored broadcasts; the other is government owned and operated. The commercial system has fifty-three stations, each limited in power to one kilowatt. The noncommercial, or Class A, stations number twelve and have unlimited power. The listener pays an annual license fee of £1 sterling and takes his choice of broadcasts.

Australians are believed to be one group in the world that misses the opportunity to complain about the limitations of its radio system, because it has both. For example, Americans have the commercial system and are frequently heard to wish they had the noncommercial such as prevails in England. And, according to reports from England, the Britisher wonders once in a while if the sponsored-program idea would not be more entertaining.

The Australian, however, has but to turn the dial and eavesdrop on what he prefers. He seems to enjoy a sort of listener's Utopia. There are about 800,000 set-owners in Australia today.—*New York Times*, June 16, 1935.

### British School Broadcasting

**B**ROADLY SPEAKING, there are three types of broadcasts to schools. There are those in which the element of sound is particularly important and in which very often a specific vocal or muscular response is required from the children who are listening. For example, the aim of the modern language broadcasts is to give children the opportunity of hearing French and German spoken by a variety of native voices and to give them practise in correct intonation and in singing French and German songs. Children sing, too, happily and unselfconsciously under the direction of Ernest Read and Thomas Armstrong in the music broadcasts; and it is uncanny to watch young children of 5, 6, and 7 moving to Ann Driver's broadcast instructions and music, as if she were actually present. Her course, "Music and Movement," is to be continued in 1935-36.

Then there are the broadcasts which supplement school studies and experience on the imaginative side. For example, teachers find the travel talks, by people with first-hand experience of the countries they describe, of valuable help in making geography teaching vivid. Dramatizations of key events in British or world history are similarly used by history teachers.

The third kind of broadcast is the straight talk, the prime object being to convey information. The "Talks for Sixth Forms" by leading personalities, are of this kind, as are also the talks on biology, gardening, and nature study.

Hitherto, the schools program has remained fairly closely restricted to the subject headings in the ordinary school curriculum. An experiment is to be made next year, in a period on Friday afternoons under the general supervision of Frank Roscoe, in broadcasting talks, discussions, dramatizations, on any subjects likely to be of interest to children of eleven to fourteen, and not usually dealt with in school. The broadcasts will, in fact, be suitable for the end of the week, when something informal is called for, and they will be rather like those "special lessons" for which a number of schools are now finding room in their timetable.—*The Listener*, volume 14, supplement 25, p12, September 18, 1935.

A scientist says our ears are growing larger and our faces longer. No doubt in both cases it is due to broadcasting.—*Punch*.

# Gleanings from Varied Sources

An ideal radio system will be conceived in terms of general social usefulness in increasing public taste in the various arts, in furthering an interest in and understanding of matters of public concern, and in providing diversion and entertainment. The achievement of this ideal requires: [1] coordinated programs; [2] balanced programs; [3] adequate listening habits. The first of these eliminates duplication or concentration of programs at given hours—a characteristic fault of American broadcasting. The second assures something to suit the tastes and interests of everybody. The commercial basis of American broadcasting engenders a competition that results in overlapping programs of almost identical type and also leads to a neglect of balance in an attempt to reach as many listeners as possible in a given span of time. So long as commercial broadcasting is dominant in the organization of radio in this country, these two objectives will be difficult, if not impossible of attainment.—MALCOLM M. WILLEY. "The Rôle of Radio in the New Social Order." *Human Side of Social Planning*, 1935, p149.

We pledge our full support to the National Committee on Education by Radio and to the Women's National Radio Committee which are seeking a better allocation of broadcasting time for cultural and educational programs. We will work to the end that advertising over the radio shall not be deceptive and that liquor and tobacco advertisements and all such programs commercially appealing or detrimental to children be eliminated by statute or regulation.—Adopted by the NATIONAL WOMAN'S CHRISTIAN TEMPERANCE UNION, Sixty-first Annual Convention, Atlantic City, N. J., September 1935.

We are justly very exacting concerning the morals and the teachings of our public school teachers, but why in the name of consistency, decency, and public welfare do we allow the ruthless, uncontrolled giants, the radio and cinema, to prey upon the emotions, morals, and intellects of our people for the prime purpose of pouring cash into the pockets of private individuals? No agencies should be permitted to present liquor, lewdness, and lawlessness as normal elements in our social life.—*Foothill School Bulletin* 4:6, October 1935.

I suggest that you will find it interesting, amusing, and probably helpful, to attempt to visualize the future of ten to twenty years from now. With its changed conditions in music, entertainment, transportation, news dissemination, politics, and world understanding, it will be shaped in very large part by the direct and indirect contributions of radio.—ARTHUR VAN DYCK. "Radio, and Our Future Lives." *North American Review* 240:313, September 1935.

Salesmen at the recent National Electrical and Radio Exposition in New York reported that inquiries relative to radio-phonograph machines were numerous. Prospective buyers are said to have mentioned the fact that they were again turning to the phonograph because it offers a concert uninterrupted by commercial announcements such as characterize broadcasting.—*New York Times*, October 6, 1935.

Representative Monaghan of Montana, Arthur G. Crane, president of the University of Wyoming, and Tracy F. Tyler, secretary of the National Committee on Education by Radio, are at the forefront of the movement to make American radio mean more to the American listening public, if at the same time it may mean less to commercial broadcasters.—Editorial, *Microphone*, September 7, 1935.

The University of California Radio Service announces for 1935-36 the following program releases over stations of the Columbia-Don Lee Broadcasting System, including KHJ, KFRC, KGB, KDB, KERN, KMJ, KWG, and KFBK: Tuesdays, 9:30PM, "The University Explorer"; Mondays, Wednesdays, and Fridays, 3:45 to 4PM, talks by various faculty members. The college of agriculture program is presented each Friday at 12:30PM over NBC stations KPO, KFI, and KFSD. Daily agricultural programs are presented each school day from 12 to 12:15PM by stations KXO, KFBK, and KGB.

New Mexico College of Agriculture and Mechanic Arts presents educational radio programs from station KOB, Albuquerque, every Tuesday and Thursday from 8:30 to 9PM. The college presents also a farm and home program over the same station each day at noon. Station KICA, Clovis, presents "Housekeepers' Chats" at 9:15AM and "Farm Flashes" at 8AM. All of the college radio programs are under the direction of the extension service.

Cleveland College of Western Reserve University began on October 21 a series of broadcasts over station WHK, Cleveland. The weekly schedule follows: Mondays, Tuesdays, and Thursdays, 4:45PM, "Men of Frontiers"; Tuesdays, 4PM, Chamber Music; Wednesdays and Fridays, 4:45PM, French Lessons; Fridays, 5:45PM, Reviews of Current Books; Saturdays, 6:45PM, "Speaking of Movies."

Eastern Kentucky State Teachers College, Richmond, began on October 2 a series of weekly broadcasts over station WHAS, Louisville. Each program opens with musical selections which are followed by talks given by two of the college faculty members. The broadcasts originate from studios located on the college campus and are presented each Wednesday from 4 to 4:30PM.

The University of Michigan announces three last-minute changes in its broadcasting schedule. The parent education programs on Sunday are given at 12:45 instead of 1:30PM. "Planning Your Home" is to be presented on Saturdays at 8:30PM. The series on current events and research is to be broadcast on Saturday at 8:45PM.

The University of Hawaii began, October 2, the presentation by radio of a course, "Problems in Democracy." The course is presented by Dr. William H. George of the university faculty. It may be taken with or without university credit. The lectures are broadcast each Wednesday from 8 to 8:30PM from station KGU, Honolulu.

The American School of the Air, broadcast over a nationwide CBS network, began its fall term on October 21. Broadcasts are daily at 2:30PM, EST, and include the following courses: History, Art, Poetry, Literature, Geography, Music, Elementary Science, Vocational Guidance, and Current Events.

The Michigan State College of the Air, broadcast over station WKAR, Michigan State College, East Lansing, is presenting five courses this fall term: Survey of English Literature, Spanish, Psychology, Economic Legislation of the 74th Congress, and Dramatic Production.

Some people are born with radios, others acquire them, and a third miserable class have 'em forced upon them. It is for the last class that some consideration is sadly overdue.—*Washington Post*, September 14, 1935.





# EDUCATION BY RADIO

## Music Shop Program Wins Enthusiastic Response

A. G. Woolfries

Chief Announcer, Radio Station WOI, Iowa State College

**E**DUCATIONAL BROADCASTERS have been criticized repeatedly for lack of "showmanship." All too frequently they meet the problem of commercial competition by simply ignoring it. Serene in the consciousness of their intellectual superiority, they are content merely to announce that the public will be educated beginning promptly at 10:15, trusting that the aforementioned public will hasten to dial in, panting for the streams of knowledge about to gush from the educational font. Does the public do its part? It does not. At 10:15 it is busily engaged in absorbing facts about a new kind of face powder or learning why this brand is better than that. The public is being educated, but the job is being done by commercial stations for the benefit of their advertisers.

Radio station WOI, Iowa State College, Ames, has an educational program which has proven capable of meeting commercial competition to the extent that a nearby chain outlet posted a reward of fifty dollars to any of its staff who could suggest a program capable of competing with it. This program, called "The Music Shop," has a widespread appeal. Dr. Charles Mayo, one of the famous Mayo Brothers, has mentioned it twice in newspaper stories and has entertained as his house-guest the director of the program. On the other hand, many letters are received from people poor in worldly goods and formal education. Patients in at least five sanitariums are regular listeners. A number of schools use the program each morning as their opening exercises.

The "Music Shop," like Topsy, "just grewed." It began when a laboratory model of the first electrical pickup was secured from the laboratories of the General Electric Company. To the best of our knowledge, it was the first regular program of recordings to be broadcast. At first it consisted of a haphazard selection of records played without rhyme or reason. A few letters were received, among them one requesting a tune for a child's birthday party. The selection was played. The next day there were a dozen miscellaneous requests. They were played. Then came the deluge. Altho requests for dedications were limited strictly to observances of birthday and wedding anniversaries, there were, within five months, more than a thousand requests each day. By dint of much talking and little playing it was possible to read twenty names for each of twenty records. No continuity was attainable and the program soon degenerated into a conglomeration of mountain music and marches. People tended to ask for selections they had heard

before or whose titles they could spell. "Kammenoi Ostrow" and the Rimsky-Korsakof "Scheherazade" were definitely off the list. One dear old lady asked for "The Blue Rigid Mountains of Virginia" while another chose "America, the Dutiful." A tearful letter requested "A Handful of Earth from Mother's Grave." The program became a monotonous repetition of some forty or fifty titles. We wrecked "Old 97" every morning for three weeks.

Then came the day when all requests were piled into the wastebaskets and it was announced that, as an experiment, there would be no dedications on that morning's program, which consisted of light classics with a dash of Sousa and Victor Herbert. The enthusiastic response started the "Music Shop" on the course it has held steadfastly for nine years.

Slowly the level of the program has been raised until, today, an audience, composed for the most part of rural and small-town listeners, is eagerly assimilating the greatest classics and is writing in for more. This demand has resulted in another musical program, the "Masterwork" period, presented five afternoons each week. The "Masterwork" period, thirty to forty-five minutes in length, is devoted to the presentation of entire sonatas, quartets, concertos, and symphonies, recorded by the world's finest artists. Compositions of this type are too extended for inclusion in the faster-moving "Music Shop."

The following program is typical of the "Music Shop" repertory:

[ 1. ] Valse Triste	Sibelius	Symphony Orchestra
[ 2. ] Pilgrims' Song	Tschaikowsky	Baritone
[ 3. ] Quintet in A Major [first movement]	Dvorak	Instrumental Group
[ 4. ] Songs of Scotland		Mixed Chorus
[ 5. ] Waltz in A Flat	Brahms	Violin
[ 6. ] The Lost Chord	Sullivan	Organ
[ 7. ] Il Trovatore: Ai Nostri Monti	Verdi	Vocal Duet
[ 8. ] Concerto in E Minor	Mendelssohn	Violin and Orchestra
[ 9. ] Jesu, Joy of Man's Desiring		
[10.] Messiah: Pastoral	Bach	Temple Choir
[11.] Rondo Capriccioso	Handel	Symphony Orchestra
[12.] Viking Song	Mendelssohn	Piano
[13.] Hungarian Storm March	Coleridge-Taylor	Male Chorus
	Liszt	Symphony Orchestra

In the "Music Shop" every effort is made to keep the mood changing smoothly, while using a wide variety of presentation.

## EDUCATION BY RADIO

is published by

### THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

TRACY F. TYLER, secretary

1201 Sixteenth Street, Northwest, Washington, D. C.

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WILLIS A. SUTTON, superintendent of schools, Atlanta, Georgia, *National Education Association*.  
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MEMBER EDUCATIONAL PRESS ASSOCIATION OF AMERICA

This particular program opens quietly and moves into the serenely devotional "Pilgrims' Song." The Dvorak excerpt is transitional, opening with a subdued passage for cello and ending in a bright mood that leads directly into a group of Scotch songs. Here every listener is on thoroughly familiar ground. The song medley ends with "Auld Lang Syne," which invites the gently nostalgic Brahms waltz. Sullivan's "Lost Chord" sets the stage for the story of Azucena and Manrico and the duet, "Ai Nostri Monti." The universally-favored slow movement of the "E Minor Concerto" follows and leads, thru a comment on Mendelssohn's work in re-discovering Bach, to the lovely "Jesu, Joy of Man's Desiring." Bach's contemporary, Handel, contributes the "Pastoral Symphony" from "The Messiah." "Rondo Capriccioso," opening restrainedly and ending joyously, is a fitting companion for the "Viking Song." The program reaches its finale in the thundering "Hungarian Storm March" of Franz Liszt. The Dvorak "Quintet" and the Mendelssohn "Rondo" were requested by listeners who wished to study the works. Brief, informative, human interest stories about the composers were used to introduce the "Quintet," the Brahms waltz, the "Lost Chord," and the Bach selection. Coupled with a changing mood, the program made use of eleven different soloists and groups and represented eleven great composers. A little miscellaneous information was included incidentally, which, added to that received in many similar programs, upholds the contention that this program is educational. It is certainly in marked contrast to the usual run of jazzy music, liberally sprinkled with advertising, which is generally served to Midwest communities.

Several devices are used to dramatize the "Music Shop." The setting is an old-fashioned music store. No written continuity is used, for the announcer who can read "informally" does not exist at WOI. Instead, the announcer speaks from notes assembled from information contained in an extensive card index and a library of appropriate books. Every effort is made to annotate and interpret the less obvious works. This feature has proven popular. The calendar and newspapers are scanned for possible tie-ins with anniversaries and current events. People are encouraged to suggest selections to be added to the "Music Shop" stock. A check for ten dollars, together with suggestions, was received recently from a listener in an adjacent state. The money was returned, but his recom-

mendations will be acted upon. A music class in a neighboring college has made a number of fine suggestions. The dean of a nationally-known conservatory frequently gives welcome aid with interpretive material. These incidents are mentioned during the broadcast just as tho the people involved were actually in the "Music Shop." Music memory contests have been very popular, especially when the "honor list" was read. Response to this feature became so generous that, unfortunately, the mechanics of handling and grading the entries overtaxed our small office staff and the contests had to be discontinued. When continuities such as "The Evolution of the Waltz," "Vindobonda," [the story of Vienna], or "From the Holy Land to America," which traced the traditional Jewish music thru Egypt to the black man and, hence, into our southern spirituals, are presented, there is always a demand for copies to be used in club programs and schools. These are supplied in mimeographed form. A new series of biographical sketches is being written with the understanding that a number of newspapers will print condensed versions furnished by the station.

Every effort is made to keep the "Music Shop" mechanically smooth. The library of three thousand records is frequently and carefully checked so that scratched or chipped records may be replaced. An excellent double turntable is used for transcription. Duplicate records are provided when a selection requires two sides of a record, thus eliminating the necessity of stopping the music to turn the disc over. The so-called "automatic" records are used for all the longer selections, or, if they are not available, duplicate albums are purchased. Constant attention to these mechanical details adds smoothness and cohesion to the program.

In July 1930, during one of the regular "Music Shop" programs, listeners were invited to express their wishes regarding the inclusion in the program of several of the best "popular" numbers, a policy which had been abandoned three years before. To contrast the different types of music, we played Mendelssohn's "On Wings of Song" and a currently popular opus entitled "My Scandinavian Gal." In response to a single announcement 6221 replies were received. Of that number, 6220 requested a continuance of the type of music represented by "On Wings of Song." "My Scandinavian Gal" received one lone postcard vote, poorly written in pencil. And yet, at the time the "Music Shop" first went on the air a recognized authority on Midwest broadcasting assured us that it was an utter waste of time to try to "cram good music into a bunch of hayseeds."

Literally thousands of people have written us that the "Music Shop" program "starts the day right." The principal of a Des Moines high school recommended it to his parent-teacher association as a "mental shower bath." Another listener wrote:

For several years I have been listening to your "Music Shop" programs. I am not an educated person—I never studied beyond high school, and have no musical education. Much as I should like to, I play no instrument, nor can I sing. Yet by faithful following of your programs from WOI I have come to appreciate and, in my way, understand the musical masterpieces of the ages. Fortunately, your programs are always as new and welcome as they were from the first.

The finest comment of all came from a mother who wrote: "My two boys listen to your program each morning. As they leave for school, I hear them whistling, not some jazz tune, but a tuneful serenade or sparkling bit of opera they have heard from WOI." It is our sincere hope that the "Music Shop" program will make boys and girls familiar with great music and bring a lasting enrichment into their lives.

## Craven Receives FCC Appointment

THE FEDERAL COMMUNICATIONS COMMISSION has appointed Lieutenant Commander T. A. M. Craven, U. S. N. R., as its chief engineer, succeeding Dr. Charles B. Jolliffe who resigned recently. The appointment of Commander Craven wins the wholehearted approval of educators and commercial broadcasters alike. Expressions of confidence in his ability and integrity are heard on all sides. Altho he faces many difficult problems, he can command cooperation in solving them from all who are interested in broadcasting as a means of serving the public.

Graduating from the United States Naval Academy in 1913, Commander Craven was, during the World War, in charge of radio communications between the United States and other countries, and between American stations and ships at sea. A system of locating enemy radio stations, devised at this time, has won him lasting recognition. He was a radio engineer in the United States Navy at the time Franklin D. Roosevelt was Assistant Secretary. The Navy loaned his services to the Federal Radio Commission in 1928 and 1929.

Among his other services for the government, Commander Craven was the first fleet radio officer and the officer in charge of radio research and design for the Navy. He has been an outstanding member of interdepartmental radio boards and committees, and has been repeatedly sent abroad as a technical adviser to international radio conferences. At the International Radio Conference of 1927 he was commended for his successful solution of problems concerning channel allocations.

Five years ago Commander Craven resigned from the Navy to enter private consulting practise. Recently, he has been giving much attention to the designing of directional antennae. His objective, in addition to obtaining for his clients the utmost coverage and freedom from interference, is to enable more stations to operate on the available channels. He has written a number of textbooks on radio engineering.

Commander Craven represented the National Committee on Education by Radio at the meetings of the American committees preparing for the North American Radio Conference, held in Mexico City in 1933.

## Teaching Radio Appreciation

WITHIN AN ASTONISHINGLY SHORT TIME—hardly more than a decade—the American people have acquired a new folkway—listening to the radio. The number of hours of time each day when the radio is on in American homes, places of business, offices, and schools must reach figures of astronomical vastness. Now more and more even listen in [one hopes with vague attention] while driving automobiles; soon one may expect to see people walking our streets with minute radio sets hung from their hats and going full blast as they step along. To multitudes radio offers great—often wholesome—enjoyment.

Young people, of course, have the habit even more than those of an older generation. The radio to them is as commonplace as the weather, and its marvels are as much a matter of course as those of the telephone or electric lighting or the photoplay. Many of them have the radio performing constantly during waking, and sometimes working, hours. The beat of a jazz band accompanies, agreeably for them, the study of *Julius Caesar*, the probing of a geometrical problem, or a translation from Victor Hugo. Radio, like the motion picture theater, provides models for thinking and feeling; it

determines life-attitudes, ambitions, intonations of the voice. As an influence, it competes strongly with the schools; that influence too, we should not forget, is frequently highly commendable as well as, sometimes, very bad.

The National Council of Teachers of English has decided that English teachers, at least, must do something about it, and, very sensibly, has concluded that censorship, except of a very discreet sort, is much less valuable than the establishment of a critical attitude, in which the good will be properly praised and the bad perceived and—perhaps—avoided. Radio programs, aside from their implications for ethics, citizenship, vocational guidance, and the like, are an *art*; and to the extent that standards can be established for an art, it may be possible to show young people how to distinguish excellence from trash. Naturally, all criteria that are set up must be labeled as tentative, temporary, variable. Dogmatism must be, at all costs, avoided; free discussion must be encouraged. But experience in other fields has shown the possibility of worthwhile endeavor in this. English teachers who believe that their students can be taught to like good poetry, good books, good speech, need not hesitate to believe that some improvement will ensue if an attempt is made to have pupils follow Rabbi Ben Ezra in his prizing of an occasional doubt regarding radio programs.—RADIO COMMITTEE OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH. *English Journal* 24:545-46, September 1935.

## Wireless versus Films

FOR BRIGHTER CHILDREN THE WIRELESS, for backward children the film—this is one of the most interesting points which seems to emerge from the Manchester Education Committee's report on the use of films and wireless in schools. But, altho broadcast lessons in the form of straight talks benefit chiefly brighter children, vivid travel talks and dramatized history have a noticeable effect even on backward children. Where wireless is used in the Manchester schools, an improvement in the extent and use of vocabulary and in fluency of speech and of written English has been noticed. "Fresh personalities bring fresh words and phrases which remain in the children's memories and are brought out in subsequent compositions." The report recognizes that broadcasting is playing, both consciously and subconsciously, an increasingly important part in the education of the rising generation, and thus has a strong claim in the educational equipment of a school. "It is a medium of education that the child will use in adult life if he is taught to do so in school." Broadcast lessons provide training in concentrated listening, enlarge the scope of school work, and give the children contacts with the outside world that would otherwise be impossible.—*The Listener*, November 6, 1935, p795.

## Radio as a Civilizer

HIS EXALTED HIGHNESS, the Nizam of Hyderabad, plans to present a radio set to each of his 20,000 villages when he celebrates the twenty-fifth anniversary of his reign next February. Accordingly, Hyderabad in India will be on the radio map next year and its 12,000,000-odd inhabitants will be able to tune in on the rest of the world and listen to election speeches, jazz, educational addresses, and all such delightful things. The movie and the radio are helping to make the whole world kin.—*New York Times*, December 1, 1935.

# Gleanings from Varied Sources

Great Britain has just concluded a national election; but the ether has been barely disturbed. Twelve political speeches of twenty minutes each, divided between the three chief political groups, were all that were allowed in the way of a radio campaign. Even if one wanted to listen to broadcast political speeches, there were only twenty minutes in the day when it was possible—and only twelve days, at that. . . . It has been suggested by a number of candidates that the twelve speeches of twenty minutes have been more than enough. Some politicians, indeed, attributed small attendances at their meetings to the fact that people now stay at home and determine their vote by wireless. Perhaps the most remarkable part of Britain's radio election campaign has been the method used to determine the distribution of the precious twenty-minute periods and the fact that there were five speakers for the Government and seven for the Opposition—and this when at the dissolution of Parliament the National Government held 513 seats and the Opposition only 102. The proportion of speakers was amicably decided by discussions between the three chief parties—National was allotted five evenings; Socialist, four; and Opposition Liberal, three. Further, in order to avoid any suggestion that any section of opinion obtained an unfair advantage by delivering a radio appeal on the eve of the poll, it was agreed that there should be no political broadcasting in the week in which polling took place.—*Christian Science Monitor*, November 22, 1935.

Radio broadcasting performs a unique function in relation to public opinion. It supplies a comprehensive system of electrical conduits thru which education, entertainment, information, and opinion constantly flow to the public. On its waves the leader of a movement, the advocate of a cause, the spokesman of a party, the proponent of an educational theory, may present his case directly to the people. Radio broadcasting brings the speaker's living voice, with its inflections and emphasis, its overtones of sincerity or hypocrisy, into two-thirds of the homes of our country. Day after day and night after night the radio waves transport music, science, social and political discussions, to all parts of the nation. On its waves truth can circle the globe with the speed of light. So may a lie. The voice of the statesman can be heard from pole to pole. So may the voice of the demagog. The music of great masters and artists can fill the air. So may a mere jumble of sound.—DAVID SARNOFF, president, Radio Corporation of America, in an address before the Fifth Annual Forum on Current Problems, October 17, 1935.

The University of Notre Dame has a completely equipped radio studio located on the campus. This studio is operated and used solely by the students and members of the faculty of the university. Here daily broadcasts are written, directed, rehearsed, and broadcast, over station WSBT, South Bend, Indiana. The present schedule includes nine broadcasts a week and as the school year progresses additional periods are to be added. Rev. Eugene P. Burke, C.S.C., is director of broadcasting.

Kansas City [Missouri] public schools present a radio program each Tuesday from 5:30 to 5:45PM over station WDAF. Each program consists of an address by a school official who acquaints the people of Kansas City with the aims and needs of the schools. Supplementing the address is a program of music or public speaking by students.

The history of radio in the United States is yet too short to prove conclusively that advertising can support broadcasting permanently on a nationwide scale. The competition for advertising time may itself be a germ that will lead to modification of a commercially-supported radio system. Whereas a newspaper may be expanded to include an indefinite amount of advertising, radio time—especially the desirable time—is narrowly limited. This in itself makes for greater concentration of stations and for these reasons: [1] Only advertisers of great resources can afford the costs of radio programs during the favorable hours, and these advertisers will use chain facilities to obtain maximum coverage; [2] non-chain and independent stations cannot draw audiences [which means advertisers] at the hours the chain facilities are used by advertisers whose resources enable them to present programs of strong audience appeal. Without advertising support these smaller stations will not be able to continue operation. It may also develop that advertisers whose resources are such that they cannot utilize radio time, or who fail to obtain favored hours, and thus are cut off from the medium used by large and more favored competitors, will eventually begin to claim discrimination or monopoly. Such a condition would be favorable to a recasting of the radio broadcasting policy of the United States.—MALCOLM M. WILLEY. "The Role of Radio in the New Social Order." *Human Side of Social Planning*, p152.

The British Broadcasting Corporation announces that 6 percent of the pamphlets published in connection with the school broadcasts are issued to independent adult listeners. Some 2500 pamphlets were issued in one week alone, all of them to men and women who were not only listening but virtually going back to school and learning. The subjects asked for, in order of popularity, are: French, German, science and gardening, and world history. An increasing number of parents of school children listen regularly to the same talks that their children are hearing at school. Letters, proving the "back-to-school" movement among adults, are increasing every day and the BBC boasts of broadcasting to the oldest class in the country. A group of women, none under seventy, meets regularly to listen to school nature study talks.—*London Times*, October 19, 1935.

The National Committee on Education by Radio meets on January 20, 1936 to determine its future procedure. The original Payne Fund grant for the support of the Committee's activities covered a five-year period. That period terminates December 31, 1935. It is probable that the Committee will continue its work, under plans to be announced following the January meeting.

The broadcast of the Christmas services at the Church of the Nativity in Bethlehem will mark the opening of Palestine's first radio station, which is located in Ramallah, near Jerusalem. Programs will be broadcast in three languages—Hebrew, Arabic, and English.—*Christian Century*, November 20, 1935.

Hoping to eliminate duplication in network broadcasts, the Federal Communications Commission is studying a plan to revamp the nation's radio line-up of clear channel stations.—*New York Times*, November 17, 1935.

There are a number of people on the ether who should be under it.—*Atlanta Constitution*.

# Education

Public Library  
Kansas City, Mo.  
Teachers Library

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

by **R A D I O**

Volume VI

JANUARY—FEBRUARY 1936

Numbers 1 and 2

## New Program for NCER

**T**HE NATIONAL COMMITTEE ON EDUCATION BY RADIO, at a meeting in Washington, D. C., January 20-21, adopted a new program which increased considerably the scope of its activities. Its main purpose now becomes "to promote the use of radio for educational, cultural, and civic purposes." This does not conflict with the former and continuing purpose of the Committee to protect both existing educational broadcasting stations and educational rights on the air. It merely recognizes that cultural and civic broadcasting are equally important and that they deserve the attention of the Committee.

At the meeting the Committee reiterated its intention to serve in radio matters as spokesman for the traditional position of united, organized education. It holds that broadcasting, as any instrument which would be of service in the schools, must approach the classroom with clean hands. Radio programs, to qualify for school use, must be under unimpeachable auspices and must be broadcast over facilities which are not subject to withdrawal or dictation.

Research and experimentation will continue to be an interest of the Committee, particularly as it applies to the improvement of broadcasting programs and the more effective use of such programs. Thru the bulletin of the Committee and by means of special pamphlets and reports, the best methods of dealing with these problems will be discussed, and especially meritorious work will be made generally available. Cooperation among agencies working on common problems will be encouraged.

The Committee renewed its endorsement of public broadcasting service as presented to the Federal Communications Commission last May. This service is designed to "supplement but not supplant" existing broadcasting by offering a type of service which is free from advertising and which is prepared under the supervision of state, regional, or national boards selected on the basis of broad public interest. An example of the kind of organization which constitutes public broadcasting service is contained in this issue under the title, "New Mexico Plans State Radio Service."

The meeting at which this program was developed was the second two-day session in the history of the National Committee. It marked the ending of the original five year period of work and the beginning of a new program which will be in effect for at least two years more. The budget calls for a considerably reduced annual expenditure and necessitated the closing of both Washington offices and the removal of Committee headquarters to New York City. The new office is located at One Madison Avenue and is under the direction of S. Howard Evans.

**T**HE COMPLEXION of the National Committee has undergone some recent changes. Last fall Agnes Samuelson replaced Dr. James N. Rule as the representative of the National Council of State Superintendents. At the same meeting Dr. Willis A. Sutton replaced Joy Elmer Morgan as representative of the National Education Association. At the January meeting Harold B. McCarty replaced W. I. Griffith, representing the National Association of Educational Broadcasters.

The oldest records in point of service are held by Dr. Arthur G. Crane, J. O. Keller, and Dean H. J. Umberger, who have been with the Committee since its organization. Father Charles A. Robinson, S. J., reappointed in November 1933, was a member of the original committee representing the Jesuit Educational Association, but withdrew in 1931 in favor of Father Thurber M. Smith, S. J.

Armstrong Perry, who was director of the service bureau and who, previous to that, was specialist in radio for the U. S. Office of Education, has returned to free lance writing. Dr. Tracy F. Tyler, former secretary and research director, is continuing studies of school broadcasting under an appointment from the General Education Board.

**I**T HAS BEEN SAID that the philosophy underlying the program in Great Britain, for instance, seems to be "give the public what it should have," while in the United States the underlying thought is, "give the public what it wants." Unfortunately, those who decide on what the public wants are in the main interested in the money-making side of radio, and have little sense, comparatively, of the obligation that the government owes to the people in the matter of the regulation of a public utility.—GEORGE HENRY PAYNE, member, Federal Communications Commission, in an address before the American Association of Agricultural College Editors, Ithaca, N. Y., August 21, 1935.

**T**ITLE PAGE, Table of Contents, and Index, for *Education by Radio*, Volume V, 1935, 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.

**T**HE NATIONAL COMMITTEE on Education by Radio, as reported in the adjoining column, has moved its offices to New York, N. Y. The address is now One Madison Avenue. Please note for future correspondence.

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S. HOWARD EVANS, secretary

One Madison Avenue, New York, N. Y.

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# New Mexico Plans State Radio Service

NEW MEXICO EDUCATORS AND STATE OFFICIALS have sensed the need for a public broadcasting service. A definite plan for state operation of station KOB, Albuquerque, has been approved and accepted. Station KOB is licensed to New Mexico State College but was leased in 1932 to an Albuquerque newspaper for commercial operation. The state now proposes to take over the running of the station on a noncommercial basis.

Station KOB has the only dominant clear-channel noncommercial assignment in the United States, being licensed to operate on the 1180 kilocycle frequency. On this channel it is eligible to increase its power to a maximum of 50,000 watts. Under normal conditions the station should reach all parts of New Mexico. It is the only station in the state which can be heard in many areas during the daytime.

Station KOB has been cited for hearing before the Federal Communications Commission for alleged violations of regulations. It is expected that the state of New Mexico will build its case for continued operation of the station on the plan adopted by the state educational and governmental agencies at a meeting in the Capitol at Santa Fe on January 4, 1936.

The plan is based upon a well-rounded broadcasting service. Some of the major features are as follows:

[1] *State business*—There are a number of state departments, especially highway, fish and game, education, and police, which can use broadcasting to great advantage. In this mountainous state, where transportation routes are indirect and communication lines absent in many areas, the radio is needed to maintain contact. The departments deserve the opportunity to use this new device to give a direct account of their stewardship.

[2] *Education and culture*—Radio can be of great assistance in schools as a supplement to classroom teaching. It can also bring educational advantages to adults and others deprived of adequate school facilities. Moreover, it can spread culture. This is especially significant in New Mexico, with its mixed life of Spanish, Mexican, and Indian, as well as American traditions. The native music of these people is particularly worthy of radio reproduction.

[3] *"Know Your State" programs*—New Mexico has a history which compares favorably with that of any state in the Union. It was old at the time of the Revolution. The list of its governors is long before a single American name appears. It has natural scenic wonders and contrasting habits of life among its people which should be of interest to tourists from all parts of America. As yet these resources have been publicized so little that not only most outsiders but also many natives of the state are ignorant of them. Broadcast information regarding New Mexico will not only increase state pride and satisfaction but will also help to bring into the state a new investment value similar to the fifty million dollar annual tourist income now enjoyed by the neighboring state of Colorado.

[4] *Public information*—This includes general news and information about happenings thruout the world. It also includes the discussion of state and local problems whether their nature is political or otherwise. Arrangements for maintaining the impartiality of political broadcasts have been patterned largely after the Wisconsin plan. This includes: determination in advance of the total amount of time to be devoted to political use; joint meeting of leaders of all recognized political organizations to divide the available time; no other time grants to be made for political discussion during the campaign; party organizations to select speakers; discussion to be

CONGRATULATIONS to the sovereign state of New Mexico. It has formulated a program which, if carried to completion, may mark the renaissance of noncommercial broadcasting. Up to now, educational stations have been pretty much content to hold their own in the struggle for ownership of broadcasting facilities. This has been explained largely by restricted budgets and limited personnel. With conditions improving and with the example of New Mexico as a pattern, many states may be expected to demand similar arrangements to give their citizens a broadcasting service in which the public can have full confidence.

PARTICULAR ATTENTION is called to the method of selecting the proposed New Mexico State Radio Board. This arrangement seems to be a complete answer to those who have been saying that no system of control could be devised for public broadcasting service which would not leave it at the mercy of politics.

A RADIO WORK SHOP, staffed by talented workers from relief groups, is to be established in or near Washington, D. C. The work shop will prepare and present educational radio programs. William Dow Boutwell, editor, U. S. Office of Education, has been appointed director. The project has received a grant of \$75,000 in federal funds.

EDUCATION BY RADIO, volumes I to V, inclusive, is being included in the February 1936 edition of the *Education Index*, published by the H. W. Wilson Company, 960 University Avenue, New York, N. Y. The contents of *Education by Radio* will continue to be included in future issues of the *Education Index*.

limited to state and national affairs; no censorship over speakers, each speaker and his political organization to assume in writing full responsibility for his utterances.

The proposed organization under which station KOB is to operate has been carefully thought out. First of all, there is to be a Radio Advisory Council. This Council shall consist of one representative from each state educational institution, from the state departments designated by the legislature as having an active interest in the use of the radio, and from statewide civic organizations designated by the legislature. These individuals shall be chosen by and from the groups they represent.

A State Radio Board shall be elected by the Radio Advisory Council. This Board shall consist of five members, each to serve for a period of five years. One member's term shall expire on July 1 each year. All vacancies shall be promptly filled by vote of the Advisory Council. No member of this Board shall be removed during the term for which he was appointed except for cause and after hearing before the Advisory Council and upon a three-fourths vote of the Council approving such removal. Members of this Board shall be chosen from the state at large. It is expected that fair-minded, public-spirited citizens of high caliber will be selected. This Board shall have authority in matters of policy and shall be charged with the responsibility of the proper operation of the station. It shall select a station director and assist him in the development of a sound policy of operation. Changes in directors shall be made only by the Board.

The direct supervision and operation of the station shall be in the hands of a capable, experienced director. He shall be a man of integrity and shall be granted a high degree of freedom in carrying on his work, in selecting persons for the station staff, and in making necessary changes in personnel with the approval of the Radio Board. This is necessary because of the highly specialized character of the work and the need for perfect coordination between departments within the organization. Upon the director depends the degree of success which the entire project will enjoy.

The station shall operate entirely noncommercially. No time shall be sold and no advertising accepted. This type of operation reduces the size of the staff required and eliminates other expenses, such as the charges levied by the American Society of Composers, Authors, and Publishers for the use of musical numbers for profit.

The operation of the station shall be financed by direct legislative appropriation as a part of the general budget. The State Radio Board shall supervise the allotment of funds. A budget for the operation of the station has been prepared. It calls for the expenditure of approximately \$40,000. Of this amount, slightly more than half is allotted for salaries and the balance for maintenance and operation. Included in this last item is \$4,800 for a wire connection between Albuquerque, where the station is to be located, and Santa Fe, the capital of the state.

While the New Mexico plan has not been approved by the Federal Communications Commission, it has received the hearty endorsement of Governor Clyde Tingley of New Mexico and of the special committee appointed to investigate the situation.

For assistance in formulating this plan for a statewide public broadcasting service, the state of New Mexico is indebted to Dr. Arthur G. Crane, chairman of the National Committee on Education by Radio, and Harold A. Engel, executive secretary of the National Association of Educational Broadcasters, who went to New Mexico and helped to draft the specific program described above.

**THE OHIO RADIO ANNOUNCER** is the title of a mimeographed leaflet issued weekly under the auspices of the Ohio radio, press, motion picture project. The publication tabulates broadcasts intended for school use and such general broadcasts as give promise of being helpful in connection with instruction in various subjects. It lists programs presented on school days from 8AM to 5:30PM. The first issue covered the week of November 11-15, 1935. Programs broadcast by CBS and NBC networks and by nineteen Ohio stations are listed in the most recent issue. Ohio teachers receive the *Ohio Radio Announcer* free on request. They are invited to criticize the various programs listed and suggest others which might be included.

**MORE THAN 100 STUDENTS** at the University of Michigan are training for the profession of radio broadcasting. Besides preparing, directing, and presenting daily programs, they elect courses in languages, dramatics, advertising, business, political science, and the history and appreciation of music. Experienced broadcasters from Detroit stations lecture on all phases of the business from the sale of commercial programs to station financing. The fact that the national radio chains will employ only university graduates as broadcasters has increased interest in the course.—*Journal of Education* 118:568, December 16, 1935.

**THE MONONGAHELA VALLEY** [West Virginia] schools began on November 12 a series of thirty educational broadcasts. The purpose of the programs is to acquaint the public at large with the everyday work of the public schools. Each week a different county has charge of the broadcast and the schools of that county present the program. Dr. L. B. Hill, West Virginia University, and the county superintendents of Harrison, Marion, Monongalia, Preston, and Taylor Counties are in charge. The programs are broadcast each Tuesday afternoon from 4:30 to 5:15 by Station WMMN, Fairmont, West Virginia.

**CASS TECHNICAL HIGH SCHOOL**, Detroit, Michigan, is employing its public address system in a manner which is not only making early birds of former sleepyheads but is also raising a crop of radio talent. Each morning at 7:35 the auditorium of the school is filled with pupils who have come to listen to broadcasts of short plays, news bulletins, talks, interviews, music, and humor presented by their classmates, directed by Francis Belcher, the dramatics instructor.

**ABILITY TO REACH** the vast radio audience in this country today is primarily limited by [1] the ability to break thru the control by commercial groups of radio facilities, and/or [2] by the ability to pay the price that is required for use of the radio time these commercial groups have for sale.—**MALCOLM M. WILLEY**, "The Role of Radio in the New Social Order." *Human Side of Social Planning*, 1935, p147.

**THE NEW FORMAT** of this bulletin has been suggested by the *News Letter* published at Ohio State University by Dr. Edgar Dale and I. Keith Tyler as part of the Ohio radio, press, motion picture project. Have you any comments or criticism? If so, please give us the benefit of them.

## Kentucky Listening Center Number 1

**SAYRE M. RAMSDELL**, vicepresident of the Philco Radio and Television Corporation, Philadelphia, Pennsylvania, has sent a letter to various people interested in the problems of broadcasting asking them to give him the benefit of their thinking on such questions as the following:

[1] What considerations shall be given the matter of freedom of the air?

[2] Shall the broadcasting stations, licensed as private-profit institutions to use a certain monopoly waveband, have the sole right to determine who is to broadcast and what is to be said on the air?

[3] What shall be the criteria to govern so-called radio neutrality on controversial issues, and who shall be the guiding factor in deciding such issues?

[4] What shall be the relation of the government to this great channel of communication—radio—and to what phases of it?

[5] What principle shall govern the granting or withholding of licenses to broadcasting stations by governmental bodies?

[6] What shall be the attitude of the government in granting licenses for broadcasting stations to labor, educational, veteran, and other nonprofit groups?

[7] Shall the broadcasting companies be permitted to establish their own criteria in charging for time on the air, granted to them by the government as a monopoly, for which they pay nothing?

[8] Shall the editorial judgment of the broadcasting, private-profit organizations be the deciding factor in determining what the American people shall be permitted to hear on the air?

In explaining his motive, Mr. Ramsdell indicated his sincerity of purpose by saying: "The country needs the cooperation and considered judgment of leaders like yourself to help solve them [certain grave problems which have grown up in radio broadcasting that deeply affect the present and future of our democracy] in a thoughtful and constructive way. If we do this, we may help to forestall the dangers that will follow from emotional, haphazard, and contradictory methods that result when private interests and public interests clash, with no clearly defined principles set down to govern such conflicts.

**WALDO ABBOT**, director, broadcasting service, University of Michigan, has compiled and sent out a list of educational radio programs available from the various broadcasting stations located in or serving the state of Michigan. Only noncommercial educational programs of interest to the schools are indicated in the list. In addition to fourteen Michigan broadcasting stations, the programs of the Ohio School of the Air, presented by WLW, Cincinnati, are listed. The University of Michigan broadcasts programs from station WJR, Detroit, the outlet of the Columbia Broadcasting System. On the other hand, Michigan State College has its own station, WKAR, East Lansing.

**I AM IN FAVOR** of a noncommercial basis of broadcasting. If we cannot get that, then I think certain good hours should be set aside for educational, cultural, and civic programs to be managed by some national committee appointed to arrange the schedule for those hours.—**WILLIAM H. KILPATRICK**, professor of education, Teachers College, Columbia University, New York, N. Y.

**RADIO SPONSORS**, we read, are anxious to give the public what it wants. This makes it look as if one or the other is crazy.—*Life*, January 1936.

**THE FIRST LISTENING CENTER** in Kentucky was established by the University of Kentucky at Cow Creek, Owsley County, on June 3, 1933. This was the original unit of a series of listening centers located strategically in remote parts of the state. Thru mud roads and a creek bed came two gentlemen from the university to install the radio set which they had brought with them, securely tied on the side of their car. In coming thru deep trenches in the mud road two legs of the radio cabinet were broken off. This was only the first of a series of difficulties which have beset this pioneer experiment.

The radio was designated to be used especially for receiving the university agricultural programs which were presented at noon. Such an hour is an especially difficult one at which to gather together the people of the community. Nevertheless, a number came, some from as great a distance as three miles. However, as the work season approached, fewer people came at that time of day, and it was evident that a new arrangement would have to be made.

Our radio was battery-operated, which necessitated its being recharged about once each month. The town where this could be done was six miles distant. The battery had to be transported by the mail man, who "wagoned" usually two or three times a week. When the weather was bad his service was reduced to a single weekly trip. Sometimes this meant as much as a week or more of delay and interrupted service, in addition to the costs for charging and transportation.

After a few months these two problems had caused us so much difficulty that we decided that some solution to them must be reached or our pioneer project, which had begun so auspiciously, would terminate as a failure. We, accordingly, got in touch with the director of the university studios. He granted us permission to use the set for other worthwhile programs in addition to the ones broadcast by the university. This gave us the opportunity of inviting people whenever a desirable program was to be broadcast and, in addition, to use the set for promoting interest in good radio entertainment among the young people of the community.

The university also solved the problem of charging the battery. They secured for us a radio operated by the newly-invented "air cell" battery. It provides a long period of service before requiring renewal.

Perhaps the greatest single value resulting from the project has been the service which it has rendered to the boys and girls. The school is held in a building within a hundred feet of the listening center, making it easy for a group of the children to listen to any broadcast which might prove of particular value. By watching the listening center bulletins and newspaper announcements we are able to select the very best in radio. For several weeks last year the university presented a series of dramatic broadcasts on "The Life of Daniel Boone." These were enjoyed by the school children of the upper grades. The smaller children enjoyed the story hour presented on the university programs.

National broadcasts of important anniversaries or addresses by the President or other prominent persons are likewise selected for the school children. In this way our community gains many advantages which might otherwise be reserved for persons living in the cities or other less remote areas.—An abstract of a report by **REV. ALBERT TULL**, director, Listening Center Number 1, Cow Creek, Kentucky.



# Education

by **R A D I O**

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

Volume VI

MARCH 1936

Number 3

## Mr. Young's Service to Free Speech

**O**WEN D. YOUNG, who has given much to radio in general and to the Radio Corporation of America in particular, is now making another significant contribution to broadcasting. This is as the result of his February 24 speech at Rollins College.

In that speech Mr. Young made it clear that broadcasting has not as yet developed any method of protecting the American public from the intemperance of much of the oratory which pours forth from the loudspeaker. He illustrated this contention by direct reference to the strong words used in recent political speeches by such nationally-known characters as ex-Governor Alfred E. Smith, Senator Joseph T. Robinson, and former-President Herbert C. Hoover. He made a plea for "the choice word and the measured phrase, spoken with malice toward none and charity toward all."

The difficulty of protecting people in a democracy against this kind of abuse has grown as the importance of the media of communication has increased. Freedom of speech was one thing when the soap box was the public forum. It is a totally different thing today when the press and radio carry the voices of both statesmen and demagogues to millions of homes scattered thruout the nation. Some tempering agent must be introduced to fortify the discrimination of listeners as they are exposed to possible intense pressures of emotion and prejudice.

The press has largely solved its problem. The device of the editorial has become a balancewheel which does much to enable print to maintain its stability in the face of intemperate utterance. So long as the editorial page of a newspaper is written carefully, it can compensate for a great deal of relatively unrestrained language in the news columns.

Neither the radio nor that other instrument of mass communication, the motion picture, has such a stabilizer. The motion picture is even worse than the radio. If an individual is attacked in a broadcast, he can demand the opportunity to make reply over the same radio facilities and for an equal amount of time. To a propaganda picture the individual has no possible response.

The problem Mr. Young has raised is how to develop a means of handling controversial speeches on the air so that they can be received with confidence by the listening public.

This is a challenge to the entire industry—to educational as well as commercial broadcasters. It calls for the best thinking of all concerned. While it is no more fundamental than some of the questions about which these groups are in conflict, it offers a basis on which they can forget their individual differences as they cooperate to solve a national problem.

**F**REEDOM OF THE AIR, in one guise or another, seems to have worked its way into most of the articles in this issue of *Education by Radio*. While this was quite unpremeditated, it appears justified by the timeliness of the subject. In the future, if warranted, the practise of devoting an issue largely to a single important problem may be continued.

**A**S OFTEN as two Americans have debated the value of the programs provided by the American system of commercially-sponsored radio the argument has been fairly sure to swing around to the broadcasts of Alexander Woollcott. Let the charge be made that, with advertisers in control of the microphone, only material prepared for child minds has a chance at the congested evening hours on the air, and the reply has usually been, "Well, there's Woollcott." But now the verb must change its tense. There *was* Woollcott, to be sure, broadcasting one of the most civilized programs ever heard to one of the largest audiences ever assembled. But Woollcott the broadcaster is no more. To a recent interviewer Mr. Woollcott explained that his sponsor first warned him that if he didn't stop referring in uncomplimentary terms to persons like Mussolini and Hitler, thus endangering sales among Italians and Germans, something would be done about it. When Mr. Woollcott persisted in speaking his mind freely, the series was unceremoniously canceled. Mr. Woollcott has not been embittered by the experience; he insists that he is neither a martyr nor a hero. Moreover, he insists that his sympathies are with the sponsor, whose first concern must obviously be for his sales sheet. But when asked about returning to the air for other sponsors—many of whom are naturally bidding for the services of such an established favorite—he shakes his head; commercial radio cannot afford the luxury of free speech. With Mr. Woollcott's recognition of the problem which confronts any firm paying thousands for time on the radio chains, and with his sympathy for any sponsor's pocketbook nerve, we can associate ourselves. But that does not lessen our belief that the time will come when intelligent Americans will demand an alternative to the present commercial chain system—an alternative in which "good" time will be devoted to something other than selling goods.—*Christian Century* 53:285, February 19, 1936.

## EDUCATION BY RADIO

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OF AMERICA

**T**HERE IS NO PROBLEM in the freedom of the air.

The air belongs to the people—to the listeners—of the United States.

They can—and they do to a greater or lesser degree—thru their authorized representatives, regulate and control broadcasting.

They can if they choose [and the experience of foreign countries affords ample precedent] definitely take over broadcasting in all its forms.

At present they choose to continue and to clean up commercial broadcasting, operated primarily for private profit and secondarily in the public interest.

Probably this cleaning-up process can be successfully accomplished, because commercial radio is showing definite, if tardy, signs of intelligence.

If it fails, only commercial radio has lost—the listening public.—*The Microphone*, March 8, 1936.

**E.** F. ENGEL, professor of German, University of Kansas, is the editor of a new department of the *Modern Language Journal*. Under the title, "MLJ Radio Studio," Mr. Engel hopes to make modern language teachers conscious of the uses which may be made of the radio in their field. For four years Mr. Engel has been conducting a course in elementary German over the University of Kansas radio station KFKU. His work has received wide and favorable comment. When the editor of the *Modern Language Journal* conceived the idea of inaugurating such a department, the merit of Mr. Engel's achievements made him the logical choice for its editor.

## Freedom of the Air

**T**HE COLUMBIA BROADCASTING SYSTEM is to be congratulated for its willingness to transmit the series of interviews in which Boake Carter discussed freedom of the air with eight representative citizens. These interviews were originally arranged by the Philco Radio and Television Corporation to be broadcast during its commercially-sponsored period. Columbia refused to permit the use of commercial time for the discussion of such a controversial question but insisted that the series be broadcast without sponsorship and on free time.

While the Columbia attitude with regard to these particular programs is to be commended, the merits of the interviews themselves are open to question. Just what they were intended to accomplish is not quite clear. If the aim was to convince listeners that nothing was to be gained by further discussion of the problem, they were fairly successful. The most persuasive argument of the whole series was the statement of Dr. Orestes Caldwell, a former member of the Federal Radio Commission and at present editor of the magazine, *Radio Today*. According to Dr. Caldwell:

The problems which you have been discussing are not problems for lawyers or statesmen or politicians to solve. They are problems for engineers; and the radio engineers are going ahead and solving them and will continue to solve them before they become real problems. So, Mr. Carter, let's not take too seriously all these worries about radio overcrowding, freedom of the air-space, political neutrality, censorship. Probably at this minute, in a busy laboratory some inventor is right now completing a new vacuum tube which at one stroke will lift the whole burden off the shoulders of your profound legal students who guide themselves only by the past. There's the nubbin of the difficulty—whenever radio rubs shoulders with politicians or the law. For jurisprudence and political economy always reach their conclusions by looking backward. Radio reaches its conclusions by looking ahead.

Such assurances are heartening but they do not solve problems. As people look ahead, they see, not the scientists in their laboratories, but the impending radio debate of the coming political campaign. They look to Congress, the only source to which they can look, for protection.

In 1927 the engineers themselves were looking to Congress. They, in common with everyone else, saw a chaos created by the large number of broadcasting stations which were springing into being and interfering with one another. They were powerless to act. They argued that the government should step in to exercise control. The result was the Radio Act of 1927, creating a Federal Radio Commission and bringing about what is now known as the American system of broadcasting. The theory behind this system seems to have been built on four fundamental principles which may be stated somewhat 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 receivingsets 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.

These principles are not the work of engineers. They represent the judgment of Congress as to the public policy which will give broadcasting its greatest serviceability to the American people. If these principles prove unsound or unworkable, it is for Congress, and not for the engineers or station owners, to make corrections.

That the present principles of control are unworkable can be demonstrated readily. The evidence exists in a comparison of the basis on which the Federal Communications Commission, successor to the old Radio Commission, licenses facilities, with the basis upon which those licenses are used in competition for advertising income.

So far as any public pronouncement indicates, the Federal Communications Commission is still licensing broadcasting stations in accordance with a technical classification recommended by engineers back in 1928. That classification divided the ninety available frequencies into three types of services, namely:

[1] Forty frequencies were set aside for use by high-powered stations on cleared channels. This was in order to serve rural and remote areas.

[2] Forty-four frequencies were set aside for use in regional areas.

[3] Six frequencies were designated for strictly local stations.

The public report on this classification also listed the number of stations which might advantageously operate on the various frequencies. It suggested:

[1] On the 40 cleared channels 40 stations, each with 5000 watts or more power. Each station was to have exclusive night use of a single frequency.

[2] On the 44 regional channels 130 night stations, each with 250 to 1000 watts power.

[3] On the 6 local channels 150 night stations, each with 100 watts or less power.

This technical classification definitely calls for unequal grants to different broadcast licensees. One applicant gets 50,000 watts power, a cleared channel, and unlimited time on the air. Another gets 50 watts power, a shared channel, and limited hours of operation. Yet, under the theory of private commercial competition, stations are expected to compete on equal terms for the advertising revenue which is their life's blood.

What actually happens in broadcasting is that the government, by its licensing power, does much to determine the outcome of the competition. It licenses 50,000 watt stations to be erected in urban centers, even tho the engineering justification for granting such high power is that it may serve rural and remote areas. It lets these stations sell time to local advertisers in direct competition with local and less powerful stations.

The question of control raised here has nothing to do with the kind or quality of programs broadcast. The same programs could be put out by the same people and the public could enjoy them just as much if the system of competition under which they were broadcast was sound and equal. The fact that the government has made no effort to equalize competition is one of the chief reasons for the increasing charges of monopoly which are being levelled at those into whose hands have fallen the choice federal licenses.

The fundamental problem raised by these facts was not suggested by Boake Carter nor by any of the men whom he interviewed. The listeners were not told how the government, by its act of license, dominates broadcasting. They were not shown that the removal of the government from this position must wait upon the equalizing of competition. That is why the interviews seemed weak.

**T**HE OHIO SCHOOL OF THE AIR, broadcast over station WLW, Cincinnati, has four new series on its schedule for the spring quarter.

"Trial Flights," a program presented entirely by Ohio boys and girls under the direction of L. W. Reese, state high school supervisor, began on February 3 and is being presented each Monday from 2 to 2:15PM. The program is designed for listeners in grades 7-12.

"Men Who Made History," presented under the direction of Meredith Page by players from the new Ohio Radio Workshop, began on February 4 and is being given each Tuesday from 2:15 to 2:45PM. Again, the material is designed for grades 7-12.

Shakespearean dramas are being presented each Wednesday from 2:15 to 2:45PM by students of Ohio Wesleyan University. In their radio workshop the students carefully condense the original Shakespearean plays into a length more suitable for radio presentation. They are directed in their work by Robert C. Hunter. The series is recommended for use by grades 9-12.

"High School Students Talk It Over," and the companion series, "High School Students Look at the World," are roundtable discussions presented on alternate Thursdays from 2:15 to 2:45PM. The former series is conducted by I. Keith Tyler and the latter, by Robert Mathews. Beginning on February 6, the series will continue thru April 23.

**F**OR ALL ITS LIMITATIONS radio is without doubt the most outstanding innovation in the educational world since the creation of free public schools. Yet everyone seems to admit that its effectiveness is not nearly as great as it should be. All over the country experts are experimenting in studios, schools, and universities to improve methods and to reach larger audiences. Their most serious handicap is the lack of adequate financial support. As soon as greater private subsidies are available or as soon as the federal government takes an interest in radio education commensurate with its importance, progress will be swifter.—CANTRIL, HADLEY, and ALLPORT, GORDON W. *The Psychology of Radio*, 1935. p258.

**A**NOTHER CONTRAST between American and foreign broadcasting is suggested in some recent figures on costs. The gross volume of business done by the broadcasting industry in the United States during 1935 is estimated at \$87,523,848. The amount of money available for broadcasting service in England during the same period is reported to be \$9,590,770.

If England, with its relatively small income, is able to do a job which commercial broadcasters themselves are willing to accept for comparison, how much would that country do if it had an income comparable to that of the American companies?

**R**IP VAN WINKLE slept for twenty years, but, of course, his neighbors didn't have a radio.—*Atlanta Constitution*.

## Dr. Crane Speaks at Saint Louis

**O**UR SCHOOL OF THE AIR broadcasts have a real advantage over our other broadcasting activities in that there is a close relation between broadcaster and listener. This advantage is probably unique to schools of the air, where the broadcaster has an actual count of the number of listeners, not an estimate, and knows under what conditions they are listening. Their reactions can be studied and the knowledge gained from the broadcasts can be tested. Results from our School of the Air broadcasts are concrete and real. Results from our other broadcasting activities are intangible and unmeasured.—BOARD OF EDUCATION [Rochester, New York]. *Broadcasting Activities of the Rochester Public Schools*. February 1936. p11.

**S**CHOOL LEADERS, to whom is entrusted the instruction of thirty million citizens, cannot neglect this new, potent instrument for supplementing, accelerating, and vitalizing instruction. No longer can schoolmen say, "It's new; it's a toy; it cannot be used in schools." Radio has demonstrated its worth. Courageous educational broadcasters have led the way, have developed the technic, have demonstrated radio's contribution to school instruction. History, literature, science, music, and world affairs can reach the big city schools and the remotest rural school alike.—ARTHUR G. CRANE, in an address before the Department of Superintendence, Saint Louis, Missouri, February 27, 1936.

**J**OS. F. WRIGHT, director, radio station WILL, University of Illinois, Urbana, and a former member of the National Committee on Education by Radio, reports that the Federal Communications Commission has granted station WILL permission to use the 580 kilocycle frequency for full daytime operation. This will require the erection of new towers and a new transmitter building. By September 1 alterations should be completed and Mr. Wright is confident that, as a result, the services of the station will be greatly improved.

**W**. I. GRIFFITH, director, radio station WOI, Iowa State College, Ames, has sent us a most interesting chart showing the chronological relationship of famous composers. The chart was developed in connection with the popular WOI "Music Shop" program. About 4500 copies have already been distributed to interested listeners. Mr. Griffith has agreed to supply copies to readers of *Education by Radio* who may care to write to him at Ames.

**T**HE UNIVERSITY OF KENTUCKY, Lexington, has just completed the installation of one of the finest and most complete layouts of studio control equipment in any college in the United States. Three programs can now originate simultaneously in the university studios.

**A**RTHUR G. CRANE, president, University of Wyoming, and chairman, National Committee on Education by Radio, delivered the principal address on the subject of broadcasting at the recent meeting of the Department of Superintendence of the National Education Association, which was held at Saint Louis, Missouri. According to Dr. Crane in his address: "We are far from a permanent solution to the problem of radio broadcasting.

"The mechanical perfection of radio is the product of many brilliant minds, but the inventors of the machine did not concern themselves with the uses to which it should be put. This is typical of engineers and inventors. They create social problems as they solve technical ones. Social engineers have to be called upon to determine how technical machinery shall be used.

"Radio is an instrument of education. It is today influencing the standards of millions. Every broadcast, of whatever kind, educates its listeners. The way must be found to insure that its influence on American culture shall be wholesome and not tawdry or debasing. Educators must concern themselves with what radio is now doing to America's children, who, it is reported, listen an average of two hours each day. The public has placed upon the educators the responsibility of leadership for the children's welfare. School administrators must lead in discovering and demonstrating how radio can best serve youth. The educators must accept the responsibility of making this potent instrument supplement and reinforce the school's service, not leaving its influence to be determined solely by the good will and self-restraint of the advertisers.

"It required marvelous ingenuity to invent the machine but it needs intelligence to use it aright. Its use was left to chance and the ever-alert advertisers seized it. America's use of this means of mass communication was an accident. Had the same thought and effort been made to find the best uses for radio as went into its invention, there would have been more provision for public benefit."

Dr. Crane was emphatic in stating that the people's business should have first call upon the air. At the same time, he was careful not to criticize the commercial broadcasters. Rather, he sympathized with their position and told his audience that the broadcasters were in a tough spot. He said: "They cannot give time to Tom, Dick, and Harry who apply for it; yet, they must divide the limited facilities. They must maintain maximum audiences of possible purchasers to insure advertising revenues. They must serve public interest, convenience, and necessity, and also make the business pay. They must attempt this impossible reconciliation of conflicting requirements."

He expressed faith in the ability of America to solve this problem. She has found ways, he said, "to safeguard school education. She can devise a means to insure that radio shall contribute safely to mass education." But he made it clear that the solution is not simple. It involves the finding of sound answers to such questions as these:

"To what social uses shall this new instrument be put?"

"Shall public benefits remain dependent upon the good will of private industry, which must pay its way by selling advertising, and public service continue to be dependent upon a gratuity?"

"How can freedom of speech on the air be assured?"

"Shall any monopoly, private or governmental, determine what America shall be permitted to hear?"

"Shall private advertising be given free entrance into the schools?"

"Will the educators remain indifferent and neglectful of this great instrument so potent for the education of a people?"

# Education

by **R A D I O**

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Volume VI

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Number 4

## The Problems of Auspices and Control

**M**UCH SUSPICION AND CONFLICT have arisen in broadcasting because the problems of auspices and control have never been faced squarely. Educators want to use radio; and broadcasters want to use programs which bear the stamp of educational approval, but until a proper solution of the problems of auspices and control has been achieved, there will be no basis on which the special interests of the two groups can be reconciled.

For most things, the matter of auspices is easily handled. The names of a few debutantes create a front for almost any charity enterprise. People readily accept honorary appointments and memberships on committees where no work is involved. The public rarely looks behind a list of committee members to examine their individual motives. So long as the cause seems worthy and its presentation appears to be honestly made, it is taken at its face value.

Perhaps if the schools had never had their unfortunate experiences with the power trust and other propaganda agencies, they might be equally uncritical. As it is, they have learned their lesson. They accept no auspices which are not *bona fide* and above all suspicion. This generally means that the auspices must be of their own creation.

In radio the matter of auspices has not been handled advisedly. Committees have been constituted almost entirely of hand-picked individuals. Members have been selected not only because of their association with education but also their acceptability to commercial broadcasters. This practise has led to misunderstandings which in some cases have become serious.

The problem of control presents another kind of difficulty. Under the law, commercial broadcasters are responsible for everything which goes out over their stations. They cannot divest themselves of this responsibility by surrendering time on the air even to the best educational auspices. Therefore, they feel that they cannot give up control. On the other hand, educators are reluctant to accept facilities which they cannot control. This creates what is almost an impasse.

In the field of religion the big broadcasters have practically capitulated. They know that at all costs they must not become involved in religious disputes. They have in effect given to responsible church organizations fixed hours for broadcasts and have taken their hands off—this in spite of the fact that they are liable legally for whatever may be said. Their surrender has been made to organizations whose essential business is religion and not radio.

It seems likely that eventually the broadcasters may find it to their advantage to make a similar surrender to well-organized and highly-responsible educational groups.

**T**HE SEVENTH ANNUAL Institute for Education by Radio will be held in Columbus, Ohio, May 4-6, 1936. These meetings bring together each year representatives of educational and commercial broadcasting stations, the chains, colleges and universities, and governmental agencies concerned with radio. Whereas earlier programs sought justification and a place for radio education, this year's discussions mark a shifting of emphasis to the technics of educational broadcasting. In the opinion of institute leaders, educational broadcasting has conclusively established its value. Subjects for the various sessions include: technics of educational broadcasting, objectives in program planning, special problems, technics of script writing, a clinic on broadcasting, and radio from the listener's standpoint. A meeting of the National Association of Educational Broadcasters will be held in conjunction with the Institute. H. B. McCarty, president of the Association, will preside.

**M**EMBERS OF THE NCER will preside over three of the sessions of the seventh annual Ohio Institute for Education by Radio. H. B. McCarty, president, National Association of Educational Broadcasters, will preside Monday afternoon, May 4; Dr. George F. Zook, president, American Council on Education, Wednesday morning, May 6; and Dr. Arthur G. Crane, president, University of Wyoming, and chairman, National Committee on Education by Radio, Wednesday afternoon, May 6. Former members of the Committee taking part in the program include: W. I. Griffith, director, radio station WOI, Iowa State College, and R. C. Higgy, director, radio station WOSU, Ohio State University. Dr. Tracy F. Tyler, former secretary to the Committee, and S. Howard Evans, its present secretary, are also scheduled to participate.

**T**HE COMMITTEE ON RADIO EDUCATION of the Montana Society for the Study of Education has completed a very careful study of broadcasting as it affects education in that state. The seven-page, mimeographed report of the study concludes with the recommendation that the Society organize a fairly permanent committee for the study of radio education. Boyd F. Baldwin is chairman of the reporting committee.

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#### THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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## Radio Talks and the Listener

THE FAMILY is gathered in the living room. The radio is tuned to a fast-moving variety show which is drawing to a close. The musical signature fades away and is followed by the local station identification. Then the announcer says: "Ladies and gentlemen, you will now hear the Hon. John Doe who will speak to you on a subject of considerable moment. Mr. Doe."

The next voice which comes from the loudspeaker is clearly one not trained for radio. It has peculiarities of speech and pronunciation, and other qualities which are highly individual with the speaker and which consciously interfere with the listener in his reception of the program. Furthermore, the speech has not been keyed for radio. It smacks of the academic lecture or the political harangue. It introduces a continuous stream of ideas and ends on an uncertain note, leaving the listener quite confused. At the conclusion of the speech, the announcer calls attention to the fact that the audience has been listening to Mr. Doe. Following the station identification, the tempo of the program changes completely as a jazz band is introduced.

Such is the typical radio talk. While a few radio speakers have schooled themselves in the technic of effective presentation, the average speech over the air has shown none of the adroit preparation for radio presentation that today characterizes almost every other kind of radio program on the better stations.

It is not difficult to understand why more severe requirements have not been made of speakers. On educational stations the program managers are reluctant to dictate methods of presentation to their academic superiors. In commercial broadcasting the station owners fear to offend potential advertisers or politicians whose influence may be vital when the station is applying for a renewal of its license.

It is generally conceded that one of radio's functions is to inform. Yet, if we are to have talks over the radio, more careful consideration must be given to the problem of making them effective. One of the main tasks which must be accomplished is the creation of a setting into which the talk can be placed effectively. This involves the psychological conditioning of listeners to put them in a receptive mood for the program. It requires skilled organization of the subject-matter and careful orientation of the speech as it goes out over the air.

The conditioning of audiences is an old art. Dramatists have done it consciously for years. Broadcasters, too, have tried to employ it at times. This has been especially true in the development of talent for sponsorship. Commercial broadcasters have put on programs regularly with the expectation that habitual listeners would be attracted to them in sufficient numbers so that the programs could be sold to advertisers.

Talks have not had the benefit of this kind of promotion. Practically all that has been done for them has been to include in the program announced over the station and released to the press, the name of a speaker, his subject, and the hour of his broadcast. If this bare announcement made news and the press picked it up, well and good. If not, the program went out to an audience completely unprepared.

In Europe better methods have been used. The printed word has been called extensively into play. Magazines have been published by the broadcasting organizations giving not only program announcements but also enough comment to enable listeners to make an intelligent selection of talks and to prepare them for the experiences they were about to share.

In this country the broadcasters have been too dependent upon

I WOULD BE GLAD if you would give your readers an opportunity to discuss a side issue of broadcasting which is tending to become a serious menace to social life. I refer to the increasing habit of turning on the wireless set and not listening to it. It is the perpetual din of unheeded reception that calls for just complaint. In many houses the wireless is turned on like a tap and left running all day long. This raises the question whether the time has not now arrived for a return to earphones. Science has made such rapid strides in the last decade that there should be no discomfort from size or weight. They could be as small as the aids for the deaf. They need not tether any listener to the wall, but be portable, just as receivers have been made portable. If each person had his own reception phones, he could listen as much and as long as he liked without inflicting annoyance or injury upon anybody. Loudspeakers could thus be limited to public occasions.

I would stress this point because of the dire effect this continual outpouring of unheeded sound is having on schoolchildren. I have discussed it with several teachers, and they are of the opinion that inattention to the words of the teacher, and a tendency to talk while the teacher is instructing them, is an outcome of the habit of never listening to the wireless at home. How can they pay any attention to it, when all the adults are talking over it? Listening for those who really do listen, and want to listen, is both a delightful pastime and a source of education, but those who do not want to listen ought not to have the power of compelling others, who also do not want to listen, to endure a perpetual background of unmeaning sound.—ENA HAY HOWE, *The Listener* 15:269, February 5, 1936.

the newspapers and too much afraid of the political power of the press to undertake a publishing program which might be looked upon as in any way competitive. As a result, listeners are largely restricted to cheap fan magazines or nothing. The only publication worthy of attention from serious-minded people is *The Microphone*, published in Boston, Massachusetts. It calls itself a radio newspaper, looks like a magazine, and makes its appeal to the intelligent listener. While it has not yet become a satisfactory means of conditioning audiences for talks, it may well develop a capacity for that service.

To turn for a moment from the listener and consider the subject-matter of the talk itself, there is a great opportunity for improvement in this field, as well. In the first place, research has developed information which has never been used to advantage. Studies indicate that in general a radio speech should be no longer than fifteen minutes and should be confined to the development of a single idea. Furthermore, its vocabulary should be simple. Difficult words tend to confuse listeners and interfere with their understanding of what is being said.

The accuracy of the talk and the temper in which it is delivered are also important. No instrument lends itself so readily to propaganda as does radio. It has overthrown governments and started revolutions. In a democracy there is great need for accuracy in subject-matter and for "the choice word and measured phrase" to which Owen D. Young so appropriately referred.<sup>1</sup> To a certain extent a speaker's abuse of good taste in addressing his audience has its own penalties, as was apparently the case in recent bitter political broadcasts. However, this is not always true. It should be recalled that the late Senator from Louisiana was gaining in radio popularity even tho he spoke with what many believed to be obvious demagogery.

While the station owner can do much to get the audience in the proper frame of mind before the broadcast begins and to insure the integrity of the talks, his greatest opportunity to make radio speeches more effective is by using the first few minutes of the period itself to create the proper setting into which the speech should fit. One device which has been successful has been for the announcer to draw out the qualifications of the speaker, his particular interest in the question to be discussed, and the point he would like to impress upon his audience.

Probably the best job that has been done in this respect is the work of W. M. Landess of the Tennessee Valley Authority. He was formerly an extension agent in Tennessee and as one of his activities broadcast agricultural talks over a station in Memphis. Two characters, one a negro and the other a white farmer, always appeared upon his programs. These two people discussed a problem, brought an issue to its focus, and then turned to some invited guest speaker for an elucidation of that problem. Even a Secretary of Agriculture and other important governmental figures were kept waiting until this setting had been created on the program. The procedure was so effective that it built a tremendous audience for the talks. The series became to the station, an asset, which, in terms of building an audience, was as important or more so than most of the commercial programs.

If talks are to be employed effectively as part of the service which broadcasting renders to listeners, procedures as successful or even more so than that of Mr. Landess must be developed. In addition, some provision must be made for adequate use of the printed word and for better content. Then talks will come into their own.

<sup>1</sup> *Education by Radio* 6:5, March 1936.

**WE FIND IT DIFFICULT TO BELIEVE** public reports that Lenox R. Lohr, new president of the National Broadcasting Company, is contemplating a process of weeding out sustaining programs which do not have sufficient popularity and are not adaptable for commercial sponsorship. Shortly after taking over his new position, Mr. Lohr was interviewed by a representative of *The Microphone*, to whom he expressed his personal conception of broadcasting in the following words: "I visualize American radio as the fireside scene—a father, mother, and children grouped in the house. What is good for that group is good for radio and what jars on the fireside scene is bad for radio." Certainly this statement cannot be reconciled with the weeding out process which is said to be in the offing.

**LISTENER INTEREST** in serious programs for the evening hours is demonstrated conclusively by the fact that more than 30,000 listeners have requested a continuance of "America's Town Meeting of the Air," a noncommercial program organized and presented by the League for Political Education. Because of this tremendous expression of listener interest, the series has been extended six weeks, until May 28. The "Town Meeting" programs are conducted as a forum on current questions, presenting speakers of opposing viewpoints. The added programs will concern chiefly the subjects which the two major parties will consider in their platforms.

**THE FIRST ANNUAL** Ohio High Schools Radio Festival was staged at WOSU, Ohio State University station, during the latter part of December 1935. Six high schools participated, sending student glee clubs, bands, and other instrumental organizations and soloists to the station. The programs, which ranged from 30 to 45 minutes in length, were presented during the Christmas recess on the campus, enabling the station to allow more generous use of its facilities for the festival.

**VARIETY** suggests that a paradox is developing within the radio industry. On the one hand the continuous demand for new content for radio scripts is fast exhausting the available supply of dramatic material. On the other hand, writers who are not familiar with the "ropes" cannot break thru the tedious red tape of advertising agencies to sell original radio copy. This seems to indicate the need for a clearinghouse thru which ideas and scripts of merit can get recognition.

**THE INFLUENCE OF RADIO** and motion pictures has made English the nearest approach to a universal language, according to A. Lloyd James, British Broadcasting Corporation's authority on spoken English. English-speaking people have a practical monopoly on films and international broadcasts.

## Radio and Catastrophe

NOT SO WELL APPRECIATED, however, except by some of the more serious interpreters of modern culture, are the more subtle effects of the overdeveloped art of advertising. So continuously is the bewildered consumer bombarded by mail, by newspaper and magazine, by billboard, and by radio, with a confusion of unrelated and conflicting appeals that he has no refuge which is reserved for cultural enrichment and relaxed enjoyment. People are progressively ceasing to believe in everybody and everything. Culturally and morally, as well as economically, modern advertising is jeopardizing the welfare of the people and giving alarming evidence of the decadence of modern civilization.—RALPH H. SMITH, *Christian Science Monitor*, March 2, 1936.

PUPILS AND TEACHERS in Rochester, New York, are expressing great interest in a news broadcast being prepared and presented by Paul C. Reed, a member of the supervisory staff of the city schools. This broadcast, which is presented Friday mornings, has resulted in a greater interest in national and world affairs on the part of upper elementary school pupils. Many of them have been stimulated to prepare scrap books and undertake other activities as a result of this weekly fifteen-minute period.

THE WOMEN'S NATIONAL RADIO COMMITTEE has selected for its "roll of honor" thirteen of the children's programs put on by the national networks. The selection is based on reports of preferences which have been sent in to the committee by both parents and children. While this kind of evaluation may not be scientifically acceptable, it is a definite move in the direction of establishing standards of taste which can be applied to broadcast programs.

RADIO STATION KGMB, Honolulu, may well be called "the sweetest station in the world." It is being built of canec, a material made in Hawaii from the pithy stalks of sugarcane which remain after the juice has been extracted. This refuse is ground into a pulp, cooked, and pressed into wallboard and floorboard, to be used from floor to roof.

E. B. CRANEY, director, radio station KGIR, Butte, Montana, a commercial station, reports that surveys of his listeners indicate an average listening time of between eight and nine hours daily. This is in sharp contrast to the average listening time of only an hour or two in congested urban areas.

WILLIAM A. ORTON has contributed to the March *Atlantic Monthly* an article on "Radio and the Public Interest." It deserves wide attention and careful study.

NO INSTRUMENT OF COMMUNICATION has ever had a better opportunity to sell itself to the American people than did radio in the recent flood disaster. In many stricken areas, where communication by every other means was cut off, radio remained the sole source of information about the floods and the fate of their human victims.

Radio seized its opportunity. Both commercial broadcasters and amateur operators kept their stations running day and night to give hour-by-hour reports of the disaster and to direct relief. Sometimes power for their transmitters was cut off and they had to run their stations on storage batteries or hand-turned generators or both. Stations became connecting links with telephone and telegraph to make possible the delivery of messages, a single station, in some instances, clearing as many as two thousand.

Many commercial broadcasting stations canceled all regular programs in order to carry reports to an eager and expectant world. Among those stations which tried to carry out regular program schedules, considerable havoc was wrought. High water interfered, in some places completely cutting stations off the air. In some instances the broadcasters' efforts to surmount obstacles produced comic results. Station WHAM at Rochester, for example, tried to carry on its schedule by transporting part of its staff to the transmitter, located twenty miles from town. *Variety* reports the incident as follows:

When piano had not arrived for the opening program, station engineers helped whistle the theme song. Nailing equipment to a table was done in rhythm with the bass drum.

It was the amateurs who stole the show. These unsung heroes of radio's whole development were the most dependable senders of the messages which were so eagerly awaited. This was not the first time that their service has been invaluable. During the last ten years there has been no major catastrophe on land or sea in which the amateur, or "ham" as he likes to call himself, has not rendered vital service. In hurricanes, floods, and earthquakes, it has always been the amateur who has reestablished contact with the outside world after commercial means of communication had failed, who has reported conditions, and directed movements for relief. Never before, however, has so large a percentage of the nation's population been involved and so many millions of people been personally dependent upon the reports.

Too much praise cannot be showered on the amateurs. Credit for their pioneer activities is long overdue. According to Dr. Lee de Forest, who may well be called the father of American broadcasting, "Had it not been for the American amateur there could have been no radio broadcast and no radio industry as it exists today." Early broadcasting was almost entirely amateur. Similarly, the pioneering in most other fields has been done by amateurs. It may well be that one of the main reasons for the delay of television is the fact that such equipment is too expensive for amateurs to experiment with.

While the story of radio and the flood makes an epic tale, it must be reported that even this use of radio was not without its social implications. Some descriptions of flood conditions were unduly alarming. General observations and personal opinions which might be quite proper in a conversation between friends, created erroneous impressions for a nation listening in. This was emphasized in Pennsylvania where officials threatened to jail radio operators who continued to broadcast such reports.

Radio is a great invention—but it must be used with care.



T. L.  
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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## An American Public Radio Board Plan

**A**NOTHER FORWARD STEP in promoting the use of radio for educational, cultural, and civic purposes was taken by the National Committee on Education by Radio at a meeting held May 4 at Columbus, Ohio, in connection with the seventh annual Institute for Education by Radio. At that meeting, the Committee endorsed in principle the American Public Radio Board plan.

Briefly, the plan calls for a series of boards to be organized along state, regional, and national lines. The state boards would be constituted after a pattern similar to that proposed last January for New Mexico.<sup>1</sup> The regional and national boards would consist of representatives appointed by the state boards.

The plan would operate within the present broadcasting structure without disturbing existing assignments of channels or facilities. Within this framework it would create noncommercial auspices so representative and responsible that school broadcasts and other educational, cultural, and civic programs might well be entrusted to them.

Without criticizing programs now on the air, it can be said with assurance that many listeners desire something more. They want broadcasts which are less sensational, more substantial, and free from objectionable advertising interruptions. They want a program service in which they can have complete confidence. The proposal for the creation of public radio boards is designed to give the people of the United States a supplementary program service which is not now available, but which, if supplied, would help to make American broadcasting finer than anything that now exists.

It is particularly appropriate that the National Committee on Education by Radio should be the first to endorse this plan. For more than five years the Committee has been studying the problem to which the plan seems to be a promising answer. The Committee, thru its membership, is representative of nine of the largest and most important educational associations. Individual members of the Committee are selected on the same democratic basis which has been proposed for determining membership on the public radio boards.

The Committee was organized late in 1930 at the call of the late William John Cooper, then U. S. Commissioner of Education. It was under a mandate to ask the federal government for a direct allocation of 15 percent of all radio channels for the exclusive use of education. The Committee faithfully tried to carry out this mandate, even when it became increasingly clear that such a policy could not succeed. Their effort gave the members of the Committee an excellent opportunity to study broadcasting and convinced them of the need

**D**R. ARTHUR G. CRANE, president, University of Wyoming, and chairman, NCER, is the author of the plan which is described in the adjoining article. He does not consider his plan to be a finished program. He does believe, however, that it has possibilities which can be realized if the right kind of cooperation is forthcoming. He is particularly anxious to have the benefit of criticism from the readers of *Education by Radio*. What do you think of the plan? What improvements or changes can you suggest for it? What use, in your judgment, could most profitably be made of it?

Read the article carefully. Make notes on it. Write your suggestions to the National Committee on Education by Radio, One Madison Avenue, New York, N. Y.

**T**HE FEDERAL COMMUNICATIONS COMMISSION, urged by the International Association of Chiefs of Police and the Associated Police Communications Officers, has shifted its allocation of wavebands to provide frequencies for a country-wide police radio network. Plans call for the creation of numerous police communications zones thruout the country, in each of which a key station will be located. This should give police forces a powerful new weapon in their fight on crime.

**I**N ENGLAND educational broadcasting is five years ahead of that in the United States. This is not due entirely to the fact that England has not the commercial system and can therefore have more freedom in putting on the air programs that are superior.—DR. LEVERING TYSON, director, National Advisory Council on Radio in Education, in an address before the Institute for Education by Radio, Columbus, Ohio, May 5, 1936, as reported in *The Microphone*, May 16, 1936.

**T**HE OHIO SCHOOL OF THE AIR seems safe from any political attempts to emasculate it. Its fate was uncertain for a time, until E. L. Bowsher, state director of education, broadcast on April 6 a request for an expression of opinion from the listening audience. Replies, representing more than 75,000 enthusiastic listeners, came pouring in.

<sup>1</sup> *Education by Radio* 6:2, January-February 1936.

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CHILDREN'S PROGRAMS are not popular with children, according to a recent radio questionnaire of the Children's Aid Society. Ninety-two percent of the boys and 80 percent of the girls of an age from eleven to sixteen years list adult programs as their favorites and comedians as their favorite performers.

These children, who are members of the boys' and girls' clubs of the Society, which has an enrollment of 10,000, spend twenty-one times as many hours in listening to the radio as they do in reading. The majority give two hours a day to the radio. More girls than boys spend a large amount of time listening in. Ninety-six percent of those who listen to the radio every day give more than one hour to it.

When asked what sort of radio program that they would like and that they do not have now, or that they do not have enough of, the children expressed the wish for more sports, for programs that deal with science, for more stories about nature, and for more programs from England and other countries.—*Missouri Schools*, April 1936.

THE THIRD ANNUAL Radio Music Festival, held in Madison, Wisconsin, on May 9, was arranged by Professor E. B. Gordon as a climax to the year's work of his 8000 radio music pupils. Hundreds of schoolchildren came to Madison for the Festival and sang together in a gigantic massed chorus songs which they had learned from Professor Gordon while listening in their classrooms. "Journeys in Music Land," Professor Gordon's radio music class, is a regular presentation of Wisconsin state broadcasting station WHA.

for a supplementary service sponsored by public groups for public benefit.

The Committee recognizes that this plan may not provide a final solution of the problem. It does believe, however, that the plan offers a preliminary procedure which is capable of adaptation. It can be improved as it is tested by use. It can be kept democratic thru the representation it provides.

The details of the plan can be set forth concisely. It involves four major objectives:

[1] The formation of boards, national, state, and possibly regional, to direct programs in the public interest.

[2] The securing of allocations of broadcast time to such boards by any and all stations.

[3] The promotion of allocations of funds to such boards for program making purposes. These funds might come from philanthropy, from public and private institutions, from radio station budgets, or from contributions by civic bodies. The aim would be to establish the boards on a basis of assured self-support.

[4] The experimental demonstration of socially profitable broadcasts in such fields as public affairs, adult education, school instruction, and the like.

The procedure for creating a national board consists of having each state board select from its own membership a single representative. Manifestly, a national control group so constituted ultimately might have forty-eight members. For administrative purposes this would require the appointment of a smaller directing committee empowered to employ an expert staff to handle specified national broadcasts.

The character of the national board would thus be determined by the various state radio boards. In the New Mexico plan, the democracy of the boards was assured by the creation, first, of an advisory council whose membership consisted of official representatives designated by each of the institutions and organizations specified by the legislature, and, secondly, by having this advisory council select a state radio board to supervise the broadcasting of programs.

There are other ways of creating state boards. Its members might be representatives of agencies selected because of their inherent interest in cultural and educational broadcasting. Whatever the method used, it should provide for safeguarding democracy by selecting only organizations, not handpicking individuals.

Regional boards, as found necessary, could be constituted on the same basis as the national board, that is, of members selected by the state boards.

Everything advocated in this proposed system of organization for public broadcasting has been demonstrated successfully somewhere in the field of educational and cultural broadcasting. At the University of Wisconsin there is a state station with an informal advisory group similar in many ways to the proposed advisory council. This method of administration has worked satisfactorily, even tho the use of the station has been divided between various departments of the state government.

Oregon already has a state system of broadcasting which needs but little modification to fit into the plan of coordinated public boards. Florida, Kentucky, Iowa, Ohio, Oklahoma, Kansas, Minnesota, Michigan, and other states have developed broadcasting organizations which could be adjusted readily to the state board system. Some of these states have used commercial station time, while others have had available noncommercial facilities. The plan for programs produced under the auspices of state boards will work with either.

The plan for an American Public Radio Board is in harmony with the interests of that class of commercial broadcasters which is desirous of giving time on their stations to education, social welfare, and public affairs. In some cases, their experience has been disappointing, but this has been due largely to the fact that those to whom they have given time were inexperienced in the art of broadcasting and were unable to employ expert assistance. The system of radio boards should obviate this difficulty by retaining the service of experts to produce noncommercial programs of a quality comparable to that of advertising programs. Such a service would relieve commercial stations of many of the difficulties which now beset them with regard to both the choice of programs and the selection of groups or individuals who should put them on the air.

As pointed out in the article entitled "The Problems of Auspices and Control,"<sup>2</sup> some of the commercial broadcasters have found it expedient to turn over their facilities to responsible groups and thereby relieve themselves of worry as to what kinds of programs should be put on. This has been particularly true in the field of religion. It offers a precedent suggesting that the problem of securing allocations of broadcast time for the use of state, regional, and national boards [the second major objective of the radio board plan] might not be so hard to solve.

The third major function, the promotion of allocations of funds for use by such boards, is not as difficult as it might at first appear. The radio board plan offers advantages which more than pay its way. To educational, cultural, and civic institutions or agencies it offers the opportunity to pool their radio interests in a single cooperating unit which could produce quality programs much more cheaply than could each constituent member operating independently. To station owners it offers the advantage of a better series of broadcasts than any of them could produce singly. It might take selected portions of programs from various stations and combine them with other superior programs for general use in filling surplus hours.

There are, moreover, several sources which are at least potential contributors to such a project. First, there is private philanthropy. An American Public Radio Board would be an enduring monument to the intelligence and foresight of any individual or foundation. Secondly, there is the possibility of contributions from formal education in return for demonstrated improvement which radio might make in the effectiveness of teaching. The potential value of the improvement has been estimated conservatively at \$100,000,000.<sup>3</sup> A third source of finance might be the commercial broadcasters. They recognize their obligation to operate in the public interest as one of the conditions under which they hold their federal licenses. If the American Public Radio Board could help them to discharge their responsibility, they might well be expected to help defray the cost of supplying the service.

An obvious advantage of this plan for cooperative public broadcasts is the fact that it does not demand a fixed minimum expenditure for a demonstration of its value and acceptability. How much an initial trial would cost is difficult to estimate. Budgets for public boards would need to be very flexible in order to adjust easily to requirements as they arise. For this reason a fourth major objective, experimental demonstration, has been set up as a part of the plan. It is designed to prove the value of the service and to show just what the financial requirements might be. Thru such experimentation, the growth of the whole movement could be adjusted and controlled.

<sup>3</sup> *Education by Radio* 6:9, April 1936.

<sup>2</sup> *Education by Radio* 2:8, January 14, 1932.

**T**HE RADIO COMMITTEE of the Milwaukee City Council of Parent-Teacher Associations has drafted the following code; by which it proposes to measure the wholesomeness and unwholesomeness of children's radio programs:

*The committee deplores:* the overuse of suspense, especially in finishing an episode; programs which upset or are likely to upset proper social attitudes, viz., respect for elders, law and order, and racial tolerance; programs which at any time or in any way attach advantage to crime or dishonesty; creation of fear, physical and mental disorder caused by gruesomeness, horrible situations, violence, threats, sound effects, and other radio artifices.

*The committee recommends:* that due consideration be given to English; that parents be encouraged to show greater interest in the programs to which their children listen; that parents show their appreciation of wholesome programs by writing to the sponsors.

**T**HE INDIANAPOLIS [INDIANA] PUBLIC SCHOOLS have been presenting over station WFBM during the current school year, three weekly programs designed to aid in interpreting the work of the schools to the public. In addition to programs giving information about what the schools are doing, many of the broadcasts have been planned to fit into the school curriculum. These latter programs have demonstrated that broadcasts planned to fit the curriculum and time schedule of a particular school system are much more satisfactory for classroom use than other educational programs on the air. Forty-seven, more than half, of the Indianapolis public schools, are equipped with receivingsets.

**T**HE SCHOLASTIC RADIO GUILD now has local school chapters in thirty-two different states. English classes, dramatic clubs, history classes, Girl Scout troops, community players, church groups, granges, forensic clubs, college dramatic groups, and WPA groups are some of the varied types of organizations which have been broadcasting the specially-prepared radio plays. Radio Guild players have been on the air more than five hundred times during the current semester. Pauline Gibson, *Scholastic* radio editor, 250 East 43d Street, New York, N. Y., will welcome inquiries regarding Guild membership.

**G**EORGE HENRY PAYNE is the first member of the Federal Communications Commission to publish in book form his views about the public policy which should control broadcasting. Mr. Payne puts his views frankly and in a thought-provoking manner in the volume, *The Fourth Estate and Radio, and Other Addresses*, which is published by The Microphone Press, Boston, Massachusetts. Price—\$1.

**H**AVE YOU WRITTEN your suggestions concerning the American Public Radio Board?

## The Institute for Education by Radio

THE EIGHTH ANNUAL Institute for Education by Radio, to be held in May 1937, will sponsor the first American exhibition of recordings of educational radio programs. The purpose of the exhibition is to further the broadcasting of valuable educational programs by calling attention to the more meritorious ones of each type. The exhibitors are to be classified into two groups: educational institutions and organizations, and commercial stations broadcasting educational programs. Awards will be made for the best of each of four different program types: [1] lecture, talk, speech; [2] demonstrations of musical selections, poetry readings, or classroom activities with explanations; [3] dialog, roundtable conversation, interview, debate, question and answer; [4] all forms of dramatization, including dialog where speakers take assumed parts.

THE SEVENTH ANNUAL INSTITUTE FOR EDUCATION BY RADIO, held in Columbus, Ohio, May 4-6, reached a new high in performance. Previous meetings had given the impression that participants were groping for firm footing in a new field. This year's Institute showed clearly that those interested in education by radio thought themselves to be on solid ground. They seemed to have concluded, rightly or wrongly, that "the show's the thing." They were trying to discover how to put on the best possible show, and were proceeding with confidence.

Technics by which to improve broadcasting were almost exclusively the subject of discussion. Dr. W. W. Charters, the guiding spirit behind the Institute, set the stage in his initial introduction of the problem. He emphasized that educational broadcasting has reached a point of specialization. "Fifteen years ago, a broadcaster was an all-around person who did everything that was to be done around a station," said Dr. Charters. "Today, the larger stations have staffs of specialists, each of whom is assigned to a specific task." He suggested that educational broadcasting now involves eight major fields: station management, program planning, script preparation, talent selection and training, rehearsing, microphone technic, audience use, and measurement.

Perhaps the area which attracted most attention from those in attendance at the conference was that of script writing and what has come to be called the "radio workshop." To a certain extent, this involves the analysis of technics. Its major emphasis, however, is placed upon the actual preparation, rehearsing, and producing of programs on the air.

Children's programs also came in for their share of attention. Arthur T. Jersild of the Columbia Broadcasting System informed the Institute that the writing of scripts for children's programs is becoming an increasingly exacting job. According to Dr. Jersild, "Cheap melodrama which takes advantage of the child's credulity and plays upon his fears is becoming more and more taboo. Increasingly, a script will be judged not simply on the question, 'Will it attract a juvenile audience?' but rather on the question, 'Will it attract its audience in a legitimate way and offer the child something constructive and worthwhile?'" Among the other factors pointed out as essential to good children's programs were authenticity, action, good character portrayal, humor, and avoidance of "talking down" to children.

The program of the Institute was planned on the theory that the best way to master the art of broadcasting is thru the study of cases in which broadcasting has been done effectively. Therefore, examples of many different types of programs were described, and in some instances reproduced, to show how various effects might be secured. These proved to be among the most valuable parts of the program.

Within the limitations of the program, the Institute could not deal with many of the important problems basic to educational broadcasting. Even in the field of technics, certain areas such as listener interests, seemed somewhat understressed. These will be considered no doubt at future meetings of the Institute.

The subjects selected were handled in a thoro fashion. They aroused keen interest on the part of the more than two hundred people who were in attendance and turned the meetings into working conferences where specific cases were analyzed and practical solutions of difficult problems explained. This kind of coming to grips with reality could not fail to be helpful.

THE U. S. DEPARTMENT OF THE INTERIOR is reported to be planning an elaborate radio set-up as part of its new building in Washington. Plans call for one large and one small studio, completely equipped with control rooms, turntables, and the other equipment which goes into the modern broadcasting station. This was not contemplated when the building was originally designed. Secretary Ickes reserved space and allocated funds for it from a special budget. He is drawing upon the Office of Education and the recently established WPA radio workshop for technical advice.

RADIO TREATMENT of the subject of public affairs ultimately may reflect to a great degree the work now being done for the promotion of public forums by Dr. J. W. Studebaker, U. S. Commissioner of Education. For this reason it is not out of place to call attention here to *Plain Talk*, a recently published book by Dr. Studebaker. The book can be secured from the National Home Library Foundation, Washington, D. C., for 25 cents.

THE TEACHERS' HOUR, presented each Thursday over station WKAR, Michigan State College, is designed as a statewide meeting for the teaching profession. Speakers discuss the many aspects of teaching and are then interviewed to bring out additional points. The programs are under the direction of the State Department of Public Instruction, which has found radio a valuable means of coordinating its work thruout the state.

THE NEW YORK STATE CONGRESS of Parents and Teachers has used 16 radio stations for its programs during the current year, according to information received from the radio chairman of the National Congress of Parents and Teachers. The New York State Congress has been on the air approximately 46 hours this year, as compared to a total of 10 stations and a little over 18 hours of radio time used last year.

T.L.

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

# Education

by **R A D I O**

Volume VI

JUNE 1936

Number 6

## Educational Radio Communication

**W**HAT A MAGIC WORD, in its relation to the evolution of a sentient world, is "communication"!

It may seem a far cry in communication from the arresting chirp of the little tree toad—the hyla—who, as soon as the ice parts, comes up out of the pond's mud bottom, as Burroughs says "with spring in his heart," to the marvels of the metallic voice of radio. The broadcast of the frog pond is, nevertheless, as truly in the interests of the "public convenience and necessity," so far as frog society is concerned, as is radio broadcasting in the interests of "convenience and necessity" in modern human society.

The difference lies merely in the intervening ages required for biological and mental development. The primitive urge to get and beget has expanded, in modern human society, into an urge to know and understand and to make adventures in a world of ideas. The intellectual pleasures and the enjoyment of the creations of the mind, which we call modern civilization and culture, constitute now the most satisfying use of communication. Their highest expression is in the processes known as education, or the continuing enlightenment of youth and adults. Radio is one of education's instruments.

So far as any free people is concerned, security and perpetuity rest firmly upon enlightenment alone.

Where does the trusteeship for social enlightenment rest? Obviously with the educational system, which man has so laboriously, and often painfully, built up. There is, of course, such a thing as commercial communication, but that should clearly rest upon its own economic foundations and pursue its own purposes and objectives. Nowhere in the world has it been demonstrated that education is a business, or that education can be successfully and permanently nurtured and advanced out of the business or profit motive.

Government and education, whenever the profit or business motive enters, are debased and defeated. These concerns of an associated people are in the nature of the service rendered, and are pre-eminently social conveniences. They are part of the everyday life of the individual modern citizen.

It is absurd to any enlightened mind to suggest that government be supported by lottery. It is equally absurd to expect continuing, soundly-organized, unbiased, authentic, or constructive educational and social enlightenment to result out of a business.

Support is the basic problem. Give educational radio adequate support, channels, time; then other difficulties will be overcome.

Even in the present stage of development, both commercial and educational radio may be regarded as much of a frog pond. Neither one has developed either a genius or a Barnum.—W. H. LIGHTY.

**T**HIS ISSUE of *Education by Radio* has been turned over largely to the National Association of Educational Broadcasters. The official representatives of the educational stations were asked to make a presentation of their case. The articles which appear in the wide columns on pages 17, 18, and 19 are the result.

In future issues published during the summer it is hoped that the work of other agencies operating in the field of education by radio may be reported in a similar fashion.

**A** NEW EDUCATIONAL BROADCASTING STATION will soon be on the air. The Federal Communications Commission has just authorized Lincoln Memorial University, Harrogate, Tennessee, to operate a 100 watt station full time on 1210 kc. The transmitter and studios will be located in Middlesboro, Kentucky. The application for a construction permit for this station was approved by the FCC in the record time of twenty-seven days.

**R**ESPONSES have been very gratifying to the request in the last issue of *Education by Radio* that readers send in their comments on the proposed American Public Radio Board plan. Many valuable suggestions have been received. There must be others. Why not give us the benefit of your thinking on this important subject?

**C**OLONEL THAD H. BROWN, a member of the Federal Communications Commission, received the honorary degree of Doctor of Laws from Lincoln Memorial University, Harrogate, Tennessee, at its commencement exercises on June 1, 1936. Colonel Brown was made also a member of the board of directors of the university.

**P**ROFESSOR W. H. LIGHTY, author of the article in the adjoining column, was one of the first people at the University of Wisconsin to sense the educational possibilities of radio. Early in 1920 he became the first program director of the radio station which is the present WHA.

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THE NATIONAL COMMITTEE ON  
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S. HOWARD EVANS, secretary

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## Emergence of the Educational Stations

CAN YOU REMEMBER the days "way back when" radio programs were merely a means of filling time while experimenters continued their search for the "why and how" of the challenging new device called wireless?

In those days broadcasting was essentially a means of communication. We are now prompted to ask whether, in our radio thinking, we haven't overlooked that point. As a communications device, the radio has great possibilities. Compared to present uses, its potentialities can never be fully realized.

Many radio stations, in the technical sense, came into being at universities and colleges of America as laboratory equipment, while tireless workers were seeking to fathom the mysteries of the unknown. In those days "educational" stations were numerous. In the early 'twenties the number began to dwindle. In 1926, well after the trend had begun, 105 out of 537 licensed stations were owned by governmental agencies or educational institutions. Five years later only 58 out of 613 licensed stations were so owned.<sup>1</sup> In 1936 the figure is more startling, because, in spite of an increase in the total number of stations, only about 30 are institutionally operated.

The reasons for this decline can be readily explained. Businessmen, in advance of the educators in sensing the use of the air to influence thinking, began to acquire radio stations. Naturally, those already in existence were most quickly available, so they were sought. Educational institutions in many cases sold their holdings outright. In other cases cooperative arrangements were made which resulted ultimately in a complete loss of all rights by the institutions. Cases are known where methods less ethical were used to acquire the desired facilities.

In brief, educators with limited budgets found it difficult to withstand the demands made upon them. Offers to buy were hard to refuse. It took money to defend the stations' rights in hearings before regulatory bodies. The easiest way out was to relinquish the broadcasting rights to those who, thru profits derived from their use, could afford to carry on. It is difficult to affix any "blame" for the situation. It is largely a matter of the point of view.

In those cases, scattered as they are, where educators sensed the social possibilities of radio and could finance its development, "educational" stations with a different objective now exist. These stations hold to the belief that radio is a potent force in education. In spite of adversities, they are going on. Thru the National Association of Educational Broadcasters they are united in the common cause. With the utmost freedom these stations are able to experiment in the greater public service uses of radio. Operated, as they are, by agencies with which education is a major objective, they may rightfully be looked to for significant developments in that direction.

Gross W. Alexander summed up a vital and most difficult problem of the educational stations when he said:

Ownership of stations is the crux of the matter. Whoever controls facilities is bound to control their uses. Whoever controls or owns any vehicle of transportation can determine the direction in which it shall move, who will ride in it, how fast it will go, and what roads it will travel.<sup>2</sup>

Members of the NAEB own and operate their own stations; but their facilities are, in general, utterly inadequate for their needs. These stations, sole survivors of a high mortality period, have

IF FREEDOM OF SPEECH on the air is assured, if listeners' rights are to be paramount, if responsible minorities are to be protected, if youth is to be safeguarded, if the finest of American culture is to benefit everyone, if the incalculable values of universal communication to a democratic government are to be preserved, and if the menace of monopoly is to be avoided, the American people must demand an adequate share in the air for public broadcasting service.—ARTHUR G. CRANE, president, University of Wyoming, and chairman, National Committee on Education by Radio, in an address before the National Association of Educational Broadcasters, Iowa City, Iowa, September 9, 1935.

THE EFFECTIVENESS of the demagog and the pressure group have been enormously multiplied by the radio, by the chain newspaper, by the movie newsreel, and by the wide circulation of the lower-priced magazines. I am not condemning these agencies of our civilization. I am merely saying that, like the laboratory of the chemist, they may turn out products equally potent for the welfare of humanity or for its destruction.—HARRY WOODBURN CHASE, chancellor, New York University, commencement address, June 10, 1936.

HAROLD A. ENGEL, author of the articles on this and the next page, is promotion manager of state broadcasting station WHA, Madison, Wisconsin. He is also executive secretary of the National Association of Educational Broadcasters.

<sup>1</sup> Perry, Armstrong. "Radio Channels for College Stations." *Education by Radio* 1:92, July 30, 1931.  
<sup>2</sup> Tyler, Tracy F. [ed.] *Radio as a Cultural Agency*. Washington, D. C.: National Committee on Education by Radio, 1934. p119.

emerged thru the conviction of their supporters that their purpose is fundamentally right.

Without the compulsion of catering to "all of the people all of the time" these stations have made notable contributions to radio thru their experimentation. Without the fear of creating sponsor ill-will by presenting facts as given in the interests of the listeners, unique programs are offered. Without the danger of being charged with partiality or favoritism, legislators, state officials, governmental, educational, and other public servants use the radio freely, speaking directly to the people whom they serve.

Has not the moment arrived for Americans to take their radio seriously? Is it not time that adequate facilities be provided for comprehensive experimentation in public service uses of radio?

The machinery for carrying on such work could be readily set up thru the National Association of Educational Broadcasters. This group represents the agencies in which educational broadcasting is the major consideration. The real and lasting contributions to radio education may well be expected to come thru these stations, in view of their objective and their affiliation with educational sources.

Lack of funds to support a central organization is retarding the interchange of effective ideas and methods and the collective progress of these stations. Individual developments remain isolated. Co-operative enterprise needs stimulation and financial support.

The first requirement would be that of securing a central headquarters and personnel. With capable leadership and help, a central organization could serve the cause of educational radio in a multitude of ways. It could increase the number of educational programs on the air, improve their quality, stimulate leadership, develop an understanding of fundamentals, and strengthen the position of true educational broadcasting.

Among the services of great value which suggest themselves are: [1] Program and script exchange—to gather the best radio contributions of educators and make them available for use and study by educational stations; [2] Recording service—to present by dramatization, discussion, dialog, or other effective technic, offerings in the fields of children's programs, literature, social science, hygiene, and other adaptable subjects; [3] Analysis of local conditions—to study activities relating to individual stations and assist in conveying successful practises to other stations; [4] Organization of educational forces within the service area of the stations—to guide cultural and service agencies to an intelligent use of radio to extend their benefits and influence; [5] Research and reaction surveys—to determine what factors enter into the success or failure of certain programs in different localities.<sup>3</sup>

There has never been, in this country, a comprehensive experiment in true public service broadcasting. Without channel facilities, ample power, suitable hours, adequate finances, and properly selected personnel, there never will be. Because radio is nationally regulated, an experiment so vital to the future use of the medium should be nationally sponsored.

Sometime, perhaps after the wolf-cry of "government monopoly" has been analyzed, and other "red herrings" properly disposed of, there may be a fair chance to use radio for education and government. Certainly American ingenuity, guided by a concept of true service and the results of broad experimentation, can be relied upon to give us a well-rounded radio plan. From such a plan the listener has everything to gain.—HAROLD A. ENGEL.

<sup>3</sup> From a project submitted by the National Association of Educational Broadcasters to the National Advisory Council on Radio in Education.

**T**HE RADIO WORKSHOP of the U. S. Office of Education now has two divisions. One is located in Washington, D. C., and is concerned with administrative details and the writing of program continuities. Thirty people are employed at this work. The other division, which has recently been moved to New York City, consists of thirty-five actors, singers, and supervisors, who put the programs on the air. William D. Boutwell, chief of the division of publications, U. S. Office of Education, still remains director of the project, in charge of both divisions. He reports that five regular weekly programs are being broadcast at the present time. The central aim of the project is to prove that an educational agency, properly financed, can create and present educational radio programs which measure up in quality and listener appeal to the best commercial and broadcaster sponsored programs on the air.

**T**HE NUMBER OF RADIO FAMILIES as of January 1, 1936, is estimated at 22,869,000, or 74 percent of all American families. This represents an increase of 1,413,000 families, or 6.6 percent, over the estimate for the same time last year. The amazing thing about the new figures is the estimated increase compared to 1930, when the federal government made its actual census survey. At that time there were 12,000,000 radio homes. Thus, with 22,869,000 homes as of January 1 of this year, the ratio of increase has been nearly 90 percent.—*Washington Star*, May 10, 1936.

**N**EW ZEALAND has made great strides in broadcasting, as borne out by recent license returns. There are now 185,008 listeners registered in the Dominion, representing 11.8 percent of the total population. This percentage is slightly higher than that for the Commonwealth of Australia. The increase in licenses since the broadcasting system was taken over from private enterprise by the official New Zealand Broadcasting Board is 113,652. Such figures tell a tale.—Saskatoon [Saskatchewan] *Star-Phoenix*.

**W**HAT DIRECTION shall leadership take? I cannot reach any other conclusion than that of practically all who have studied the question, namely, that it must be in the direction of divorcing educational ideals from commercial ideals. The two will not mix.—ROBERT G. SPROUL. "Radio: an Instrument of Culture or an Agent of Confusion." *Radio and Education*. Chicago: University of Chicago Press, 1935. p35.

**T**HERE WILL BE far more noncommercial broadcasting in the hands of governmental units, universities, churches, and endowed foundations than there has been in the past—after the smoke of political conflict clears away.—ALLEN RAYMOND. "Static Ahead!" *New Outlook* 162:21, July 1933.

**T**HE U. S. OFFICE OF EDUCATION is utilizing various means to aid school systems and colleges and universities in their efforts to prepare and improve radio presentations.

Since scripts seem to be one of the chief needs reported by school, college, and other nonprofessional radio groups, the Office of Education is offering to such groups the "Interviews with the Past" series prepared by the Educational Radio Project.

In order that teachers, school, college, and university staff members, and others who are called on to present educational programs over local stations may have the advantage of learning radio technics, the Office of Education has decided to admit a limited group of especially qualified student associates to participate in the summer Radio Workshop, to be conducted from July 6 to August 10 in cooperation with New York University. Participation in script writing, production, radio music and directing technic, under the guidance and criticism of experts, will dominate the activities of the Workshop. Students desiring to enrol or to obtain further information should write to the Radio Workshop, New York University, New York, N. Y.

**M**R. J. C. VANDERWOUDE, radio chairman of the Texas Congress of Parents and Teachers, has built up what is undoubtedly the largest listeners' organization in the United States. She has appointed two thousand local radio chairmen, who have organized more than a thousand listening groups. A program, "The March of the Texas Congress of Parents and Teachers," has been a regular feature of station KRLD. Programs have also been presented over seven other radio stations in Texas.

**D**OES THE AMERICAN PUBLIC want non-commercial broadcasting? Shortwave station W1XAL, Boston, Massachusetts, is ready to prove not only that many people want it but also that they are willing to pay for it. Since January 1, 1936, the station reports voluntary contributions from hundreds of listeners in thirty states of the United States, and in England, Mexico, Canada, Cuba, Bermuda, and Trinidad.

**T**HE ROCHESTER [N. Y.] SCHOOL OF THE AIR has just concluded three and a half years of regular broadcasting. During the semester just ended, courses in Science, History, Geography, Music, Current Events, Guidance, and Art Appreciation have been broadcast to the pupils in their classrooms. The programs will be resumed with the opening of school in the fall.

**M**ORE THAN TWO HUNDRED school systems have broadcast regular series of programs during the past two years. Some of the series were daily for a month or more; but the majority were fifteen or thirty minutes weekly for several months.—CLINE M. KOON, *Broadcasting by Elementary and Secondary Schools*, 1936. p8.

## High Frequencies for Education

**O**N JUNE 15, Dr. John W. Studebaker, U. S. Commissioner of Education, presented the claims of American education at the hearings called by the Federal Communications Commission to consider what procedure should be followed in the allocation of ultra-high radio frequencies. Dr. Studebaker made a forward-looking speech in which he asked that a definite portion of the frequencies in question "be reserved for noncommercial use by organized educational agencies."

Far above the broadcast band, where radio waves take on many of the characteristics of light, are thousands of frequencies which have never been put to use. All of these are being requested by various interests which want them as a protection against future communication needs. Aviation, television, facsimile transmission, aural broadcasting, police communication, and governmental agencies such as the Army and Navy are among the principal claimants.

In an effort to bring order out of the chaos which might result if these frequencies were made available, T. A. M. Craven, chief engineer of the Communications Commission, recommended to that body that it hold a series of hearings to establish the merits of claims put forward by the various groups. It was at these meetings that Commissioner Studebaker championed the cause of education.

Prior to the hearings the Commissioner consulted both technical engineers and representatives of various educational groups interested in radio. From the engineers he received assurances that high frequencies could be made serviceable to education and that the reservation of a few bands of frequencies would be enough to enable every school system to have a broadcasting station of its own. From school people and from studies made by his staff at the Office of Education he received assurance that educators were becoming more radio conscious and would soon be ready to make use of facilities in addition to those available in the regular broadcast band.

To avoid any possible misunderstanding of his position and to prevent the accusation that he was surrendering the position which educational stations have achieved in the regular broadcast band, Dr. Studebaker made an important reservation. He said:

In presenting this request for reservations of ultra-high frequencies for organized educational agencies, I am looking toward the future. The present uses of educational programs in the regular broadcast band have indicated that the potentialities of radio for educational purposes are tremendous. While I believe that the present use of educational programs in the regular broadcast band should be continued and extended to commercial stations in the ultra-high frequency band, I believe also that ultra-high frequencies, when granted to organized education, should not be allowed in any way to jeopardize the position of education in the regular broadcast band.

Dr. Studebaker envisioned a great variety of ways in which school systems will make regular full-time use of broadcasting in the future for the benefit of the million teachers and 28,700,000 elementary and secondary pupils in the United States. He predicted that by adjustments in present classroom arrangements and in teaching staffs, this kind of broadcasting service could be supplied without any large increase in the cost of education.

This last remark has been subject to some misinterpretation by the press. Dr. Studebaker was not arguing for a reduction in the number of teachers. He was arguing that master teachers should be made radio teachers. If the cost of new teachers to replace them in the classroom was too high, their former duties could be divided among the remaining teachers. The slightly increased pupil-teacher ratio would be more than offset by benefits derived from radio.



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# Education

by **R A D I O**

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## The Radio Workshop Idea in Ohio

WHEN EDUCATIONAL INSTITUTIONS IN OHIO started casting about for a name by which to designate their radio activities, it was natural, perhaps, that they should take their cue from Harvard, where the Drama Workshop first demonstrated that the technics of the theater could be studied, taught, and developed.

Streamlined to meet the needs of a new educational medium, geared to an age which no longer defines a college as "a log with a student on one end and Mark Hopkins on the other," the Radio Workshop resembles the original workshop experiment as little as the "Old 97" resembles the Flying Zephyr. The educator today, alive to the possibilities of radio, is inclined to rate the efficiency of a teacher speaking to a class of thirty when he might be speaking into a microphone, as, say, one preceded by several zeros and a decimal point. The radio-minded educator sees the state as his classroom and the nation as a campus.

He does this notwithstanding the fact that radio has never done so effective a job in education as it has in business, politics, and a dozen other fields. At first the educator was inclined to blame the radio setup, commercialism, the medium, public indifference—everything but himself. He continued to address constantly diminishing audiences in his traditional classroom manner. He persisted in trying to sell the most intangible service in the world, thru a twentieth century medium, using technics little changed since the days of the Renaissance. He saw this new medium mold opinion, elect presidents, sell everything under the sun from toothpaste to tractors. Finally awakening to the fact that perhaps the failure lay within himself, he began to ask: "What is the matter with educational broadcasting?" From that moment a Radio Workshop became inevitably indicated as an integral part of education.

A Workshop was set up to function within the Ohio State University and the State Department of Education [thru its School of the Air] for the purpose of demonstrating what radio can do for education over a statewide area. This Workshop is not only applying existing radio technics to education; it is also developing new ones particularly adapted to educational practise, which may, as a by-product, improve commercial broadcasting as well.

Finally, in the process of writing, producing, and broadcasting educational programs that are both interesting and authentically informative, the Workshop is training new technicians, college men and women with an understanding and a feeling for education, who, to their broad cultural background, are adding professional skill in this new medium. This is perhaps the Workshop's greatest service to education.

THE RADIO WORKSHOP as it has been developed in the Ohio Press-Radio-Cinema Project, is described in this issue of *Education by Radio*. The project is being carried on under the auspices of a directing committee which consists of representatives of the Ohio State University, the State Department of Education, the Ohio Radio Education Association, and the Payne Fund. It is designed to coordinate the use in education of radio programs, motion pictures, and newspaper materials.

Meredith Page, the author of the articles which describe the Workshop, has charge of this important experiment. Mr. Page has had wide experience in activities which provide a suitable background for his work. He was publicity manager for the Waldorf-Astoria Hotel, ghost writer for Walter Camp, spent a year in Europe studying music and languages, later arranged concerts and publicity for the Aeolian Company, and more recently served as announcer and program director at station WOR, Newark, N. J. In this latter position, he handled publicity, wrote scripts, and directed productions, centering most of his efforts on dramatic programs. He was a pioneer in many features and developed technics which have since become standard network procedures.

AMERICAN CHILDREN today are listening an average of over two hours a day to the radio. What are they hearing? What influences are bearing upon their lives? They are being educated today by radio, whether this education be good or ill, elevating or debasing. This education may be tawdry, trivial, trifling, or it may bring to bear upon the lives of these citizens the best that America produces.—ARTHUR G. CRANE, president, University of Wyoming, and chairman, National Committee on Education by Radio, in an address before the National Education Association, Portland, Oregon, July 1, 1936.

AMERICA is a large country and has room for many radio systems. You may possibly find time in the near future to develop alongside the present system a noncommercial system devoted exclusively to culture and education.—A. LLOYD JAMES [honorary secretary, Spoken English Committee, British Broadcasting Corporation] *Broadcasting*, April 1, 1936.

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## What Can a Radio Workshop Do?

EDUCATORS have had great difficulty in agreeing upon a definition of educational broadcasting. Dr. W. W. Charters, director of the bureau of educational research at the Ohio State University, has probably come nearest to an ideal one. "An educational program," he says, "is one which raises standards of taste, increases the range of valuable information, or stimulates audiences to undertake worthwhile activities." In short, he concludes, "an educational program is one which improves the listener."

In this characteristically broad-gauge definition, Dr. Charters has considered both radio and education in their widest aspects. This is a definition upon which most educators, as well as commercial broadcasters, will agree. The origin of a program is important, but the quality alone determines whether or not it is educational.

Of the three objectives stated, the Radio Workshop in Columbus considers the last the most important. If it can stimulate a sufficient interest in the listener to inspire him to do something worth while, the program, measured by educational standards, usually proves to be successful.

Thus, in a series of broadcasts prepared for the Ohio School of the Air for reception in the schoolrooms of Ohio and adjacent states, the Workshop had several objectives. It wanted to bring to bear on an educational program all of the skill, resources, and showmanship usually lavished upon commercial productions, in order to prove that educational programs can be made as interesting and entertaining as commercial programs. The professional tone to which people had been long accustomed in the best of their commercial radio fare, had, the Workshop decided, been too long lacking from the programs presented by educational stations and institutions. It wanted to prove that radio could present some subjects, at least, far more vividly, realistically, unforgettably, than any teacher could hope to. More important than these objectives, however, was the hope that the series might interest schoolchildren sufficiently to arouse some independent thinking, to kindle a desire to explore further the subjects of the broadcasts. Thus, the series, "Men Who Made History," was not greatly concerned with dates or factual information. It was considered less important that the children remember the date of the Louisiana Purchase than that they gain a greater appreciation of the free public school system which was set up following it. Those who planned the series were quite ready to forgive the students if they forgot who Thomas Nast was, so long as they retained a few thoughts on civic integrity. It was unimportant if they remembered the name of the man who discovered ether or electrotherapy, if a few boys were inspired to think of medicine or science as possible careers. The hope was that Mark Twain and Edgar Allan Poe would become more to them than the authors of books which the teacher recommended and that there might be a spontaneous run on the school library for books hitherto thought too dull. In other words, wherever possible, the Workshop has sought to bring the listener into the radio picture, to make him an active rather than a passive participant in this thing called radio education.

Similarly, the Workshop has developed a cultural program which will make the listener an active participant in the broadcast. With the cooperation of station WOSU, the university broadcasting station, and Dr. M. E. Wilson of the university department of music, the Workshop plans a statewide choir practise over the air. With receivingsets in the choir lofts of churches thruout the state, isolated communities will enjoy expert direction of hymns and choral num-

RADIO can be the open-sesame, the magic touch for the entire class or the entire school. It can be used to stimulate and sustain pupil interest in projects in science, music, literature. It can be used to further interest in dramatics, public speaking, diction, and mathematics. Furthermore, it can be used as a coordinating medium, for the problems presented in the working out of projects may call for the instructional services of every department in the school and every instructor on the staff. Any one program may call for the cooperation of the classes in composition, in speech, shop, art, sewing, and physics. Such use of the radio provides means for directing projects in all such classes, thereby giving new significance to the place of any subject in the life of the pupils.—FRANK W. THOMAS. "Radio—An Instrument in Progressive Education." *Junior-Senior High School Clearing House* 10:403, March 1936.

RADIO STATION KOAC, Oregon State College, Corvallis, reports a rapid growth in its listening audience. The increase for 1935-36 is shown by the radio clubs organized thruout the state. Reaching a new high of 56 clubs, with a total enrolment of 664 women, these organizations tuned in each Tuesday afternoon for lectures centering around the theme, "Is My Child Growing Up?" Thru the medium of transcriptions made at KOAC the lectures were used by several of Oregon's smaller stations in remote parts of the state. KOAC is operated as an important unit of the extension division of Oregon's State System of Higher Education.

bers previously chosen with judicious musicianship. Instead of being passive listeners, they become active participants in a program designed to "raise standards of taste, increase the range of valuable information, and stimulate to worthwhile activity."

The Radio Workshop recognizes that, whether they like it or not, educational programs and educational stations are in direct competition with commercial stations. Education is eager for at least its share of that two and one-half hours that highschool students spend daily listening to the radio. Education wants the housewife for a while each morning and the head of the house for at least a time in the evening. It wants the farmer for the farm night programs, and the voter, the taxi driver, and the factory worker who left school in the sixth grade. However, the Workshop recognizes that it won't get any of them unless it does its job as interestingly as the commercial station does, unless it exercises even more ingenuity, intelligence, and imagination, for the simple reason that culture is harder to sell than cold cream.

Radio is as many faceted as a diamond, and on each front the Workshop can make some contribution. Little is known as to what makes a successful radio personality. Commercial radio usually recognizes one when it comes along, but it is a function of a Workshop to formulate a few requirements and set up standards. Much remains to be done in the way of indoctrinating educators in radio technics. The classroom manner, the dull, ponderous, academic style is not effective on the air. Almost to a man educators are pathetically eager to make good in this new medium; they are tractable, adaptable, cooperative to a high degree; they are specialists in their fields; and to them educational radio must look for much of its talent. However, they must be made to picture their audience in terms of individuals and little groups of twos and threes—not as classrooms of men and women of college rank. Indeed, the University Broadcasting Council of Chicago, one of the most important and significant educational radio groups, considers this its basic function—to develop into successful broadcasters recognized specialists and authorities in various fields of learning.

Various types of programs and technics for instructional programs are being explored. What radio men call the "straight talk" probably will be with us always, but even straight talks are being brightened up, toned up, edited to increase their interest and effectiveness. At the same time, the Workshop is comparing the effectiveness of dialog, both planned and spontaneous, discussion groups, and panel discussions. Dramatizations are proving successful in many cases, and, while not every educational program has to be a dramatization, it has been found that most programs come nearer achieving the desired result if they have at least some of the "stuff" of which drama is made. Another interesting technic that has been highly successful is that of writing the educator, the recognized authority in his field, into a script that relates to his work. He is still Dr. X, professor of thermodynamics, but he ceases being a classroom lecturer and becomes a vital, articulate, human individual, talking man-to-man with a student or colleague.

Such experiments soon bear fruit. Demetrio Cabarga, instructor in Spanish, one of the most popular instructional courses in the Radio Junior College over station WOSU, varies his routine by giving, concurrently with language instruction, programs that include authentic music, poetry, news, and a broad view of the culture and life of the Spanish people. The program is presented with the aid of a twenty-piece orchestra, guest speakers, and showmanship that would do credit to chain broadcasting.

**A**MERICAN RADIO LISTENERS are showing considerable interest in two recent decisions concerning broadcasting in Great Britain and Canada.

Great Britain, which has prohibited sponsored programs since the quasi-public British Broadcasting Corporation in 1927 replaced the privately owned British Broadcasting Company, has decided to continue, for at least another ten years, the ban on direct advertising on the air. A group of British advertisers tried ineffectually to gain access to the radio but the Government accepted most of the recommendations of the Broadcasting Committee. This Parliamentary committee, known as the Ullswater Committee, was appointed April 17, 1935, "to consider the constitution, control, and finance of the broadcasting service in this country and advise generally on the conditions under which the service, including broadcasting to the Empire, television broadcasting, and the system of wireless exchanges, should be conducted."

Not only did the British Government ban advertising on broadcast programs, but on television programs as well. It agreed further to take steps to prevent the broadcasting by foreign stations of advertising programs intended for British listeners. This action is understood to relate particularly to the use by certain British advertisers of the high-powered Luxemburg station in order to circumvent the non-advertising policy of the BBC. The modest license fee of ten shillings [\$2.50] to be paid by each receivingset owner, will continue to furnish the necessary funds for the support of the radio service.

The Canadian Parliament passed a bill to create a public broadcasting corporation modeled upon the same lines as the British Broadcasting Corporation. In this they concurred with their Parliamentary committee which unanimously recommended a radio system based upon British rather than American lines. Other committee recommendations included the following: [1] a prohibition of "dramatized" political broadcasts, [2] the assignment of broadcasting time equitably between the different political parties, [3] a prohibition of political broadcasts on election day or the two preceding days, and [4] the replacement of the present commission of three members by an honorary board of nine governors representing all parts of Canada.

**B**EFORE you come to depend on the printed word to tell your story, do not forget the marvel of the present age—the tremendous agency for education as well as entertainment—the radio. Remember, thousands who cannot read can hear, and thousands who will not read, do listen.—RAYMOND H. GREENMAN, *The Microphone*, June 6, 1936.

**T**HE NEW YORK CITY BOARD OF EDUCATION, at a meeting held June 24, 1936, passed a resolution providing that in all new school buildings equipment be installed for a central radio system, with loudspeakers in every classroom and auditorium.

**E**DUCATIONAL BROADCASTING has been and still is suffering for lack of adequate funds to prepare and present as good school programs as American talent can create. Radio, assistant teacher, has been undertrained and underpaid. Broadcasting, however, is the cheapest known means of supplementing school instruction. When listening classes number tens of thousands or even millions, a few pennies per pupil will meet all expenses. There is no good reason for buying textbooks with school funds and refusing to buy educational broadcasts. One percent of the operating costs of schools would put this assistant teacher in every school in America, presenting to thirty million pupils a program which would modernize and vitalize the entire program of school instruction.—ARTHUR G. CRANE, president, University of Wyoming, and chairman, National Committee on Education by Radio, in an address before the National Education Association, Portland, Oregon, July 1, 1936.

**W**E STARTED OUR RADIO WORK with arithmetic lessons, some six years ago, and finally had as many as 6000 children in one class. We prophesied that, if we could make a success of as matter-of-fact a subject as arithmetic, we could manage other subjects. Perhaps our latest experiment is elementary science, developed by Mary Melrose, supervisor of elementary science in the Cleveland public schools. We have broadcast lessons in geography, English, music, mechanical drawing, history, grammar, lessons for appreciation in art—we have taught almost every subject. It can be done, and, moreover, the school marks are as good, the teaching frequently, yes, usually, better. This is because only good teachers are accepted for the radio.—R. G. JONES [assistant superintendent of schools, Cleveland, Ohio]. "Radio in Education." *Junior-Senior High School Clearing House* 10:394, March 1936.

**T**HE NEED for a study of radio broadcasting was given additional recognition from an unexpected quarter when the United States Chamber of Commerce, at its last annual meeting, authorized the national board of directors to order such investigations as might appear timely and advisable in the area of federal and state regulation and jurisdiction in radio and certain other industries. This authorization was made as the result of recommendations from the Pittsburgh [Pa.] Chamber of Commerce.

**W**IDELY DIFFERING OPINIONS as to the cost of television have been expressed by experts. Some say that television receivers will be as expensive as motor cars. Others are of the impression that the price may be reduced to a point as low as \$250. There seems to be agreement, however, that considerable experimentation with visual transmission remains to be done and that the spread of television across the United States will be gradual, possibly taking years.

## Where is the Radio Workshop Heading?

**O**NE OF THE EPISODES of the Ohio School of the Air "Men Who Made History" series was recently produced by station WJR, Detroit, Michigan. It was scheduled at a peak Sunday evening spot, following the Ford Symphonic Hour, produced with a twenty-piece orchestra, a choir of sixteen voices, and an excellent cast of actors. The program was heard by one of the country's foremost industrialists, who is already using radio with marked success to advertise his product. The result is that his advertising agents are investigating the possibilities of a similar program for commercial use. As a first step in the project, two of the students who received their training in Ohio's Radio Workshop, and who wrote a number of the School of the Air scripts, are writing the scripts which will be auditioned. Thus does a little leaven—

This incident is significant and prophetic in more ways than one. It shows that it is possible for an educational station to originate and produce programs of an educational nature sufficiently interesting and entertaining to compete for listener interest in the open market with the best commercial programs. If education can be made sufficiently stimulating to the advertiser who pays the freight, all will agree that these educational workshops may influence considerably in the future both sponsored and sustaining programs of commercial stations.

Station WLW of Cincinnati has for a number of years carried the Ohio School of the Air programs over its 500 kilowatt station, as part of its service to education. These programs are heard over WLW in half the states of the nation, and, further, are picked up and rebroadcast by about thirty smaller stations. Thus, by presenting programs that, in addition to being good educationally, are also good radio, the Ohio School of the Air and WOSU are able to increase greatly their range and audience, attaining the equivalent of a chain hookup without any additional expenditure or increase in power. Joseph Ries, educational director of WLW, has indicated that additional time will be available upon the same basis as more educational programs of similar merit are prepared.

Herein would seem to be one of the greatest opportunities for workshops. If they can originate and write good programs, the traditional lack of funds for good productions need no longer be an insuperable handicap, because commercial stations with ample funds and facilities will be only too glad to provide the production and the audience.

Training of future broadcasters, writers, and technicians is a vital function of the Radio Workshop. The radio industry has been too long dependent, for those people who exert such a tremendous influence upon the life and thought of the country, upon two principal sources—Broadway and advertising agencies. Radio may be changed considerably when a new crop of college-trained technicians appears on the scene. Under consideration at the Ohio State University are courses in script writing, news broadcasting, broadcasting practise [including announcing, studio technic, and production], program planning, station management, and radio speech.

It may be a long time, if ever, before educational stations will be affiliated into an educational chain, land line charges being what they are. Some machinery for the exchange of scripts, program ideas, and transcriptions, however, will undoubtedly be effected, lessening the burden on each station and enabling each to devote more time to the production of a few outstanding programs which will be shared in turn by cooperating stations.

# Education

by **R A D I O**

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

Volume VI

AUGUST 1936

Number 8

## The Radio Listener

**T**HE VAST EMPIRE OF RADIO, with all its ramifications, investments, and expenditures, exists, in the final analysis, for the listener, and for him alone. Slow tho he may be in making his decisions known, ultimately his word is final in the settlement of all the perplexing problems which beset radio. To his whims all broadcasters must cater; to his pocketbook all radio advertising is directed; to his welfare a growing number of programs is dedicated. The consumer is king of the radio domain.

Little enough is known about listeners in spite of the extensive surveys constantly being carried on by educational and commercial broadcasters alike. The consumers of radio programs do not fit any one pattern. There are a variety of tastes, a variety of interests, and a variety of educational backgrounds represented in the radio audience. Programs must be prepared for specialized groups of listeners; there is no one audience to be catered to. In this respect, the commercial and the educational broadcaster face the same problem. With each program the essential question must be answered: To what audience will this appeal?

The problem of the specialized audience is further complicated by the fact that each individual listener represents variety within himself. At times he wants relaxation, at times amusement, at times enlightenment, and at times stimulation to new activities. He expects the radio to furnish all of these and more, and he will not, in the long run, be satisfied with any system of broadcasting which does not provide for them all. A realistic recognition of this fact should indicate clearly that education, as well as entertainment, has a permanent and indispensable place on the air.

Recognizing the importance of the listener, broadcasters must determine the extent to which they have a responsibility for listener tastes. If programs are to satisfy their audiences, must they cater solely to present likes and whims? Or has the broadcaster a responsibility to use this powerful instrument of mass communication for the improvement of the listener?

Experience indicates that there is but one answer. Catering only to "what the public wants" inevitably brings disaster, as the movie makers have found. Appealing to the lowest common denominator of the audience is a short-sighted and stupid policy which radio will not repeat. Rather will attention be given to the method employed. Programs will appeal to listeners on their present level but will include sufficient exposure to higher levels of interest as gradually to stimulate improved tastes and standards. This implies not only that each program will both interest and improve the listener, but that better programs will be constantly introduced. Only thus will radio take its rightful place as a positive influence in American life.

**I.** KEITH TYLER, author of the articles, "The Radio Listener," "Developing a Discriminating Audience," and "Taking the Listener into Partnership," which appear in this issue of *Education by Radio*, is a research associate in the bureau of educational research, Ohio State University, and has charge of the radio unit of the Press-Radio-Cinema project.

Mr. Tyler, a graduate of the University of Nebraska, has done graduate work at Yale University, Union Theological Seminary, and Teachers College, Columbia University. Having been a highschool teacher in Lincoln, Nebraska, a supervisor in Allegheny County, Maryland, and assistant director of curriculum in the Oakland, California, public schools, he has had a country-wide experience in education. In addition to his teaching, he has held counselorships in a number of boys' camps and has worked with boys' clubs. He is the youngest of the four Tyler brothers, all of whom are well known in the field of education.

**T**EN BOYS who enrol at the University of Wisconsin this fall will be given the opportunity to learn the fundamentals of radio thru actual experience in the studios of station WHA. Applications for places in the group are being received already by H. B. McCarty, program director of the state-owned station. Altho no formal requirements have been set up for admission, highschool training in speech and forensics, as well as a knowledge of music, will be definite assets. The fortunate ten will be given thoro training in microphone technics, announcing, script and continuity writing, sound effects, program production, radio history, regulations, use of music, dramatics, and other equally fascinating phases of broadcasting. Microphone practise and actual broadcasts will be scheduled as the individual student progresses. Altho the radio work is classed as an extracurricular activity for which no formal university credit is to be given, competition for the available places will be keen.

**R**ESOLVED, That the NAB continue to cooperate with the FCC and educational groups in all practical efforts to study the application of education to radio.—Adopted by the NATIONAL ASSOCIATION OF BROADCASTERS, Chicago, Illinois, July 8, 1936.

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## Developing a Discriminating Audience

THE VAST MAJORITY of American radio listeners are still largely uncritical. They respond readily to cheap appeals and their program preferences are not of a high order. Radio programs have been directed too frequently at this general level with utter disregard of the significant minorities who do appreciate better things but who fail to register their point of view in fan mail. These more discriminating listeners, by virtue of this very quality, are less likely to respond to contests or to appeals for letters. Their more numerous fellow countrymen, on the other hand, register their approval of programs by both volume of sales and mail response. A growth in discrimination on the part of these average listeners is needed if radio programs are to be continuously improved. Such a growth will come partly thru the stimulation of the broadcasters, but most of it will be in response to a concerted effort to develop a critical public.

Experience in the parallel field of motion pictures indicates that discrimination can be developed among both adults and boys and girls. When schools and adult organizations together tackle this problem, such a development will not be long in making itself felt. The decided improvement in the quality of motion pictures which has taken place in the last two years has been in no small measure a direct effect of the countrywide effort to develop discrimination in this field. A similar result may be expected with regard to radio.

Radio listening plays such an important part in the lives of modern boys and girls as to demand treatment in the school curriculum. Certainly one important objective of education is that of acquainting pupils with the influences affecting them, and helping them to develop technics for controlling such influences. If for no other reason than this, radio, with its slice of over two hours daily from the waking time of boys and girls, needs examination and interpretation. It refuses to be ignored. Educators may deny school time to this new instrument, but the radio will do its educational job—good or bad—to boys and girls outside school hours. It is only sensible that the school make a place for the development of discriminating listening so that boys and girls may learn to distinguish the good and the bad, to separate the wheat from the chaff.

To discriminate is, according to Webster's, "to separate by discerning differences." One important goal in such work, then, will be the development of skill in separating good programs from bad, honest representations of life from dishonest, factual presentations from propaganda, good artistry from sham. This implies the examination and study of many programs representing a wide range of type and quality.

In the elementary grades radio program study will be dealt with in rather incidental fashion in English, in social studies, in music, and in other subjects. The use of radio programs in the classroom will lead to discussions of their merit, and to examination of the various types of programs available to boys and girls. An occasional story period will be devoted to recounting the stories heard in home listening, these being compared in discussion with literary works studied in school. The claims of radio advertisers will often be a source of heated debate in health and social studies. In short, it will not be long before the pupils will develop a wholesome skepticism toward the more blatant forms of misrepresentation in advertising, and an indifference to the overdrawn radio thriller. Such are the beginnings of critical discrimination.

At the highschool level a more mature study is necessary. A regular place in the curriculum is called for—a unit in English or social

THE HOMEMAKERS FORUM is the title of a series of broadcasts arranged by the home economics extension service of Rutgers University, New Brunswick, N. J. These fifteen-minute programs on problems of the home are presented each Wednesday at 3:15PM over station WOR. Beginning March 4, the series will continue thru August 26.

A parent education series for the use of discussion groups is being planned for fall. District and county leader training meetings will be held in September, October, and November. The series is to begin on October 21 with a talk on "The Home Atmosphere." Attendance sheets, digests of the talks, references, and discussion materials will be supplied to each group leader.

The extension service of Rutgers University began broadcasting talks for discussion groups in February 1932. The fall and spring series in 1933-34 enrolled 185 and 167 groups, totaling 2282 and 2009 individuals respectively. During 1934-35, however, station officials found it necessary to change the broadcasts to a morning hour, bringing about an inevitable decrease in enrolment, since, for obvious reasons, homemakers find it more difficult to participate in radio study groups in the morning than in the afternoon. Last fall an attempt was made to follow the usual plan of organized discussion in connection with the broadcasts. However, so many interruptions to the broadcast schedule were encountered that the extension director canceled the program. Protests from all over the state were so numerous that officials of WOR requested the extension service to return to the air, with the assurance that they would do all in their power to maintain a regular schedule.

studies, a semester course, a significant part of the work in drama. Adequate time must be given, not only for the thoro study of radio programs, but also for an acquaintance with the radio industry itself—how programs are prepared and put on the air.

A study of the listening of the typical highschool student reveals two striking characteristics: a failure to distinguish quality within any one type of program, and a narrow range of listening interests. In teaching discrimination, then, the students will be encouraged to study a wide variety of programs—to listen to political talks, household chats, symphony concerts, dance orchestras, melodrama, and farm programs. They will listen to local stations and to network offerings, to superior programs and poor programs—in short, they will become acquainted with the whole range of program offerings on the American ether.

In class discussions they will compare these programs, weigh one against another, discover standards of excellence, become conscious of faults. New fields of interest will be opened up. They will not be expected to prefer symphony to jazz, but rather to have their own criteria for recognizing merit in each. They will become alert to propaganda in news broadcasts and conscious of bias in other types of programs.

The work will not be limited to discussion and reports of programs. An understanding of the preparation and "airing" of broadcasts also will contribute to the development of critical standards. The students will visit a radio studio and learn about program planning, script writing, and production. They will see radio from the inside, sense something of the practical difficulties which the broadcaster faces, and discover how he attempts to meet them. They will become acquainted with technical standards and come to recognize technical excellence as well as merit in program content.

The teacher in the small community will be seriously limited at this point. Pupils will be familiar with radio from the consumer point of view but to acquaint them with the producing angle will not be easy. There may be no radio station close at hand and library facilities may be sadly lacking.

For this reason, and also to gather in more usable form for other teachers these materials needed in teaching radio program discrimination, the bureau of educational research at the Ohio State University is now developing a book for students which will combine narrative and expository material. This book, prepared under the direction of a committee representing the Ohio State University, the Ohio State Department of Education, the Ohio Radio Education Association, and the Payne Fund, will bring to each pupil interesting data on both the production and consumption side of radio communication. It is being developed in experimental form, and will be tried out and revised several times before being published. Experience indicates that, ordinarily, the most rapid strides are made in introducing new content into the highschool curriculum when books and pamphlets for pupils are readily available.

A united effort to promote the study of radio programs on the part of such organizations as the National Congress of Parents and Teachers, the YMCA, the YWCA, the International Council of Religious Education, and Catholic and Jewish organizations, will reach a large share of the adult public. Here, too, materials are needed.

The next five years will see marked progress in introducing radio program discrimination into the schools, and, thru adult organizations, into the public consciousness. That this will have ultimately an important effect upon the kind of programs offered to the listening audience cannot be doubted.

**F**ORTY-SIX HUNDRED SCHOOLS in England and Wales are now listening to the BBC broadcasts to schools, according to the 1936-37 annual program of the Central Council for School Broadcasting, published June 1, 1936. *The Listener* for June 24 reports that over 200 schools were added in the intervening three weeks. In December 1935 only 3740 schools were registered as listening. An increase of over a thousand schools in six months is a striking tribute to the value of the broadcasts to schools. In addition, there are now approximately 700 listening schools in Scotland, where more than one-fifth of all schools are equipped with receivingsets.

**T**HE PRINCIPLE that radio companies may derive revenue from selling political time is fundamentally repugnant to democracy, for it limits the radio to political interests which have money to pay for the time, and that at once makes ability to pay the test of time. . . . The moment broadcasters sell time for political purposes, they cease to be democratic. If newspapers were to cease publishing political news unless they were subsidized by political parties, they, too, would cease to be democratic institutions.—RAYMOND GRAM SWING, in an address before the Institute of Public Affairs, Charlottesville, Va., July 14, 1936.

**A**T THE BASIS of the success which has been so far achieved in school broadcasting lies the desire to vitalize the service at both ends, both at the microphone and in the classroom, by a human personality. The boys and girls of our generation are fortunate in being able to listen thru the wireless in their classroom to speakers of national, and indeed worldwide, fame, and to hear concerts, dramatic excerpts, feature programs, and broadcasts of actual events, provided for their special benefit.—*The Listener* 15:1188, June 24, 1936.

**S**HAKESPEARE was the first radio fan. His Ariel, spirit of the air, reports how he bewitched the mariners: "I flamed amazement: sometime I'd divide, And burn in many places; on the topmast, The yards and bowsprit, would I flame distinctly, Then meet and join," till "The first man that leap'd; cried, 'Hell is empty, And all the devils are here.'"—ARTHUR G. CRANE, in an address before the Department of Superintendence, Saint Louis, Missouri, February 27, 1936.

**W**HEN OUR MINDS grow nimble enough, when our prejudices are relegated to limbo, when we come to learn thru our ears as well as our eyes, when print ceases to be God in learning, then visual education plus radio may teach us in a fraction of the time it now takes.—R. G. JONES [assistant superintendent of schools, Cleveland, Ohio]. "Radio in Education." *Junior-Senior High School Clearing House* 10:394, March 1936.

## Taking the Listener Into Partnership

IN DISCUSSING the statement I made before the Communications Commission, your staff correspondent interpreted my remarks relative to a local school system meeting the cost of broadcasting, as releasing teachers in each school, so as to actually reduce the number of teachers needed in that school. Whereas, when I mentioned the fact that there are 239,000 "schools" I was referring to the number of individual schools, including both large high and elementary schools supervised by principals, and three or four-room schools, supervised by a teacher. This number did not refer to the school systems within a city or county, as a unit. In the third from the last paragraph of the article written by your staff correspondent, he assumed that I was estimating the release of teachers from each "school" instead of a few teachers from each "school system"—whether it be a city school system or a county school system.

In mentioning the probable cost to a local school system, I merely suggested that by assigning a few teachers in the entire school system to handle the radio broadcasting, the problem could be taken care of adequately without causing anyone to lose his position.

It is my thought, in this connection, that the school system could use outstandingly superior teachers in this way, so as to make their contribution available to the entire school system, rather than to the small number of pupils whom they might otherwise teach in their own classrooms.—J. W. STUDEBAKER, U. S. Commissioner of Education, in a letter to the *Christian Science Monitor*, July 15, 1936.

THE RADIO MANUFACTURERS ASSOCIATION, at the hearings called by the Federal Communications Commission on the allocation of ultra-high frequencies, put the industry on record as favoring comprehensive standards for visual broadcasting. James M. Skinner, chairman of the television committee of the Manufacturers Association, suggested that the Commission adopt the following policies:

[1] Establishment of a single set of television standards for the United States, so that all receivers shall be capable of receiving the signals of all transmitters.

[2] Development of pictures free from distortion and blur, approaching ultimately the distinctness and clarity obtainable in home movies.

[3] Provision for services giving as near nationwide coverage as possible, so that the benefits of television may be available to all sections of the country.

[4] Provision for a choice of programs—that is, simultaneous broadcasting of more than one television program in as many localities as possible—to avoid monopoly and to provide variety of educational and entertainment features.

[5] Lowest possible receiver cost and easiest possible tuning, to stimulate domestic installations of television receivers, both of which are best achieved by allocating for television as nearly a continuous band in the air waves as possible.

While this recognition of the need for standards is to be commended, the question remains as to how these various policies are to be defined.

IT IS APPARENT that the response of listeners to educational programs is an important guide in planning such programs for "airing" over either educational or commercial stations. When a program is developed specifically for selling goods, both broadcaster and agency devote no small amount of ingenuity to securing a measure of the audience reactions to it. Those responsible for noncommercial programs must be equally assiduous in obtaining reliable evaluations from their listeners. Only thus can the educational broadcaster improve technics and content and plan programs in furtherance of the objectives which govern his activities.

The first step in such evaluation must necessarily be that of clarifying the objectives which the station exists to serve. Unfortunately, it is true that many stations have not thought out clearly the purposes which they are attempting to accomplish, but rather have built up a routine of broadcasting by sheer trial and error. Sensing vaguely the potentialities of radio for education, they have enthusiastically tried this and that until a broadcast pattern has become established. Ofttimes this includes programs which make no contribution to any conceivable educational objective and omits programs which would go far toward realizing important educational goals. Mankind has the lamentable habit of assuming that what is being done is the best conceivable thing to do.

From a clear-cut statement of major goals and policies—types of audience to be served, types of service to be rendered, responsibility of station in furthering public welfare and enlightenment, attitude toward controversial questions, and the like—will be derived the specific goals or purposes for which each program is planned. These specific objectives will become the bases of audience evaluation.

The implication here is that evaluation of radio programs will be a much more comprehensive task than that merely of ascertaining the number of listeners to a specific program. The extent and nature of the audience is important, of course, as an indication of the degree to which some of the goals are being achieved, but evaluation which stops here is grossly inadequate. A slap-stick comedian may build up a large group of interested listeners, but it is doubtful if he contributes in any large measure to educational objectives. On the other hand, a program must have some listeners if it is to be at all effective.

The nature of the goals will indicate the type of reactions to be secured. Does the program induce changes in thinking? Does it develop taste to a higher level? Does it lead the listener to consider new points of view? Does it stimulate further reading? Does it give impetus to a hobby or begin a new one? Does it promote changed attitudes toward social questions? Does it widen the interests of the listener? Does it furnish material for later discussion? Does it develop a sensitivity to specific social problems? Does it give an enlarged vision of social responsibility? These and a host of other questions may be involved in the various objectives of the many programs offered by an educational station. Each will be planned definitely to accomplish some of these and its value must be measured in terms of how well it succeeds in doing so.

Such evaluation requires funds, but its importance cannot be overestimated. Some important organizations are putting programs on the air over nationwide networks without any attempt to gather evidence of their value or use. Educational stations must find means to sample their listening audience and determine much more carefully the effectiveness of their programs.



# Education

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

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

Volume VI

SEPTEMBER 1936

Number 9

### National Committee on Education by Radio

**T**HE SOLE PURPOSE for the existence of the National Committee on Education by Radio is to contribute what it can toward achieving the maximum social usefulness of radio broadcasting. In this purpose it is the official representative of the nine national educational associations which constitute its membership. These organizations probably represent, both numerically and professionally, the most extensive body of potential users of radio for educational and cultural objectives.

From the time of its inception in 1930 at the call of the late William John Cooper, then U. S. Commissioner of Education, the Committee has had a very definite program. Originally it accepted a mandate from the organizing group to secure from the federal government for the exclusive use of education a direct allocation of 15 percent of all channels in the regular broadcast band. Such an allocation would have protected the rights of existing educational stations and provided opportunity for the expansion of educational broadcasting as schools and colleges qualified for that responsibility.

This issue was brought to a focus when, by the Communications Act of 1934, the Federal Communications Commission was directed to study the proposal that the Congress set aside some fixed percentage of radio channels for noncommercial uses. It was resolved when, after public hearings, the Commission recommended to the Congress that no such allocation should be made.

The National Committee on Education by Radio then turned its primary attention to the determination of other conditions under which the integrity and independence of educational and cultural broadcasting could be established and preserved. In this new endeavor the Committee had the benefit of its own earlier experience in the legal defense of educational stations and its studies of the experience of others, both in the United States and in foreign countries.

The result is a plan for a series of public radio boards.<sup>1</sup> This plan is designed to operate within the present structure of American broadcasting. Its purpose is to provide noncommercial auspices so representative and responsible that school broadcasts and other educational, cultural, and civic programs may be entrusted to them. While some details of the plan have yet to be developed, the Committee believes that it is sound in principle.

It is recognized that final determination of the place which the public radio board plan is to fill will wait necessarily until some of the basic difficulties of American broadcasting are more clearly defined. The Committee anticipates that as the difficulties become more obvious, the need for its plan will be increasingly recognized.

**T**HIS ISSUE of *Education by Radio* is designed to dispel some of the confusion which exists concerning the work being done by various organizations in the field of radio education. It reports on the activities of four important groups: the Federal Radio Education Committee, described by Dr. John W. Stuebaker, U. S. Commissioner of Education; the American Council on Education, reported by Dean C. S. Marsh; the National Advisory Council on Radio in Education, set forth by Dr. Levering Tyson; and the National Committee on Education by Radio.

Altho there are other organizations interested in national radio activities, the above represent what is probably the most active group, especially with regard to the determination of public policy in radio matters.

**A**RADIO MANUAL giving suggestions to school and nonprofessional groups for the production of radio programs has just been issued in mimeographed form by the Educational Radio Project of the U. S. Office of Education. Women's clubs, parent-teacher groups, school radio guilds, and all other organizations making noncommercial use of the radio, will find this booklet extremely helpful in the production of programs. The Educational Radio Project has published also a "Glossary of Radio Terms," which will be invaluable to the beginner. A manual giving suggestions for organizing and administering radio production units will be forthcoming. These publications may be secured on request from the Educational Radio Project, U. S. Office of Education, Washington, D. C.

**T**HE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS, at its annual convention, held in Madison, Wisconsin, August 17-18, elected the following officers for the ensuing year: president, H. B. McCarty, WHA, University of Wisconsin, Madison; vice-president, Carl Menzer, WSUI, State University of Iowa, Iowa City; treasurer, B. B. Brackett, KUSD, University of South Dakota, Vermillion; and executive secretary, Harold A. Engel, WHA. By reason of his reelection to the presidency Mr. McCarty will continue to represent his association upon the National Committee on Education by Radio.

<sup>1</sup> "An American Public Radio Board Plan," *Education by Radio* 6:13, May 1936.

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### THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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# Nat'l Advisory Council on Radio in Education

THE NATIONAL ADVISORY COUNCIL ON RADIO IN EDUCATION was organized in 1930 to further the art of radio broadcasting in American education. A group of approximately seventy prominent educators, public spirited citizens, and government officials, constitute its active membership. Of this number, the radio industry was invited to nominate four representatives. Funds for the maintenance of the Council were provided by the Carnegie Corporation of New York and John D. Rockefeller, Jr., and grants in support of specific projects have been made subsequently by other organizations and individuals.

Since the Council was the first organization formed to explore educational broadcasting on a national and thoroly representative basis, its officers soon discovered that activities before it were almost innumerable. Therefore, it was decided to concentrate upon: [1] the establishment of a clearinghouse of information, working in cooperation with the U. S. Office of Education and other government agencies in Washington; [2] the stimulation of research in the unexplored areas of radio; [3] the organization of experimental programs, cooperating with educational agencies and individuals qualified to present subjectmatter to large audiences; [4] the formation of conference groups to discover and discuss new problems which broadcasting presents to education in general; and [5] the publishing of authenticated information about radio broadcasting in this country and in other lands.

Interest in the general subject of educational broadcasting has grown rapidly in the last five years. Problems have arisen which are technical, legal, economic, and broadly social. Other organizations have been formed which concern themselves with various aspects of these problems. In the winter of 1935-36, the officers of the Council decided that emphasis should be placed upon the exploration of a few specific questions, without abandoning the Council's interest in the general field of broadcasting and the allied arts. It is obvious now that the most pressing problems in educational broadcasting will arise in connection with broadcasting directly into the schools, in the development of effective microphone technic, and in the operation and support of college and university broadcasting stations. The Council hopes to be of direct aid in the solution of problems in these fields.

It is obvious that the progress of invention in radio telephony will shortly present new opportunities to the educator. The perfection of facsimile broadcasting, the emergence of television, and the utilization of ultra-short waves for transmission purposes will greatly enlarge the scope of these new instruments in education. The Council hopes to keep abreast of developments in these areas.

In the past the educator has busied himself largely with attempts to organize material for the microphone and has paid little attention, relatively, to the problems which the audience presents. There is pressing need for inquiry into listener habits, for discovery of practical methods of organizing audiences for educational purposes, for providing listener aids, and for forming discussion groups. The availability of programs which can be used for educational purposes is difficult to discover because of the number of stations, the wide variety of subjectmatter broadcast, and the failure on the part of the press or of any other agency to develop regular and reliable means of identification. This is one of the big gaps in the educational broadcasting process. With all of these aspects of the general subject of the radio in education the Council will continue to concern itself.

THE FIRST COMMENCEMENT for graduates of an educational radio workshop was presented from New York over a nationwide network of the Columbia Broadcasting System on the evening of August 13. The participants were members of the workshop project operated jointly by New York University and the U. S. Office of Education. The principal part of the commencement program was a dramatization of the script, "Statue of Liberty," prepared during the course by the students.

Additional six-weeks courses under the same auspices will be given during the fall and winter. On the basis of capacity to profit from the work students are now being selected for the next six-weeks course, opening November 9. Whenever possible selections are made by means of auditions or interviews. An effort is being made to secure an outlet on local stations for scripts and programs prepared during the course.

SCHOOL USE OF RADIO, a new study by Dr. Cline M. Koon, senior specialist in radio education of the U. S. Office of Education, is designed to assist teachers and principals in extending and improving the use of radio as an aid in classroom instruction. Chapters are devoted to "Radio—the Assistant Teacher," "Types of Radio Activities in Schools," "Planning and Supervising the School Use of Radio," and "The Technic of Teaching with Radio." There is also a bibliography containing 114 pertinent references. The report has been published in mimeographed form by the University of Wyoming, Laramie, Wyoming, and may be procured for fifty cents.

## Federal Radio Education Committee

THE DEVELOPMENT of the so-called American system of broadcasting from its inception to the present day has created many problems and given rise to various difficulties and differing points of view with regard to public uses of this new and powerful instrument of communication. Before 1930 there were over three times as many educational stations owned and operated by various colleges, universities, and state departments as there are at the present time. State and local departments of education, while they have been somewhat slow in exploring the possibilities of the use of radio as an auxiliary aid in teaching and as a new medium in extending educational service to classes of citizens not at present being reached by educational agencies, have gradually experimented to the point where it is estimated that over two hundred city school systems broadcast more or less regularly over local stations.

With the pressure of private competitive business for facilities and time on the air, certain differences arose with public educational agencies and nonprofit organizations, which eventually precipitated extensive hearings by the Federal Communications Commission on the whole subject of educational broadcasting. At the hearings the commercial stations pointed out that they already were doing a considerable amount of educational and public service broadcasting and insisted that there was ample time available, especially on the part of local stations, which could be used by educators and public service agencies, if they could show that they were prepared to broadcast programs which would be at least comparable in public interest to those sponsored commercially.

Following the hearings, the Communications Commission advised the Congress that in its opinion the present system did provide available free time for educational and public service broadcasts, and announced that it was creating a national committee with a view to eliminating controversy and misunderstanding and promoting active cooperative relationships between educators and broadcasters. The U. S. Commissioner of Education, John W. Studebaker, accepted the invitation to become chairman of the committee, which includes forty representatives of the educational forces, the clergy, labor, nonprofit organizations, and commercial broadcasters.

Prior to the first meeting of the committee, a small representative planning committee met a number of times, took an overview of the major problems involved, formulated certain study projects, and incorporated them in an agenda for consideration at the first meeting of the committee as a whole. This meeting was held last February, and, as a result of the deliberations at the two-day conference, it became evident that it would be necessary to engage in a rather comprehensive study program before definite remedial steps could be taken or even suggested. Three committees were authorized at the meeting to explore possibilities and initiate action before the next meeting of the large committee. The executive committee, accordingly, was organized, and, in turn, appointed a subcommittee to explore the problem of conflicts, while a technical subcommittee was created to refine the proposed study projects and develop procedures to be followed in their eventual operation.

Following several meetings of the various committees a program of some sixteen study projects was approved and negotiations begun with several sources of private funds to secure the finances with which to carry them on. After funds are secured, a central coordinating agency will be established to administer and coordinate the work of the several studies as they progress.

KFUO, a noncommercial station owned by the Evangelical Lutheran Synod of Missouri, Ohio, and other states, and operated from the campus of Concordia Theological Seminary in St. Louis, has been called upon to defend its radio facilities against an attack made by KSD, a commercial station owned by the Pulitzer Publishing Co., publishers of the St. Louis *Post-Dispatch*. At a hearing before the Federal Communications Commission on September 3 KSD made the request that KFUO be deleted from the air. This is the only recent case in which the continued existence of a noncommercial station has been threatened in this way. It serves to reopen old sores and make difficult the work of those who have been trying to substitute cooperation for competition.

THE FEDERAL COMMUNICATIONS COMMISSION has held hearings as a basis for allocations of shortwave radio frequencies. These additional radio channels will be of great usefulness in the service of education. The National Education Association strongly urges the Federal Communications Commission to reserve suitable and ample bands of these unallocated natural resources for the exclusive use of organized nonprofit educational agencies. The Association urges that educators seek to develop suitable technics and programs for utilization of these new facilities.—Adopted by the NATIONAL EDUCATION ASSOCIATION, Portland, Oregon, July 2, 1936.

ALICE KEITH of Washington, D. C., former director of the American School of the Air for the Columbia Broadcasting System, takes exception to two statements in the July issue of *Education by Radio*. According to Miss Keith, she was first to use the term "workshop" as applied to radio. She also states that she was the first director of broadcasting for the Cleveland Public Schools. Both of these claims seem to be justified and are published here as an apology to Miss Keith.

AGRAND of \$113,000 from relief funds received recently by the U. S. Office of Education makes possible the continuation of the Educational Radio Project from October 1 to June 30, 1937. The Project is now producing five informational programs over national networks. Although plans for the new period have not been completed, it is certain that some, if not all, of the present programs will be continued.

THE FEDERAL COMMUNICATIONS COMMISSION, which, on June 15, held hearings on the allocation of ultra-high radio frequencies, has now scheduled another series of hearings, beginning on October 5, for the consideration of the reallocation of facilities in the regular broadcast band. Representatives of educational interests will appear at the hearings.

## American Council on Education

**T**HE FEDERAL RADIO EDUCATION COMMITTEE, of which Dr. John W. Studebaker, U. S. Commissioner of Education, is chairman, has made public two reports by subcommittees designated to outline the procedure which the committee as a whole should follow in its radio work.

The technical subcommittee, under the chairmanship of Dr. W. W. Charters, director, bureau of educational research, Ohio State University, recommended sixteen separate and distinct projects for research and investigation. Problems to be studied include: the possibilities of organizing a comprehensive system of listening groups on a national basis, the use of broadcasts by schools, teacher training courses in the use of radio programs for instructional purposes, the development of an experience and idea exchange, and the influence of radio upon children and adults.

The subcommittee on conflicts and cooperation, headed by Dr. Arthur G. Crane, president, University of Wyoming, and chairman, National Committee on Education by Radio, recommended three projects: [1] the discovery, analysis, and tabulation of important difficulties and conflicts which have in the past or are currently reducing or preventing effective educational broadcasts; [2] a survey to discover the difficulties and conflicts, the successful devices and policies affecting the efficiency of broadcasting to classes in schools; [3] a study of the basic forces and principles at work in American broadcasting which affect educational values.

These reports are subject to review by the executive committee. Just how much of the program can be financed has not been determined as yet.

**A**T THE ANNUAL CONVENTION of the National Association of Educational Broadcasters held at Madison, Wisconsin, August 17-18, it was decided to publish in booklet form a combined report on the activities of the various educational stations. Information for the report will be supplied by the National Association of Educational Broadcasters, the editorial work will be done by William Dow Boutwell, editor in chief of the U. S. Office of Education, and the cost will be defrayed by the National Committee on Education by Radio.

A limited number of the booklets will be available for general distribution. Copies may be obtained from the office of the National Committee on Education by Radio, Room 308, One Madison Avenue, New York, N. Y. Requests will be honored in the order in which they are received.

**D**O PEOPLE WANT TO LISTEN to educational programs? Mail response to the programs of the Educational Radio Project, U. S. Office of Education, indicates that they do—emphatically. During the last four months, 26,000 letters have been received. In June the average was 200 letters a day. During the last week of the period, which ended September 4, 6000 letters were received, indicating an audience which is growing in numbers and enthusiasm.

**T**HE AMERICAN COUNCIL ON EDUCATION has been interested in the purposes and activities of the National Committee on Education by Radio from the time the Committee was first organized. Indeed, Dr. John H. MacCracken, formerly associate director of the Council, was an active member of the Committee and served for some time as its vicechairman. For the last two years Dr. George F. Zook, president of the Council, has continued to meet with the Committee. Further evidence of Dr. Zook's interest in the use of radio for education lies in the fact that while he was U. S. Commissioner of Education he was made a member of the National Advisory Council on Radio in Education; later he was elected to membership on the executive committee of that organization and continues to serve in that capacity. President Zook is also a member of the Federal Radio Education Committee.

In reporting upon the activities of the American Council on Education for the year 1935-36, Dr. Zook emphasized the interest of the Council in radio in the following words:

What radio can be for adults in music, forums, and informative addresses has now been quite well demonstrated, but we are sadly lacking in facilities which are adequate and continuous for the production of high grade programs. I am sure that you join with me in wondering when we shall realize the power of this new and marvelous device in raising the cultural and citizenship level of this country sufficiently to make adequate provision for diversified, high grade programs suited to the interests and intelligence of the American people.

We are, however, even more negligent concerning the possible direct use of radio in the classroom. There, contrary to the situation in adult education, there are school organizations, both state and local, which should be able to give us a comprehensive, satisfactory demonstration of the possible uses of the radio in organized education. Yet nowhere, so far as I know, have we had such a demonstration.

Fortunately, the U. S. Office of Education is now cooperating with a national committee of the Federal Communications Commission in giving serious consideration to the various aspects of this problem. The committee has some funds at its disposal with which to prosecute its studies.

The American Council is cooperating with a number of other national organizations in calling here in Washington next December a great national assembly of all those who are interested in any phase of educational broadcasting. In my opinion, the conference will go far toward showing the possibilities of educational broadcasting and in clarifying the critical issues which surround this important area of education.<sup>1</sup>

Plans for the First National Conference on Educational Broadcasting, to be held in Washington, D. C., on December 10, 11, and 12, 1936, were formulated by a committee which Dr. Zook called together last spring. Organizations cooperating in sponsoring the conference include: American Association of Adult Education, American Farm Bureau Federation, General Federation of Women's Clubs, Jewish Welfare Board, International Council of Religious Education, Institute for Education by Radio, Institute of Radio Engineers, National Advisory Council on Radio in Education, National Association of Educational Broadcasters, National Catholic Educational Association, National Committee on Education by Radio, National Congress of Parents and Teachers, National Education Association, National Grange, Progressive Education Association, Women's National Radio Committee, and Workers Education Bureau of America. Details of the conference program are now being arranged and announcements will be made shortly.

By these declarations and activities the American Council on Education expresses its continuing interest in the more effective use of radio in education.

<sup>1</sup> "The President's Report." *Educational Record* 17:352, July 1936.

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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 VI

OCTOBER 1936

Number 10

### All Agencies in Radio Equally Vulnerable

**A**LTHO DIFFICULTIES ARE CONTINUALLY ARISING in broadcasting, the new problems seem to be less serious than the old. The chaotic condition of ten years ago is gone. The confusion of even five years ago has been almost entirely eliminated. The problems and conflicts of today stand out clearly. Interested persons are discovering what to do about them.

This is particularly true in educational broadcasting. Up to now educators have been so acutely conscious of their shortcomings in both the appreciation and use of radio that they have been hesitant and ineffective in their assertion of its educational and cultural implications. They have been so unsuccessful in raising funds for educational broadcasting that they have not felt free to make claims for facilities and support from the commercial broadcasters.

All this is changing. While educators are still conscious of their shortcomings, they have come to the realization that these do not represent the only weak points in radio. They know that however vulnerable their position may be, it is no more imperfect than the system of governmental regulation under which broadcasting operates or the commercial system under which it is carried on. They are ready to assert that their responsibility to put their house in order so far as broadcasting is concerned is no greater than the responsibility of the federal government and the commercial broadcasters to do the same.

Improvement of broadcasting is a common obligation of these three great agencies. Each has a contribution to make. Each is dependent upon contributions from the others. Until these facts are recognized and respected there is no basis even for negotiation looking toward the ironing out of misunderstandings and disagreements which have prevented cooperation in the past.

By their admission of imperfection the educational and cultural interests in this country have taken a lead which constitutes a challenge both to the Federal Communications Commission and to the commercial broadcasters. Until these other agencies make equal acknowledgment of their failings and thus accept a status of par with educators, all efforts to reach agreement as to what should be done for the improvement of broadcasting will be futile.

That both the Federal Communications Commission and the commercial broadcasters have deficiencies to confess can be demonstrated readily. The great failing of the Commission lies in the inequality of its grants of broadcasting facilities and its lack of concern about the social uses to which these facilities are put. The chief criticism of the commercial broadcasters is their failure to recognize their own inherent incompetence to perform adequately the full function of educational and cultural broadcasting.

**T**HIS ISSUE of *Education by Radio* inaugurates a series of articles on basic problems of broadcasting as they relate to education and culture. The purpose is to make clear the nature of the difficulties which education has encountered and to suggest possibilities of negotiation by which some of these difficulties may be overcome. The series will run for at least three months.

**D**R. LYMAN J. BRIGGS, director of the National Bureau of Standards, has replied to a request by the National Committee on Education by Radio that his Bureau prepare a manual on radio receiving and public address equipment for school purposes that "no one of our limited radio personnel can be spared from present duties for undertaking such an investigation." However, Dr. Briggs has very generously prepared a list of references which may be of use to those interested in such equipment. He suggests also that any reliable manufacturer can supply descriptive literature on typical installations and equipment. The list of references may be obtained from the headquarters of NCER, Room 308, One Madison Avenue, New York, N. Y.

**B**BROADCASTING has given statesmen enormous new powers. Look at the influence exerted thru this channel in the last few months by Roosevelt and by Hitler. Broadcasting and the cinema have also brought new possibilities of propaganda, both in its bad and its good sense, and of education. The new vistas opened up in the vast areas of the globe still occupied mainly by people who cannot read is enormous—possibilities of intelligent cooperation with government, of improved agriculture, of better health, of recreation and culture.

But altho improved communications can link people together, they can also be employed to keep them apart. It is common knowledge that in certain parts of Europe nationally controlled broadcasting systems are being used for nationalistic propaganda purposes. More and more powerful stations are being erected, to ensure the penetration of this propaganda to greater distances, or even to swamp or interfere with the broadcasts of neighbor nations.—JULIAN HUXLEY. "Science Speeds Up Communications." *The Listener* 10: 760, November 15, 1933.

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

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**T**HE GENERAL EDUCATION BOARD has announced the award of fellowships for the study of radio technic as practised by chain broadcasting systems to the following persons:

Leora Shaw, state broadcasting station WHA, University of Wisconsin, Madison, studying at NBC;

William F. Heimlich, radio station WOSU, the Ohio State University, Columbus, studying at NBC;

Paul C. Reed, Rochester School of the Air, Rochester, N. Y., studying at CBS.

Mr. Reed, just prior to receiving the fellowship, was named supervisor of visual and radio education for the public schools of Rochester. He is now on sabbatical leave and will return to his teaching at the beginning of the next semester.

**T**HE PUBLIC SALE of stock in radio broadcasting stations is beginning to get under way. The magazine *Variety* reports that WJR, Detroit, WGAR, Cleveland, and WCAO, Baltimore, have already "let the public in on their stock ownership," with the approval of the federal Securities and Exchange Commission.

The most valuable asset of these corporations is the short term license to broadcast which is given free of charge by the United States government. If, at any time, the license should not be renewed, other assets would be of little value. The move to sell stock to the public, therefore, seems to be, more than anything else, an attempt to secure a kind of local support which will protect the station's vested interest in its license. It deserves the careful scrutiny of Congress.

Everyone respects the necessity of governmental regulation in radio. Most students of the problem believe that the amount of such regulation should be kept at a minimum in order to eliminate as far as possible the danger of political control or governmental monopoly. They are almost unanimously agreed that private operation of broadcasting stations under governmental license is a sound procedure for any democratic country such as the United States. However, they expect such a system of licensing to be fair and equitable in its treatment of both the licensees and the public. It is at this point that the outstanding defect of the present system of regulation becomes evident.

The Federal Communications Commission, in its issuance of licenses to broadcast, does not treat all applicants equally. In the nature of things it cannot. The character of the different frequencies in the broadcasting spectrum is such that one radio channel is better than another. In the making of assignments of frequencies, therefore, the Commission cannot avoid creating inequalities between licensees.

Granting these inevitable inequalities, the Commission also, as a matter of policy, has created deliberately other differences in the licenses it grants. On the basis of a general classification of technical radio transmission service, the Commission gives to one broadcaster the right to use as much as 500,000 watts power and to another as little as 100 watts. The avowed reason for such unequal grants in power is to enable the different stations to render diversified types of service to their several radio audiences.

What actually happens is well known to every listener. Radio stations, ostensibly licensed for different types of service, are used in a commercial competition which recognizes only one service—the putting on of programs which are entertaining enough to attract a mass audience and which, therefore, can be sold to advertisers. This results in an appeal which is frequently to the lowest common denominator of public taste. It results also in a heavy duplication of the same type of program on every commercial station. Under such conditions the effect of unequal grants of power is to increase the inequality among broadcasters in their opportunity to reach out for an audience and thus to share in the profits of advertising over the air.

The Federal Communications Commission is in a very unenviable position. If it continues to make unequal grants of station power, which, hitherto, it has considered an essential part of adequate radio transmission service, it must face the fact that it is inescapably playing favorites in the commercial competition by which broadcasting is financed. An equal, tho secondary, consideration is the fact that this practise tends to foster private monopoly.

If the Commission should undertake to equalize commercial competition it would face two alternatives—either it must break down its present formula for the allocation of transmission service or it must develop standards of program service which, by increasing the program responsibilities of stations with preferential licenses, will tend to equalize the competition.

It is easy to understand why, in the face of a dilemma of such proportions, the Communications Commission has been reluctant to act. Any effort to correct the structural weakness and equalize the grants of facilities would almost certainly upset the so-called American system of broadcasting. If that were done, the Commission would have to accept the responsibility for whatever kind of program service resulted. If listeners were not satisfied, the members of the Commission would be subjected to heavy criticism.

So far as the alternative of developing program standards is concerned, that door seems to have been completely closed by the Com-

mission's interpretation of the censorship clause in the Communications Act of 1934. Section 326 of the Act expressly prohibits the Commission from censoring "radio communications or signals transmitted by any radio station." A majority of the members of the Commission are of the opinion that this clause denies them the right to establish program standards or to control in any way the kind of material broadcast. They say that their only check on the character of a station's program output is to consider what has been broadcast as one factor in deciding whether or not a station is operating in the "public interest, convenience, and necessity."

This dilemma of the Commission might be elaborated in much detail. Enough has been said, however, to indicate that none of the groups interested in broadcasting faces more difficulties than the members of the Communications Commission. The Commission's present position is vulnerable. It needs the assistance of both the educational and cultural groups and the commercial broadcasters. Perhaps the best way to secure that cooperation is to admit its failing and frankly ask for assistance in the solution of its problems.

Just as the Federal Communications Commission has its failings, so the commercial broadcasters have limitations which they are unable to overcome without assistance. These limitations can be illustrated by a single example—the inherent incapacity of the commercial broadcasters to discharge in any satisfactory manner the total responsibility for educational and cultural broadcasting.

The suggestion that such a limitation exists is not made in an effort to minimize or discredit positive contributions which broadcasters have made. Commercial stations have promoted the development of broadcasting at a greater rate than any other group of people could possibly have done. They have made the United States the chief user of radio among the nations of the world. They have developed showmanship in ways undreamed of heretofore, changing it into a method of presentation which can be applied to education as well as to commercial broadcasting and which may revolutionize much of the present practise in teaching.

These positive contributions help to condone, but they do not eliminate the shortcomings of commercial broadcasters as purveyors of education and culture. Commercial people have a primary profit motive which renders unacceptable their noncommercial program offerings in the same way, altho not always to the same degree, as offers are unacceptable from public utility corporations for the writing and supplying, free of charge, textbooks for schools. Moreover, there is another limitation, related to but quite separate from the commercial motive. It is that the requirement of building audiences for programs which can be sold to advertisers creates a disregard for the claims of minorities, a prevalent crowding out of education and culture from the most desirable hours, a shifting of educational programs on short notice, and, in some cases, a private censorship of programs in order to avoid offense to advertisers. Commercial broadcasting cannot adequately serve two masters. Since its very existence depends upon securing advertising contracts, it cannot give to education any adequate consideration.

Commercial broadcasters have been reluctant to admit this. Many of them believe that they are competent to do educational broadcasting, and that, in fact, they can handle such programs more effectively than the educators themselves. So long as this view exists there is no possibility of success for any negotiations looking toward the elimination of conflict between commercial and noncommercial groups. The only basis on which cooperation can be established is thru a general recognition that the problem of educational and cultural

**B**LANCHE YOUNG, director of radio activities for the Indianapolis public schools, is conducting an introductory course in the technics of radio broadcasting at the Indianapolis center of the Indiana University extension division. The course includes the use of the microphone, auditions for students, observation in the studio of radio programs on the air, the writing of one fifteen-minute script, guest lecturers from radio stations, tours to broadcasting studios, and the study of radio as an educational and cultural instrument. The course will furnish a general background of information about radio work of value to clubwomen, teachers, and businessmen planning broadcasts. Miss Young is well qualified as an instructor thru her long experience as director of radio activities for the public schools and her recent completion of the radio workshop course given by the U. S. Office of Education and New York University.

**K**FKU, University of Kansas radio station, began on September 28 its twelfth year of broadcasting. "To the Stars thru Difficulties," a new series of plays dealing with the personalities, ideals, clashing opinions, and events which have made the Kansas of today, is being offered every Monday evening at six o'clock. Prof. Allen Crafton is directing the Kansas Players in presenting these dramatizations. The most pretentious series ever presented by KFKU, "To the Stars thru Difficulties" includes thirty historically authenticated episodes in Kansas history from the coming of the pioneers in 1854 down to the present day. Prof. Crafton and his assistants have spent an entire year in research in preparation of these plays.

**T**HE MINNESOTA EDUCATION ASSOCIATION is sponsoring a series of broadcasts designed to acquaint citizens of the state with facts about their schools. The programs are presented each Tuesday from 4:00-4:15PM over station WCCO, Minneapolis, and deal with such topics as "Education and Democracy," "Federal Aid to Education," "Schools and Taxes," and "The Teacher's Interest in Legislation." N. Robert Ringdahl, principal of the Corcoran School, Minneapolis, is chairman of the MEA committee in charge of the broadcasts.

**P**UBLICATION of the combined report on the activities of the various educational stations, which was offered to our readers in the September issue of *Education by Radio*, has been delayed for several weeks. Many requests have been received and will be honored as soon as the report is completed. There is still time for orders to be entered.

**B**OYS AND GIRLS now in secondary schools not only are the consumers of today's radio—they are also tomorrow's producers.—RUSSELL V. BURKHARD, principal, Frank A. Day Junior High School, Newtonville, Massachusetts.

**L**ISTENDOM is not a word meant to stay; it is nothing more than a clever play upon words, but it does describe the estate in which man finds himself today. He may or may not be in *Christendom*; he is in *Listendom*.

I am, like my fathers, a being who talks, reads, writes; but more than they could ever be, I am a listener. We have not yet learned to estimate all that this will mean in the range and character of human life. A revolution began when the scientist discovered the radio. At once mankind entered upon another great adventure. It was introduced into Listendom.

We have always listened. When we read a book, we listened to the author. We might close the book and listen no more, but we could not answer him. But today we have not only books to hear but voices that speak to us from every side. To the political and spiritual and intellectual guides who command the microphone, we are first of all listeners. . . .

How does that affect you and me? Are we better men because we are listeners? It is not certain. There is a balance to be struck.

Pro: I am able to listen without the appeal to my emotions which the speaker in the vast assembly, throned upon its enthusiasm, can arouse. I am more proof against claptrap. I can see more clearly where fallacies lurk in an argument. I can always turn off the voice if I am tired of it. It is, moreover, a good thing to listen, if I wish to listen to the end, without the interruption of applause or of question. I may want to shout out my disagreement and I may do so, but the speaker does not hear me; he proceeds with his case and I return to listen to him.

All that is good. But contra: I listen and I am tempted not to work myself at the case which is put before me. I am passive, and I put myself too readily into the charge of the speaker. I do not work with him, as I do in a verbal argument. My mind becomes well stored with facts and arguments. I may be tempted to let them rest in my mind unrelated to each other. I may even become a listener who does not feel called upon to make any decision for myself. . . .

There is much to be said for all our radio saviors with their nostrums; I am interested in them, and I am willing to give them a fair hearing, but I am not ready to make any decision for myself. Or I may accept the will of some demagog who has captured the microphone. I cannot resist him; but nonetheless I do not believe that he is either wise or even sincere. I listen, I obey, but I do not believe. That may be the mood with which modern statesmen have to reckon even while they use the microphone as they think with overwhelming power. The millions listen; they do not revolt; but do they really give their heartfelt assent? Is it enough for our masters to let us listen?

I wonder how this new occupation will affect the working of my mind. Shall I read differently? Or talk differently? Or think along other lines?—*QUINTUS QUIZ, Christian Century* 53:1250, September 23, 1936.

broadcasting has not been solved by the present system and that it cannot be solved until the commercial broadcasters admit the limitations inherent in their programming and ask for the assistance of both the Federal Communications Commission and the noncommercial groups.

Additional evidence in support of the claim that commercial broadcasters are not competent to produce adequate educational and cultural programs will be set forth in a subsequent issue of *Education by Radio*. The point is made here simply to state the problem.

The reluctance of commercial broadcasters to admit their limitations may be explained partly by a sincere conviction that they can handle effectively whatever educational and cultural broadcasting is necessary and partly by the necessity of protecting their business interests. In many cases the removal of commercial influence over noncommercial programs will involve the actual relinquishing of control over facilities. This is difficult because, as radio law is now interpreted by the courts, a station owner is responsible for the character of every program broadcast over his transmitter. Under such conditions no station owner is going to release facilities unless he is given adequate guarantees of financial protection—guarantees the amount of which, when compared to the resources now available for educational broadcasting, may be prohibitively large.

In all of these matters those persons whose primary interest in radio is in its educational and cultural use have heavy and as yet unsolved responsibilities. There is no justification for their making indiscriminate demands upon the Federal Communications Commission and the commercial broadcasters and then becoming a party to criticism when their demands are not met. There is no good reason for being unsympathetic toward the Commission and its problems. There is every reason for giving consideration to the obstacles which confront the commercial broadcasters and recognizing that all requests for gratuitous time on the air cannot be granted because of the natural limitation of facilities.

Those who want to see the advance of the cause of education and culture in radio are, therefore, challenged to do some constructive planning to further that end. It is for them to find a way of raising money with which to prepare programs, not only more acceptable from an educational point of view but also sufficiently interesting to attract sizeable audiences. They have the further task of setting up satisfactory auspices and control so that the integrity and independence of their programs can be assured. They have a responsibility which is difficult to discharge. Indeed, their task may prove to be more difficult than those of either the Federal Communications Commission or the commercial broadcasters.

Granted adequate financial support, the one place where all these other problems disappear is in the case of the noncommercially owned station. There the claims of education and culture are uncontested. There the problem of censorship over programs holds no threat to the educators. There the problem of auspices and control is nonexistent. Unfortunately, this happy solution to the problems of educational broadcasting cannot be applied in all parts of the country because facilities are not now available.

In conclusion, there needs to be a word of explanation. The analysis attempted here is designed to emphasize the problems stated, not to solve them. The expectation is that by showing how the federal government and the commercial broadcasters are suffering from limitations fully as great as those which confront educators, a basis may be created upon which these three groups can cooperate as equals. Such an outcome is greatly to be desired.

**I**T IS NOW ANTICIPATED that the total sale of receivingsets in the United States during 1936 may exceed 8,000,000, an all-time record.



# 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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## Federal Responsibility for Radio Regulation

**T**HE UNITED STATES is the scene of what seems to be a concerted effort to impose the impression that radio broadcasting represents in a high degree the freedom of the air. Indeed, freedom of radio is frequently compared with that of the press. This concept deserves careful scrutiny, because if it is erroneously accepted it may lead to confusion and misunderstanding.

Freedom is never absolute, but always a matter of degree. It can be demonstrated readily that the amount of governmental regulation required by the natural limitations of available radio channels makes impossible any real freedom of the air. The federal government has to decide how many broadcasting stations should be allowed to exist. It has to select and license the people who are to own stations. It has to make rules and regulations for the mechanical operation of the stations. It also has to be concerned with programs put on by the stations in order to make sure that they are in the public interest, convenience, and necessity.

Even the commercial broadcasters, who insist that they have a high degree of freedom in program policies, have been extremely tentative in many of their decisions. They know that anything they may do is subject to review by the Federal Communications Commission, the agency charged by law with protecting the public interest in radio. Any broadcaster who presumed to define exactly what he would or would not permit on his station might find himself in a very embarrassing position if at some later time certain members of the Commission were to decide that his views conflicted with their own. The result has been that most broadcasters have avoided any detailed statements on how they proposed to exercise their freedom, and have been content to "muddle thru."

Broadcasters should not be held accountable for decisions they make under such circumstances until they are given the opportunity of knowing how they are to be judged by the Federal Communications Commission. At present the judgment of the Commission is based almost entirely upon the mechanical operation of the stations. However, there is always the threat that a station will be called upon to defend some of its program policies, and, indeed, a number of stations have had this experience.

The intention here is not to criticize the Commission because it has failed to give complete security to broadcasters or because it has not completely answered all the complex problems of regulation which are before it. Perhaps complete security for broadcasters is impossible. Perhaps there are no final answers which can be formulated into enforceable rules. However, there needs to be public recognition that problems exist and that the responsibility for facing them has been placed by Congress squarely upon the shoulders of the Commission.

**T**HAT WONDER OF THE AGE—the radio—ranks with the press in its potential power to extend the influence of an organization, to create public opinion, to induce public action.

Like the press, the radio reaches the proverbial man in the street. To catch and hold the attention of this average individual is one problem which the broadcaster, aided by the group for whom the broadcasting is done, must solve if the desired results are to be obtained. . . .

The significance of the subjectmatter, the clarity of the presentation, the charm of the voice, clear enunciation, and good diction are essentials which help to hold the attention of the radio audience. . . .

Few speakers give satisfactory extemporaneous radio talks. The pause of an instant, while the speaker gropes for the exact word he wishes, passes all unnoticed by the seeing audience, but, over the radio, it becomes a noticeable gap. Other mannerisms, looseness of expression, gestures which cannot be seen but which aid the extemporaneous speaker, detract from the delivery of a radio speech. . . .

The topic should be developed in direct, logical sequence and should be stated in simple language. To help the listeners, especially those who tune in late, the main points should be repeated once or twice as the presentation of the subject progresses. Make it easy for the listener to retain a comprehensive idea of the whole subject. Use the last three or four minutes of a fifteen-minute broadcast for a summary of the whole message. . . .

Building public opinion and stimulating public action are the functions of all publicity devices, of all publicity technics. Without these devices and technics, organizations cannot achieve their objectives. With them they have the opportunity of influencing national character toward better thought and action.—BLANCHE ARTER BUHLIG. "Possibilities of the Radio." *Christian Science Monitor*, December 19, 1934.

**I**N THE ADJOINING COLUMN begins the second of a series of articles analyzing the present broadcasting situation and making suggestions as to what should be done about it. The first article of the series appeared in the October issue of *Education by Radio*. Additional analyses will be published in succeeding issues. Extra copies are available for those who have special uses for them.

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**I**N MY SERVICE, since the creation of the Radio Commission in 1927, I have seen radio broadcasting and the radio business grow with stupendous strides. Now broadcasting reaches practically into the homes of all of our people, and correspondingly with this growth in the industry, your responsibility and ours has grown. You should ever remember that your programs reach the homes and firesides of our entire citizenship and you should especially remember that they reach the ears of the children of tender age in that plastic stage when their character, for good or bad, is being molded. Therefore, your every thought, your every aspiration, and your every act should be to see that each and every program broadcast by your station should tend to improve and develop and make better American citizens of every man, woman, and child within its service range.—JUDGE EUGENE O. SYKES, member, Federal Communications Commission, in an address before the National Association of Broadcasters, Chicago, Illinois, July 6, 1936.

**T**HE EXTENSION to the entire school system of what genius we have in several schools, of the inspiration which a number of our teachers have, of the voice of genius and authority wherever found, may challenge and dethrone the prerogative of dullness, justly or unjustly imputed to many of our profession, and give children not only delight but the incalculable advantage of the choicest and most inspiring teachers and leaders in and out of the school system.—DR. JOSEPH M. SHEEHAN, Associate Superintendent of Schools, New York, N. Y.

Up to now there has been no indication that the collective membership of the Federal Communications Commission has been willing to accept this responsibility. As was recorded in the first of this series of articles,<sup>1</sup> the Commission has done nothing by way of removing the fundamentally unequal competition which now exists in the technical operation of broadcasting stations. Likewise, it has failed to act on numerous other problems which have been placed before it.

These questions involve matters of policy. They require the personal judgment of members of the Commission. The failure of the Commission officially to pass upon them constitutes a decision in favor of non-action.

Until the Commission gives some evidence of sincere interest in discharging its full responsibility, there can be no security in radio either for the broadcasters, for special interest groups such as religion, labor, and education, or for the public generally. Once the Commission has shown a genuine intention to deal with the problems of policy which it has avoided heretofore, it must undertake the difficult task of finding solutions for a number of specific problems.

When that day comes a more sympathetic attitude on the part of the critics will be in order. None of the problems can be solved overnight. All of them should be dealt with on the basis which promises to bring correction with the very minimum of upheaval and inconvenience. After the Commission has given evidence of its sincerity in facing its full responsibility, it should be allowed to use utmost caution in operating the machinery for that purpose.

While no one can predict just what changes may be necessary in the process of correcting the present organization of broadcasting, there seems to be ground for hope that the transition can be brought about without any great upheaval. Some of the indications to this effect may be recorded as follows:

The problem of eliminating competition between high-power and low-power stations seems to be pointing a way to its own solution. Formerly there was apparently no way out except a synchronization of the high-power stations into chains which would remove them from any direct competition with local stations. Now it seems that by increasing the power of some of the centrally located stations to the 500,000 watts currently used by WLW, Cincinnati, and building "booster" stations to reinforce the coverage of such stations in areas where the signal strength is weak, it is possible to get a national coverage which is satisfactory at night. Competent engineers say such a service is a definite possibility. If they are correct, the danger of chain monopoly in broadcasting is gone and the problem of giving a satisfactory choice of programs to listeners in various parts of the country is solved. This may involve a decrease in power assigned to some of the stations on either seaboard. It may involve the doing away with the classification of stations now known as regional. But it would create a division between national and local broadcasting which would overcome the inequalities in competition existing at present.

Any such solution would be developed as a matter of gradual evolution. Were it to be superimposed immediately upon the present structure of stations it might cause much hardship. Developed over a period of years, with each step justified by experimentation, it might eliminate all cause for worry about the unfairness of existing competition.

The creation of two separate kinds of technical transmission service would scarcely solve the problem of competition unless the Com-

<sup>1</sup> *Education by Radio* 6:33-35, October 1936.

mission were willing to take the further step of deciding that as a matter of policy it would require the two different types of broadcasting stations to render distinct kinds of program service in keeping with their technical classifications.

This matter of program standards, which must be faced ultimately regardless of the technical system which finally develops, is not so difficult. It can be handled by a method similar to that used on the problem of technical standards. For some time now the Commission has been demanding that all broadcasting stations meet carefully established specifications for the mechanical operation of their stations. It has insisted on the installation of new and improved equipment. Had the Commission set forth these technical requirements for a single station it would have been guilty of a kind of discrimination which could not have been sustained in the courts. However, when the Commission merely insisted on standards which could be applied impartially to all stations or special classes of stations, the courts consistently supported its action.

It seems reasonable to believe that the Commission could establish similar standards for program service. Certainly there are standards which can be applied. If their application is effected without discrimination the probability is that the courts will sustain the Commission in insisting upon them.

This application of standards ought also to be a matter of evolution. It could begin with the request from the Commission that each applicant for a renewal of license file with his application a description of the standards on the basis of which his station selects its programs at present. The declaration by each station could be used as a yardstick by which to measure the performance of that station. It would pave the way for a competition between stations in the improvement of program service. Later, as public interest seemed to require it, broad classifications of standards could be set up by the Commission and applied generally.

There seems to be only one important reason why some such procedure has not been adopted before now. It lies in the belief on the part of a majority of the members of the Federal Communications Commission that they cannot be concerned with programs without involving themselves in censorship, which is forbidden by the Communications Act of 1934.

The issue is one of law. In the Communications Act Congress gave the Communications Commission a grant of discretion in dealing with radio matters. In the body of the Act it placed certain limitations on the exercise of that discretion. Presumably it intended the courts to interpret just what those limits were. Instead of exercising its discretion and then submitting to the correction of the courts, the Commission has done its own interpreting and never submitted to the courts the question of what its restrictions were under the censorship clause of the law. Thus, in the opinion of some people, the members of the Commission have allowed one clause in the law to prevent them from exercising their discretion, defeating the very purpose for which the Communications Act was passed. This is a matter which, in the final analysis, must be judged by Congress. It needs to be understood, however, by those who would have a grasp of the reasons why the government's action has not been more positive and constructive.

In conclusion it must be said that it is by no means a complete analysis of the problems of broadcast regulation with which the Communications Commission has to deal. But it does indicate both the direction in which the responsibility of the government lies and the proportions of the problems which still have to be faced.

**D**R. JOSEPH E. MADDY, professor of music at the University of Michigan, began on October 13 a series of weekly band instrument lessons over a nationwide network of the National Broadcasting Company. The lessons are presented each Tuesday from 2-2:30PM, EST. Inaugurated six years ago under the auspices of the University of Michigan and broadcast over station WJR, Detroit, Dr. Maddy's band instrument lessons were so successful that they have been continued without interruption, except during the summer vacation, to the present time. More than 125,000 school children have received their first musical training thru these broadcasts and hundreds of school bands and orchestras in Michigan owe their existence to the interest thus awakened. Transferred last season to station WMAQ, Chicago, the band instrument lessons further demonstrated their effectiveness.

Dr. Maddy, who originated the band instrument lessons and has conducted them from their inception, is one of the foremost music educators of the present day. He is founder and president of the National Music Camp and president of the Music Educators National Conference, and is widely known as a conductor, composer, and writer on musical subjects.

The purpose of these lessons is, chiefly, to stimulate interest and discover talent. They are intended for beginners only, and are designed to appeal particularly to children who would be unlikely to take up music if that involved private lessons or enrolment in regular classes. When they have acquired sufficient skill to play simple tunes, which is the objective of this course, experience shows that many of them turn to private teachers for more advanced instruction. Experience also shows that the group of pupils taking these lessons often becomes the nucleus of a school band.

**F**OR MUSICIANS of more advanced standing Ernest LaPrade is conducting the NBC Home Symphony each Saturday from 6:35-7PM, EST. These programs are designed for the active participation of amateur instrumentalists of all ages. All compositions included are chosen from the contest lists of the National School Orchestra Association.

**S**OME OF THE ADVANTAGES of music instruction by radio are: the student has a tone of good quality to imitate; the student must play smoothly in order to keep with the radio; the ensemble feeling is developed when the student plays with the radio demonstration group; the only expense for the lessons is the cost of the instruction book.

**T**HERE IS NOT THE SLIGHTEST DOUBT in my mind that radio will become one of the most powerful constructive forces for the education of our people if we devote adequate attention to the development of truly educational programs.—JOHN W. STUDEBAKER, U. S. Commissioner of Education.

## Standards for School Radio Programs

THE RADIO CHOIR FESTIVAL, currently being presented by station WOSU, the Ohio State University, grew out of three thoughts: [1] That one of the dreariest, most backward features of artistic and musical life in small communities was the choir music of their churches, even tho membership in choirs is the sole musical and artistic outlet of thousands of people, and, in many cases, their sole social contact. Anything, then, which would increase the quality of church music in these communities would be of considerable benefit both to the communities and to many individuals. [2] The Radio Workshop was interested in demonstrating how radio could effectively be used as an instrument of community service over a statewide area. [3] That radio had too long been a one-way instrument; that it was encouraging a passivity in the listener which was not wholly desirable.

Dr. M. Emmet Wilson, a member of the faculty of the department of music of the Ohio State University and dean of the Central Ohio Chapter of the American Guild of Organists to which many Ohio choir-masters belong, is cooperating with the Radio Workshop in presenting the series. The plan being followed schedules choir rehearsals for 8PM Wednesdays and 8:30PM Fridays, in order to meet the convenience of as many choirs as possible. Representative choirs are brought into the studio to go thru their regular rehearsals. In this way choir directors can observe technics of directing at the same time their choirs are learning new numbers. On November 20 the participating choirs will take part in a massed performance on the university campus.

WHAT CAN COME from schools and camps taking to the air? Experience already indicates that production of radio programs can provide compelling *educative* experiences. Working on a microphone can be excellent public-speaking practise. Fear of mispronouncing a word on the air turns students to the dictionary. Writing radio scripts supplies practical English assignments with plenty of motivation for the students. And finally, producing a radio program which can compete for interest with other programs provides a challenge of craftsmanship.—*School Life* 22:51, October 1936.

THE BUSINESS of manufacturing public opinion for private profit has become a very highly developed art in America—an art so highly developed and commercialized that it is not impossible for powerful advertising groups, with their influence over the press and radio, to mold public opinion, to shape public policies, to influence legislation, and to direct the destinations of nations.—A. B. WALTON, *The Ohio Taxpayer*, October 1936, p1.

RADIO is today the most effective instrument of political propaganda that can be found. There has never been anything else equal to it.—*Journal of Education* 119:441, October 19, 1936.

A FIRST TENTATIVE EFFORT to establish radio program standards as they apply to broadcasts for school use appears in the October issue of *The Ohio Radio Announcer*, which is published monthly by the Bureau of Educational Research of the Ohio State University. The *Announcer* is available only to schools in Ohio.

The statement of standards as tentatively projected in Ohio is set forth below in the hope that it will arouse the kind of discussion which will contribute to its constructive improvement:

**Advertising: Amount**—Advertising should occupy only a minor proportion of the time of any educational program.

**Distribution**—Mere mention of sponsor at beginning and end of program is best practise. Short sections of unobjectionable advertising at beginning and end of program are acceptable. Advertising distributed thruout the program is not acceptable for school use.

**Nature**—To be acceptable, advertising must be an honest representation of the product. No program is acceptable for school use which attempts to enlist listener's participation in advertising contests, or invites listener to send in cartons, labels, bottle tops, or the like, or appeals directly to children to persuade their parents to buy products in order that children may receive something free.

**Personnel: Authority**—In general, persons should be featured in programs who are accepted as authorities in the field which the program represents.

**Prominence**—Other things being equal a program with speakers of such prominence as to give significance to their views is to be preferred.

**Manner**—Speakers and announcers should be pleasing and unaffected in manner. "Talking down" is resented by children. Speakers should be easy to understand and interesting to follow.

**Program content: As source of information**—Information should be well organized, authoritative and reliable, pertinent and directly applicable to the work in which the class is engaged at the time, and should be such as to supplement the sources of information to which the pupils already have access.

**As means of developing appreciations**—A radio program of this type should exemplify the best standards in the area of expression concerned; it should represent a type of appreciation appropriate to the grade level at which it is to be used; technics of presentation should be appropriate to the area of expression involved; and it should encourage the listener to extend his acquaintance with the area represented, or to explore the area as a means of self-expression.

**As a directed participation activity**—Directions should be definite and clearly stated, sufficient time should be allowed after each step for the pupils to make the expected response, and the type of activity involved should be appropriate for radio presentation.

**As directions for later participation**—Successive steps should be definite and clearly stated and sufficient time should be allowed for necessary note-taking.

**As direct teaching**—Subject should be appropriate for radio presentation. It should not duplicate the type of teaching usually done by classroom teachers unless local trained teachers of that subject are not available. Each presentation should be built upon learnings of earlier programs in the series and furnish leads into programs to follow. The listener should be referred to supplementary learning sources so that the radio lesson will become part of a larger learning process. Advance information should be made available to the teacher which will enable him to have necessary materials and supplementary aids at hand. There should be definite suggestions for listener activity.

**As source of opinion**—There should be a clear distinction between material presented as facts and material which is someone's interpretation of the facts. The bias or specialized viewpoint of the program or speakers should be made clear. A speaker should be typical of the group represented or should be of sufficient prominence to make his individual viewpoint worthy of consideration.

**Total effect:** In general, the point of view of a program should be socially constructive. Its effect, if any, on the ideals and attitudes of pupils should be to encourage the formation of the kind which the school desires to have children form. The program should present a point of view, merely, and leave the acceptance or rejection of it to the intelligence of the listener, unless it be clearly obvious that the program represents special pleading and is not an objective presentation.

This pioneer effort in Ohio is of significance everywhere. It raises questions of policy which need to be faced. Should any advertising whatever be allowed in programs used by schools? If so, what kind and how much? Who is to decide? Are the standards for program content acceptable as set forth in the *Announcer*? Send us your comments. They may help to clarify the issues.

# Education

by **R A D I O**

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

Volume VI

DECEMBER 1936

Number 12

## Limitations of Commercial Broadcasters

**A** BASIS FOR COOPERATION between commercial broadcasters and the educational and cultural interests of the nation requires that each group be conscious of its own limitations within the area of their common interest. Educators are certainly conscious of the extent to which they are dependent upon commercial stations if they want to do broadcasting. Broadcasters, however, are not convinced that they must be dependent upon educators when they move into the area of what they call educational broadcasts.

Commercial broadcasters have been told by the courts and by the Federal Communications Commission that they have responsibility and financial liability for all radio programs broadcast over their stations. In accepting this responsibility the broadcasters have taken with it the assumption that they are competent to fill all requirements for programs in the public interest, without the assistance of groups such as educators represent. This theory is probably best stated in a letter of January 8, 1936, which the president of the Columbia Broadcasting System wrote to the chairman of the Republican National Committee. The letter said in part:

I think it must be obvious that if anything like program balance is to be maintained, and experience as to what constitutes good broadcasting is to be applied, the broadcasting system rather than the user or would-be user must dictate program policy. Otherwise it would be impossible to give to the public in either quality or quantity anything like a balanced ration of education, discussion, high class entertainment, popular entertainment, news, and all the other things which the public wants.<sup>1</sup>

Such a concentration of authority in the hands of key people constitutes the essence of sweet reasonableness in ordinary commercial enterprise. Broadcasting, however, is no ordinary business. When a man talks about dictating program policies in broadcasting he is assuming the competence and authority to dictate policies to religion, education, labor, and all the other users or would-be users of radio. This is a kind of control which has always been intolerable in this country, especially in the case of religion and education. It destroys every semblance of complete freedom of the air. It puts into the hands of a few people licensed by the federal government full power to determine what kinds of information shall be given to the American people via radio and what kinds of attitudes shall be instilled into them.

The intention is not to discredit commercial broadcasters. Neither is it to question their honesty or sincerity. They have the listening public in their debt, and rightly so. They have pioneered the development of radio. They have produced programs which have been given an enthusiastic acceptance by the owners of nearly thirty

**T**HE NATIONAL EDUCATION ASSOCIATION is considering the recommendation that a committee for the study of radio education be created from its membership. It has been proposed specifically that such a committee should consist 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 education association. Thru these state committees local teacher groups will be kept in touch with all new developments in radio.

Boyd F. Baldwin, chairman of the radio committee of the Montana Education Association, has been delegated to secure a consensus of opinion among educators as to the feasibility of the suggested plan of organization. Mr. Baldwin, whose address is Terry, Montana, is particularly anxious to learn the reaction of readers of *Education by Radio*.

**I**N THE ADJOINING COLUMN begins the third of a series of articles analyzing the current problems of radio broadcasting as they relate to education. The fourth and concluding article of the series will appear in a special supplement of *Education by Radio* which will be published in connection with the First National Conference on Educational Broadcasting, to be held in Washington, D. C., December 10, 11, and 12. In that issue constructive suggestions will be offered for dealing with the problems which the present and previous articles have raised.

Those wishing copies of the special supplement, which is not a regular issue of *Education by Radio*, may secure them without charge from the National Committee on Education by Radio, Room 308, One Madison Avenue, New York, N. Y.

**A**LIST of simple radio sound effects within the resources of almost every high school has been compiled by the Radio Workshop of the Ohio State University. The list was prepared at the request of a number of schools which are presenting radio plays either over local broadcasting stations or over the school public address system. It will be sent free upon request to Meredith Page, director, Radio Workshop, Ohio State University, Columbus, Ohio.

<sup>1</sup> Columbia Broadcasting System. *Political Broadcasts*. New York: Columbia Broadcasting System, 1936.

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OF AMERICA**

PERHAPS IT OCCURRED TO YOU as I have been speaking of these modern tools of learning that they are tools of learning regardless of what the schools may do about them. They were tools of learning before the schools began to use them. To a considerable degree, the thoughts and attitudes of students are formed by impressions they receive from the movies, the radio, and from current magazines, books, and newspapers. Since these various media of information constitute a potent force of undirected education outside the school, it becomes all the more important that the schools utilize them in directed education.—EINAR JACOBSEN, Superintendent of Schools, Oakland, Calif.

USE OF THE MARVELOUS POWERS of radio for genuine education has been the bright hope ever since radio began. Broadcasters have eagerly sought educational programs which would also be good radio. These programs induce activity or thinking on the part of listeners and add to their store of knowledge.—JOHN W. STUDEBAKER, U. S. Commissioner of Education.

COMMISSIONER GEORGE H. PAYNE, Federal Communications Commission, will deliver the third of his series of Harvard lectures before the Graduate School of Business Administration on Monday, January 11, 1937. From 10-11AM he will speak on the "Problems of the Telegraph and the Telephone" and from 12-1PM on the "Problems of Broadcasting."

million receivingsets. In large measure they have contributed to public enlightenment.

Their past contributions, however, do not justify any spokesman for them in assuming that they are competent to exercise a private control over a public means of mass communication. In a democracy no minority can be trusted to hold such power. Whether or not they make use of it is beside the point. The very fact that claim for it is made in their name is sufficient reason why that claim should be denied.

Turning from the general problem to the specific question of the relationship between broadcasters and the representatives of education and culture, the assumption of competence has to be discounted in equally positive terms. Commercial broadcasters are no more competent to determine what should be broadcast to schools or what kind of educational programs should be put on for the elevation of adult taste than they are to prescribe the kind of religious, political, or labor doctrine which should be preached over the air. Not only do station owners and program managers as individuals lack the qualifications for making educational decisions, but they also operate within an economic framework which imposes further limitations upon them.

Broadcasting is a form of publication. It is a big business, employing large numbers of people and having a volume which in 1936 should exceed \$100,000,000. It has become an established industry with claims of vested rights.

Success in broadcasting, as in any other form of publication, requires the development of a formula. A rather definite pattern has to be created to control the character of what is published on the air. A source of revenue must be developed in order to make the project self-perpetuating. This is true whether the broadcast publication is operated on an educational or commercial basis.

Two rather distinct and mutually exclusive formulas have developed in broadcasting. One is strictly educational. It makes its appeal to specialized minority groups. Its purpose is to supply special kinds of information, to elevate the cultural and intellectual level of the nation, and to stimulate individuals in their powers of discrimination and critical analysis. It gets its support from some public, or at least noncommercial source.

The other formula is commercial. It is financed by advertising. It makes its appeal to a mass audience. It tries to attract people thru entertainment and to hold their attention for advertising announcements which, if successful, repay the sponsors and make them willing to continue financing programs. It has to supply variety and interest as the only means of holding an audience for its purpose.

In the commercial formula a place has been made for education and culture. The reason for this is less that it belongs there than that the commercial stations are licensed to operate in the "public interest, convenience, and necessity" and that educational and cultural programs are accepted as evidence of the fulfilment of this legal requirement. There is no effort, however, to integrate the two. Generally speaking, educational programs are segregated in the unsalable hours, while advertising and entertainment programs are concentrated at times when the greatest potential audience is available. This segregation is probably necessary because the kind of education which would help to make people intelligently critical and discriminating is unacceptable in a system of financial support which depends upon the uncritical acceptance of whatever advertising message is offered. It is a threat to the formula which makes possible the commercial operation of radio stations.

This conflict is not so evident in the press—that other advertising-supported medium of communication. Newspapers and magazines are unlimited in the space they can use both for advertising and for reporting. If conflicting interests cannot be accommodated there is always the possibility of a new publishing venture. In radio, however, there are physical limitations, first, on the number of stations, and, secondly, on the number of programs which can be put on the air by any one station. The more advertising it carries, the less educational and cultural material it can use. If it does not carry a rather high percentage of advertising it cannot exist at all.

The protection of the radio publishing formula produces some enlightening results. One of them occurred about a year ago when the press-wire services began making news available for sponsorship. It was reported as follows in the October 12, 1935, issue of *Editor & Publisher*:

The Esso program over the Eastern NBC stations began this week, but was not based on the sale of United Press news to Esso [Standard Oil]. UP news is sold directly to the NBC and is used on the time contracted for with NBC by Esso, a substantially different arrangement than direct sale, in that responsibility for the program content falls to NBC rather than to the advertiser.

In that connection much interest was aroused by the fact that NBC, on the first day of its Esso news program, did not use the United Airlines crash in Wyoming in which twelve persons were killed, altho the news, with complete list of names, was available for all the Esso programs except those in the early morning.

Frank Mason, NBC vicepresident, and A. A. Schechter, news editor, explained to *Editor & Publisher* that this was directly in line with NBC news policy.

Both men explained that the broadcast chain does not feel it has a responsibility to its listeners to deliver all news—that “radio is an entertainment and educational medium.”

There can be little doubt that, if certain scientific and educational data were to be broadcast either preceding or following some of the patent medicine programs now on the air, the sponsors of those programs would protest immediately and probably withdraw their accounts. This illustrates the predicament of a commercial station manager. However honest he may be, he cannot use his station for any kind of a complete educational or informative program without making encroachments upon the foundations of his financial support.

In the United States it has been emphasized that there is no political propaganda such as is rampant in Europe. However, Europeans point out that, while people in this country may have escaped political propaganda, they have surrendered almost completely to a commercial propaganda which may be just as harmful. In support of this claim they point to some of the misleading, if not actually false advertising regularly broadcast over American stations.

The urgency of advertising demands frequently grows so great that it not only leads those who broadcast under the commercial formula to interfere with the content of informational and educational programs but also to infringe upon the opportunity of education to be heard at all. It has been stated that educational programs over commercial stations are practically barred from the air during evening and other financially profitable hours. Not infrequently these programs also have difficulty during the unprofitable hours on which their appearance is tolerated. Their position is always at the sufferance of the station or chain management.

No question of ethics or idealism is involved in this analysis. The situation in which education finds itself under the commercial broadcasting formula has been outlined for the single purpose of showing the inherent incapacity of that formula to make a proper place for education or to fulfill the responsibility of public service broadcasting which commercial broadcasters have undertaken in accordance with the terms of their federal licenses.

RECOGNIZING the great potential value of radio as an instrument of mass instruction and enlightenment, the Wyoming State Education Association expresses its great interest in the development of radio in America to give the greatest possible social benefits. Specifically, the Association endorses the following:

[1] The formation of a standing committee of this Association on radio in education to be appointed by the president of the Association. This committee shall be authorized to study the whole problem of the social uses of radio, but particularly the possible uses of radio as an instrument of instruction in school. The committee should take steps to promote the use of radio in schools, and should from time to time make reports to this Association.

[2] The request made of the Federal Communications Commission by Dr. John W. Studebaker, U. S. Commissioner of Education, for the reservation of an adequate number of channels in the ultra-high frequency band for future use by local educational broadcasting stations.

[3] This Association urges its members to experiment with the use of radio as an instrument in classroom instruction, utilizing any programs now available that can be properly admitted to the classrooms. This Association recommends to its members that in this use of radio in the classroom preference be given to programs which will stimulate pupil interest, which will vitalize the textbook instruction, which will connect the schools with the modern world, and which will create for students high standards of appreciation. We recommend that reports of such uses of radio in schools be made to the radio committee in order that this experience may be made generally available to Wyoming schools.

[4] This Association endorses the efforts of the National Committee on Education by Radio and the Federal Radio Education Committee in their efforts in cooperation with the Federal Communications Commission to devise ways and means to improve the opportunities for an enlarged public broadcasting service which will make available to all listeners programs of constructive educational value in addition to the present sponsored programs.—Adopted by the WYOMING STATE EDUCATION ASSOCIATION, Laramie, Wyoming, October 16, 1936.

THE SUBCOMMITTEE ON CONFLICTS AND COOPERATION of the Federal Radio Education Committee is commissioned to find the chief limitations and conflicts which in the past have prevented the fullest cooperation between commercial and educational broadcasters, and, if possible by investigation, experimentation, and demonstration, to find practical plans for assuring better cooperation within the structure of the present American system of broadcasting. Dr. Arthur G. Crane, president of the University of Wyoming, is chairman of this subcommittee. School officials, clubwomen, educational broadcasters, or anyone else having experienced any difficulties in their broadcasting activities should report to Dr. Crane. A knowledge of both past and current difficulties will be very helpful to the work of the subcommittee.

**T**HE PUBLIC DEMAND that a particular business activity be singled out and declared by legislative action "to be effected with a public interest" and subject to regulation generally arises when those engaged in the business pursue their own private ends with such a flagrant disregard for social policy and welfare that the integrity of social, business, or governmental institutions is endangered. The obstacles and difficulties encountered by regulatory commissions are not primarily of an engineering nature. They arise out of the difficulty of agreeing upon and then adhering to social and economic objectives. These difficulties far transcend the engineering difficulties encountered in effectuating the social objectives which may be agreed upon.—Testimony of EDWARD BENNETT, technical director, state broadcasting station WHA, University of Wisconsin, Madison, Wisconsin, before the Federal Communications Commission, October 5, 1936.

**M**ANY PEOPLE will tell you that radio is still an agency for freedom of expression, but I say to you that no government licensed agency can be free to express its opinions on matters of national importance. A government can always find a way to reach a licensed agency. A license can always be cancelled thru a technicality, if its holder does not play the game with the party in power.—E. H. HARRIS, chairman, radio committee, American Newspaper Publishers Association, in an address before the Inland Press Association, Chicago, Illinois, October 13, 1936.

**T**HERE IS A GROWING ATTITUDE of cooperation between the Federal Communications Commission, the commercial broadcasters, and the educational groups. It would not be surprising at any time if a practical plan for improved public broadcasting service should emerge from the present welter of controversy and discussion. Obviously a plan can and will be found as soon as the parties concerned begin to seek earnestly for such a solution.—DR. ARTHUR G. CRANE, chairman, radio committee, National Association of State Universities.

**D**URING NOVEMBER several educational stations received from the Federal Communications Commission special temporary authority to operate at hours other than those specified on their licenses. Station WNAD, University of Oklahoma, received permission to broadcast a regional educational conference; WOSU, the Ohio State University, the National Corn Husking Contest; and KFDY, South Dakota State College, Farm and Home Week programs and also the program of the banquet honoring eminent farmers and homemakers.

**R**ADIO BROADCASTING is an essential service to the American home in the molding of public opinion. It must be maintained for the American people, free of bias, or prejudice, or sinister control.—FRANKLIN D. ROOSEVELT, November 6, 1936.

## Nat'l Conference on Educational Broadcasting

**T**HE FIRST NATIONAL CONFERENCE ON EDUCATIONAL BROADCASTING, of which Dr. C. S. Marsh is executive secretary, has announced the preliminary program for its meetings which are to be held at the Mayflower Hotel in Washington, D. C., on December 10, 11, and 12. The conference is sponsored by eighteen national organizations and is being held in cooperation with the U. S. Office of Education and the Federal Communications Commission. Attendance at the conference is open, without charge, to any interested person.

The program is divided into general sessions and special discussion groups and sectional conferences. Its features are listed in the preliminary program as follows:

Seven general sessions will be held during the three days. Among those who will address these meetings are: Anning S. Prall, chairman, Federal Communications Commission; Harold L. Ickes, Secretary of the Interior; John W. Studebaker, U. S. Commissioner of Education; Hendrik Willem Van Loon, author and journalist; Arthur N. Holcombe, Harvard University; Howard W. Odum, University of North Carolina; William Mather Lewis, president, Lafayette College; and David Sarnoff, president, Radio Corporation of America.

A series of twenty discussion groups are scheduled for Thursday afternoon and Friday. The topics for these section meetings are: The Broadcasting Station as a Community Enterprise, Educational Broadcasting in Other Countries, Radio in the Life of the Child, The Radio Workshop, Classroom Broadcasting, Psychological Problems in Radio, Listening Groups, Polling and Measuring the Audience, Influence of Radio on Speech, State Planning for Radio, Talks Programs, Labor's Experience in Radio, The Effect of Broadcasting upon Rural Life, The Forum on the Air, Library and Museum Use of Radio, Music in Broadcasting, Religious Broadcasting, Research Problems in Radio Education, The University Broadcasting Station, and Radio and Propaganda.

Included in the list of sectional conference leaders are: Kirtley F. Mather, Harvard University; Levering Tyson, director, National Advisory Council on Radio in Education; Mrs. B. F. Langworthy, president, National Congress of Parents and Teachers; William D. Boutwell, U. S. Office of Education; George F. Zook, president, American Council on Education; Edward S. Robinson, Yale University; Kathryn McHale, general director, American Association of University Women; Henry C. Link, secretary, Psychological Corporation; Cabell Greet, editor, *American Speech*; Arthur G. Crane, chairman, National Committee on Education by Radio; Edward R. Murrow, director of talks, Columbia Broadcasting System; Spencer Miller, Jr., director, Workers Education Bureau of America; Morse Salisbury, chief of radio service, U. S. Department of Agriculture; George V. Denny, Jr., director, America's Town Meeting of the Air; Carl H. Milam, secretary, American Library Association; L. V. Coleman, director, American Association of Museums; Olga Samaroff, Juilliard Musical Foundation; George Johnson, secretary general, National Catholic Educational Association; W. W. Charters, director, Institute for Education by Radio; E. H. Lindley, chancellor, University of Kansas; and Lyman Bryson, Columbia University.

A Thursday evening session, presented under the auspices of the Institute of Radio Engineers, will deal with the technical aspects of radio. A group of prominent radio engineers will present a discussion of the possibilities and limitations of sound, facsimile, and television broadcasting in the regular, medium-high, and ultra-high frequency bands as they are allocated by the Federal Communications Commission to these services.

At the formal banquet on Friday evening the theme of the speeches will be The Influence of Radio in the Comity of Nations.

The range of subjectmatter to be discussed at the conference is so broad as to be almost all-inclusive. Somewhere in the menu of the meetings is to be found a place for the consideration of practically any problem which anyone interested in radio may see fit to raise. At least, that has been the effort of the makers of the program. The results are recommended to our readers.

Just how significant this conference will become cannot be predicted in advance. If the various topics on the program are dealt with on the basis of scholarly analysis, the possibilities are great of their contribution to the ultimate solution of the radio problem. If, on the other hand, propagandistic or platitudinous speeches are the order of the day, the influence of the conference will not extend beyond the confines of the Mayflower Hotel.



## Special Conference Number

# Education

by **R A D I O**

A Bulletin to Promote the  
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Volume VI

DECEMBER 1936

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### A Basis for Cooperation

**T**HE FEDERAL COMMUNICATIONS COMMISSION, the commercial broadcasters, and the educational and cultural forces of the nation are the agencies vitally concerned with broadcasting. Creating a basis for cooperation satisfactory to all three is a laborious undertaking. It involves first of all a realistic appraisal of the part each agency is competent to play. Corollary to this is a recognition of the extent to which each is dependent upon the others. Then there is the additional difficulty of establishing cooperative machinery through which strengths can be combined and weaknesses eliminated.

An attempt to analyze some of the more important problems has been undertaken in the series of articles of which this is the fourth. The first three articles were designed to show that no satisfactory basis for cooperation exists in the *status quo* of broadcasting, and for two reasons. First, there exists a system of commercial competition which is unsound because of the inequality of licenses issued by the federal government. To one broadcaster the government gives 50,000 watts power and unlimited time on the air. To another it gives 100 watts and limited hours of operation. Frequently it lets two such stations compete directly for the advertising revenue which is their life blood.

The second point made was that commercial broadcasters are not competent to control any complete program of social broadcasting. Their first obligation is to the commercialism which produces the income enabling them to exist. Examples were cited to show how, in protecting this income, they could not give any adequate coverage of educational information which might debunk some of the commercial propaganda now being broadcast.

The articles made clear that all three of the agencies concerned in radio are faced with serious difficulties and are in vulnerable positions. They indicated that none of them by itself was able to work out a solution of the broadcasting problem. They emphasized the need for cooperation, and led up to the question, "On what constructive basis can cooperation be established?"

There is no simple answer to this question. Probably there is no single answer with merit above others which might be proposed. However, certain conclusions seem to be indicated clearly enough so that they can be recorded with assurance. While they may not constitute an answer, they serve as a focus of discussion out of which an answer may come.

The first step toward an answer lies in a full recognition of the part which the Communications Commission must play in any coop-

**T**HE NATIONAL COMMITTEE ON EDUCATION BY RADIO, as one of the sponsoring organizations of the First National Conference on Educational Broadcasting, has high hopes that these meetings will prove profitable to the individuals in attendance and significant in their contribution to a solution of the national broadcasting problems.

The last three issues of *Education by Radio* have carried articles designed to contribute to this conference by raising some of the issues and analyzing some of the problems which confront educational interests in broadcasting. A fourth article has been written to conclude the analysis upon a note of constructive suggestion. Because most of the members of this conference have seen the previous articles, it has seemed desirable to make the fourth available at this time. For that reason a special conference number of the bulletin has been issued.

**T**HE FEDERAL COMMUNICATIONS COMMISSION is reported to be contemplating the establishment of an "economics section" to function within the broadcast division of the Commission and to study market and trade factors in connection with the allocation of broadcasting facilities. Reports of the economics section would be used by the Commission in the same way that reports of the engineering and legal divisions now are considered in determining the allocation of licenses for broadcasting stations.

**E**DUCATORS must now take the offensive and offer the broadcasting companies an intelligent plan for educational broadcasts. The broadcasting companies would rejoice at such a move.—PHILIP H. COHEN, New York manager, Federal Radio Workshop Project.

**T**HE RADIO plays an important part in the education of homebound children. It is the socializing factor; it brings the community into their homes.—SELMA DAVIS, chairman, Committee on Education by Radio for the Homebound Child.

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MEMBER EDUCATIONAL PRESS ASSOCIATION  
OF AMERICA

SOME 2000 RADIO STATIONS, operating on high frequencies in exclusive wavebands and devoted entirely to educational purposes, were predicted by U. S. Commissioner of Education John W. Studebaker in a talk November 25 at the twenty-fifth annual convention of the Bay Section of the California Teachers Association, held in the Civic Auditorium in San Francisco. Stations, he said, will be in operation within a few years. He declared that the federal government needs a division of experts to study the technic of educational broadcasting.—*Variety*, December 2, 1936.

THE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS of Princeton University has announced the publication of a new magazine, *Public Opinion Quarterly*, which will make its appearance December 15. It will be concerned primarily with public opinion but will hold within its purview the fields of journalism, radio, motion pictures, and advertising. DeWitt Clinton Poole, director of the School of Public and International Affairs, will be editor.

MICROPHONE, original U. S. radio newspaper, is holding its fourth annual dinner in Boston on Friday, December 18. *Microphone* makes its appeal to radio listeners of a comparatively high cultural level. Increasing circulation and a widening range of influence seem to indicate that this appeal can become profitable as well as laudable.

erative enterprise looking toward the fullest achievement of the possibilities of broadcasting. That body has been entrusted by Congress with discretionary authority to see that broadcasting operates in the public interest. It has a continuing responsibility to establish and maintain a true equality of competition among its commercial licensees and to remove from the air those programs which are misleading in their advertising or degrading in their taste.

This is not to imply that the Commission is to assume any responsibility for the operation of individual stations or exercise any control or censorship over their programs. It simply means that the Commission is to establish minimum standards applicable to all stations, within the limits of which station owners are free to do as they see fit. Presumably there would be a high degree of competition between stations in the matter of program production. Indeed, the best assurance of satisfactory program service to the listeners lies in the establishment of the highest possible degree of competition provided only that the basis for competition is sound.

Once the Commission has eliminated the basic weaknesses of the present structure of broadcasting and taken steps to protect the public against future program abuses, its full responsibility has been met and the less it has to do with the actual operation of the stations, the better. Such measures as extending the period of the present license to give greater security to broadcasters should be put thru just as soon as the system has been reorganized to insure its operation in the public interest.

Giving commercial broadcasters the kind of freedom suggested here is going to increase rather than diminish their problems. Since each station owner will have a wavelength which can be operated only a limited number of hours a day and can carry only a relatively small number of programs, he seems destined to encounter increasing difficulties not only in producing a balanced program for his listeners but also in selecting individual groups from among the many seeking access to the air. If the present trends continue he will have more advertising offered than he can find place for in desirable hours. He also will have more and more demands for free or courtesy time for social welfare and other noncommercial uses.

The problem of what to do about advertising is a real one for station owners. They are operating a medium of communication, the most valuable part of which is the radio frequency granted free by the federal government. They are allowed to put on advertising programs in compensation for the public service which they render. However, there is reason to believe that if they allow too much advertising or make too much money from the use of their radio license the government will step in to tax such profits. It is already rumored that some commercial stations are making an annual net profit which is so excessive that it approximates 100 percent of the total investment in the station. The taxation of such profits is not within the jurisdiction of the Federal Communications Commission, but it is very much within the jurisdiction of Congress.

At the present time station owners who can sell time in large amounts have a perfect answer to civic bodies who come asking for free time on the air. They simply do not have hours available to dispense gratuitously. If they see fit to reduce the amount of time devoted to advertising, in order to escape federal taxation of their profits and regulation of their financial structures, the urgency of demands for gratuitous time will be increased.

All this insistence by civic groups that they be given access to the air goes on quite apart from the obvious fact that in most cases the applicants are not prepared to put on acceptable programs. They

are without knowledge not only of microphone technic but also of how to prepare scripts and do all the other things necessary to put a finished performance on the air.

Clearly neither the station owners nor the individual representatives of the large number of applicants for free time can correct this condition. The solution requires cooperation. More than that it requires some framework of organization thru which the cooperation can take place.

The National Committee on Education by Radio has been more acutely conscious of this problem than any other organization seems to have been. Dr. Arthur G. Crane, president of the University of Wyoming and chairman of the National Committee on Education by Radio, has developed a public radio board plan which seems to offer a way of meeting the problem. This plan would operate within the framework of the present broadcasting structure. The procedure, as Dr. Crane visualizes it, would be somewhat as follows:

*The plan: The central body*—Specifically, the plan proposes that in each state there be formed voluntarily a citizens' organization for the preparation and presentation of programs of public interest and value; that this central body consist of official representatives chosen by the cooperating agencies; that this central body pool its broadcasting resources in talent and money and endeavor to put on a program which shall be known as the program of the public broadcasting body, utilizing such time as the stations in the state are willing to make available.

*Public but not governmental*—The central body would be public as representing great agencies, but would not be governmental in the sense that it is under partisan control and domination. Its members would be of diverse political faiths. Each would be responsible, not to the particular political party in power at the time, but solely to the clientele and membership of his own organization. Each representative would be in close touch with the members of his own group. The central body would therefore be in a position to check and test listeners' response to the programs and to select the items of most immediate public interest.

*Operating executive group*—This central body [board, council, association, or institute] would designate a smaller central executive group conveniently located to take charge of the details of operation under the policies adopted by the general organization. The executive group would be empowered to engage and direct a technical staff to take charge of the preparation and presentation of programs.

*Plan adaptable to local variations*—The details of any cooperating arrangement can be varied to suit the local conditions. Each cooperating group would retain all its present independence for any broadcasts outside of the program undertaken by the public board.

*Industry not fitted to take over education*—A public broadcasting program worthy of the name must be properly educational. It is obvious that commercial broadcasters cannot take over education. This is especially clear in broadcasts to schools. America has been and should continue to be zealous in maintaining the independence of the schools and the reliability of the instruction. Schools have universally declined free textbooks donated by any commercial concern, preferring to purchase books in order to assure unbiased instruction. It is just as essential to safeguard radio instruction as it is textbooks.

*How the plan would operate for the cooperating groups: Pooled resources more effective*—Public broadcasts, lacking advertising sponsors, have in the past faced the terrific handicap of insufficient funds for the preparation of suitable broadcasts. Too often the broadcast has been made by rank amateurs without coaching, without expert technical assistance, without the necessary setting of music or entertainment for the broadcast. Such broadcasts have too often been prosy and poorly suited to the new medium. In a given state each of a score of great public agencies has often attempted to put on radio programs independent of all the others. No single agency has been able to afford the technical assistance necessary to write, re-write, and revise the scripts of broadcasts, to perfect the setting and background for such broadcasts, and to present them in an acceptable way. Too often the results of such broadcasts have not been observed and measured, or the mistakes discovered and corrected.

Gradually, educational and public broadcasters are improving their methods, but at every turn of the road they are confronted with the lack of sufficient funds to do the job as well as they might. Twenty such public broadcasters in a state, each with an amount of money utterly insufficient for effective broadcasting, by pooling their resources could afford a firstclass technically expert staff to assist each of them in presenting their programs in the best possible form and manner. At the outset a small number of such broadcasters at no extra expense could improve their facilities greatly by pooling their resources, and as the programs demonstrated their excellence other agencies would undoubtedly join.

**T**HE GRAVEST and most fundamental problem challenging the statesmanship of the Federal Communications Commission is to create and firmly establish noncentralized and nonmonopolizable rights to the use of the nation's limited broadcasting facilities. . . . The formulation of plans by the Commission which will facilitate the shift and the dedication of an adequate proportion of the broadcasting channels to public use thru the agency of the educational, informational, and service boards and commissions of the states and the federal government commends itself in the following respects as truly in the public interest, convenience, and necessity:

[1] The proposal contemplates that channels dedicated to the public use will under Commission regulations and standards carry no advertising, and thus will not enter into competition with private stations for advertising revenue. It is not a proposal to discard or destroy any of the services built up and rendered by private interests. It is a proposal to supplement and not to supplant the services rendered by these interests.

[2] The facilitating of the shift from the commercial monopolization of the nation's radio facilities will clear the way for a wholesome, healthy competition to discover and develop the most effective use of the radio in the public interest.

[3] The competition will be of a two-fold nature: first, a rivalry between the radio councils of the neighboring states to demonstrate the most effective and highest use of the facilities of each state; second, a competition between two groups—those entrusted with the use of facilities in the public enterprises of the people and those granted facilities for private use—to win the greater acclaim of the public by the quality of their respective programs.

[4] While there will be rivalry between the program directors of adjoining states, there will be at the same time close cooperation of the directors thru their associations to serve the common interests of the region. This means a multiplication of the services that can be rendered over the limited broadcasting facilities, since it will enable each program director in any given quarter year or any given month to concentrate on certain topics or services and to advise his listeners that the station of the state to the north or south or east or west will conduct during the month of January a forum or a roundtable discussion on problems of taxation, utility regulation, cooperative marketing, or a similar topic.

[5] These proposals if carried out will make available to radio listeners a far greater variety and wealth of program material than is now available.

[6] They will insure a place on the air for authentic information designed to benefit the consumer rather than the advertiser.

[7] By reason of decentralization of control and diversity of view from state to state they will provide the most effective guarantee of freedom of speech and of access of minorities to the public ear.—Testimony of EDWARD BENNETT, technical director, state broadcasting station WHA, University of Wisconsin, Madison, Wisconsin, before the Federal Communications Commission, October 5, 1936.

### EDUCATION BY RADIO

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**THE NATIONAL COMMITTEE ON  
 EDUCATION BY RADIO**

S. HOWARD EVANS, *secretary*

One Madison Avenue, New York, N. Y.

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**M**Y 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.

**G**REATER 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.

Thruout 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  
Use of Radio for Educational,  
Cultural, and Civic Purposes

Volume 7

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Number 2

## Is Radio Living up to its Promise?

**T**HE 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

**C**ARLTON 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."

**T**HE 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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any thoro 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 practises.

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 thruout 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.

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 enroled 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 enrolment 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.



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

Volume 7

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Number 3

### 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 reced in sleep; emotionally, as recorded by the psychogalvanic technic; mentally, as shown by records of learning from movies and oy 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 2 P.M. 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.

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**T**HE WISCONSIN COLLEGE OF THE AIR, thru the facilities of state radio stations WHA and WBL 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.

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.

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.

**R**EPRESENTATIVE 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."

**T**HE 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.

**T**HE 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.

**W**ALDO 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.

**C**OMMANDER 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.

**L**ET 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.

**A**LLEN 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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**A**T 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.

**T**HE 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

**T**HE 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.

**T**HE 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.

**T**HE 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.

**A**NNING 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.

**T**HE 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.

**W**HERE 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.

**S**TATION 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.

**E**DWARD 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.

**T**HE 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."

**R**ADIO 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

**A**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**

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

**D**R. 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.

**T**HE 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."

**M**EREDITH 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.

**I**N 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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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.

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.

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.

**THE 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

**T**HE 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.

**T**HE 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.

**A**N 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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Number 6

## 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.

**T**HOMAS 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.

**F**RIEL 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.

**I**N 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."

**T**HE 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.

**F**IVE 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.

**E**ducational 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

**T**HE 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.

**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 Auken 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.

**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.

**"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, EDST, 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 Borchardt, 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

AS 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-

REPRESENTATIVE 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.

THE 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.

ARMSTRONG 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.

STATION 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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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.

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 23-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.

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

**T**HE 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.

**P**LAYS 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.

**S**TATION 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.

**T**RANSRADIO 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 entrenched 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 throughout 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 throughout 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-

**T**ELEVISION, 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.

**R**ADIO 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.

**M**IMEOGRAPHED 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.

**T**HE 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 percent 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.

**S**TATION 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.

**R**ADIO 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

Volume 7

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Number 8

## 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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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.

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.

## 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. pp.6-7.

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.

## Radio as a Classroom Device

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.

BROADCASTING 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."

ARMSTRONG 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.

GUGLIELMO 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.

BOYD 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

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## 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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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

MEMBERS 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.

THE 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.

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

**F**RANK 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.

**M**RS. 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."

**P**OISONS, 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.

**T**HERE 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.

**T**HERE 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.

**T**HE 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.

**J**OSEPH 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 2 p.m., 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.

**T**HE 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."

**T**HE 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.

**D**R. 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 thoroughly 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.

T. L.

# Education

Public Library  
Kansas City, Mo.  
Teachers Library

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

by **R A D I O**

Volume 7

OCTOBER 1937

Number 10

## 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 2:30-3PM, 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

**T**O 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.

**T**HE 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.

**S**TATION 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.

**D**R. 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.

**T**HE 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.

**T**HE 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.

**C**LARENCE 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.

**L**ISTEN 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.

**P**OPULAR 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.

# Education

by **R A D I O**

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

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Number 11

## 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.

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

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OF AMERICA

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-

“**P**OOOR 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.

**T**HE 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.

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. Ahrnsbrak, principal, Beaver Dam High School, Beaver Dam, Wis., is chairman of the committee.

**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.

**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.

**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.

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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

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*.



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, practices, 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

**S**TATION 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."

**M**ORE 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.

**T**HE 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 propoganda, 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

**THE 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.

**TO 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.

**FOR 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.

**DUBUQUE 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."

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.

# Education

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

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

Volume 8

JANUARY 1938

Number 1

### Second National Conference on Educational Broadcasting

WITH THE PASSING OF TIME enthusiasm grows for the Second National Conference on Educational Broadcasting held in Chicago November 29 and 30 and December 1, 1937. At the time of the conference pessimism was rampant. Almost the only point of agreement among those in attendance was their desire to talk. However, in retrospect, even this lack of harmony seems to have its advantages and the meeting takes on more importance than any similar conference held previously.

The record of proceedings, to be published later in the year, will be voluminous. There were five general sessions addressed almost entirely to matters of policy and two afternoons devoted to section meetings to consider specific topics. Fifty-two persons were scheduled to participate in the program and there was much comment from the floor during discussion periods. Speeches ranged from a defense of the broadcasting industry by its representatives to attacks on the industry and severe criticism of educational broadcasting. Out of them came some indications of progress which are a source of hope.

One of the hopeful signs is that the industry emerged from this conference with less glory than has usually been the case. Hon. George Henry Payne, a member of the Federal Communications Commission, wrote a speech in which he insisted that programs must be improved and said that without supervision the industry could not be depended upon to supply the improvement. Dr. T. V. Smith of the University of Chicago emphasized that the amount of governmental regulation must increase. Dr. Clarence A. Dykstra, president of the University of Wisconsin, indicated that the Communications Commission was dominated by the industry at least to the extent of applying commercial standards to all radio programs. He asked that the government assert itself and find a way to lend more support to educational broadcasting. At the closing session of the conference, as a direct result of a suggestion made by Dr. Levering Tyson that a citizen committee be appointed to study broadcasting, it was pointed out that the only practical way for such a study to be made was thru a Congressional investigation.

The combined effect of all these speeches was less devastating to the industry than the contrast between the statements of William S. Paley, president of the Columbia Broadcasting System, and Lambdin Kay, director of radio stations WSB and WAGA, Atlanta, Ga. These two representatives of commercial broadcasting companies approached their topics from very different points of view. Apparently Mr. Kay had been able to secure with little effort all the radio facilities he needed. To him Washington was remote and the requirement

THE NATIONAL COMMITTEE ON EDUCATION BY RADIO met in New York, N. Y., December 20 and 21, 1937. The following program was adopted for 1938:

[1] To continue promotion of the Committee's plan for an American Public Broadcasting Service.

[2] To continue publishing the bulletin, *Education by Radio*, as a means of appraisal and interpretation of the developments in radio that affect the interests of educational broadcasting.

[3] To continue the stimulation of more intensive training in educational broadcast production and in the uses of radio in schools and colleges.

[4] To make both educators and the public increasingly conscious of radio as an educational and cultural agency.

[5] To maintain the informed and vigorous support of the Committee's policies and program on the part of its constituent member organizations.

[6] To supply information to the federal government upon the request of either Congressional committees or the Federal Communications Commission.

A request has been made to the Payne Fund for a grant with which to carry out this program.

MARGARET HARRISON, radio consultant for the Progressive Education Association, has recently published, thru Prentice-Hall, Inc., *Radio in the Classroom*, a 260-page book concerned with the use of radio as a supplementary tool of education. The book is designed to aid the classroom teacher in a better utilization of his school radio. Perhaps the greatest contribution of the book is the description of actual classroom practise in teaching discrimination. This is given in the chapter entitled "Advertising, Publicity, and Propaganda." Miss Harrison gathered her material while making a three-year investigation of the use of radio in schools for Teachers College, Columbia University. The book is priced at \$2.50.

DRAKE ON THE AIR, an attractive brochure, depicts the broadcasting activities of students at Drake University, Des Moines, Iowa. Drake programs are heard almost daily over six Iowa stations—KSO, KRNT, KMA, WMT, WOI, and WHO. Each broadcast is planned, written, arranged, and produced by students of the Drake department of radio under the guidance of Edwin G. Barrett, director.

## EDUCATION BY RADIO

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### THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

S. HOWARD EVANS, *secretary*

One Madison Avenue, New York, N. Y.

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**I**N VIEW OF THE FACT that the Texas Radio Council has been created for the purpose of preparing educational and cultural broadcasts thru the Texas School of the Air,

And since 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,

We recommend that the Texas Congress of Parents and Teachers endorse the plan for a Texas School of the Air.—Adopted by Texas Congress of Parents and Teachers, Beaumont, Texas, November 18, 1937.

**O**NE OF OUR READERS is very anxious to secure a bound copy of Volume I of *Education by Radio* or a complete file of separate issues of that volume. He is willing to pay a reasonable price for it. If you have a bound copy or complete set and will part with it, please communicate with the secretary's office, Room 308, One Madison Avenue, New York, N. Y., stating the price you are asking.

**B**RAVE NEW WORLD, one of the programs of the Educational Radio Project of the U. S. Office of Education, is being carried by 101 stations of the Columbia Broadcasting System. This is believed to be the largest number of stations ever to carry an educational program.

Fifty-six NBC Red Network stations have scheduled "The World Is Yours," another program produced by the Office of Education. This is also a very large network for an educational program.

in the law that his stations operate in "the public interest, convenience, and necessity" was little more than a suggestion. The periodic renewal of his licenses had been accomplished so easily that he seemed to look upon it as a legal right. He indicated that his stations had been magnanimous in their past treatment of education and wanted to continue being so in the future. He made it clear, however, that education must mend its ways and pay more attention to the suggestions of the commercial stations or it may find itself out in the cold with no facilities available to it. Mr. Kay seemed to feel that he represented the viewpoint of the average broadcasting station. Probably he did.

Mr. Paley's speech was very different. He is fully aware of the authority which resides at Washington. He knows full well the struggle which has been made to secure and keep the highly profitable facilities now in commercial hands. His speech was a defense of what has been accomplished in this regard. It was a public relations effort designed to pacify, not to offend, education. Mr. Paley described the democracy of the present set-up in broadcasting and implied that criticism of the radio structure was an attack on democracy itself.

It is an evidence of the distance Mr. Paley's auditors have come in their understanding of broadcasting problems, that, altho his speech was more persuasive than the one delivered under similar circumstances in 1936 by David Sarnoff, president of the Radio Corporation of America, it was more critically received.

While the industry was dealt with severely, education escaped with only slightly less criticism. From the first session of the conference when Merrill Dennison declared his dissatisfaction with programs put on in the name of education, speaker after speaker belittled what education had done on the air and called for great improvement if educational programs were to justify the time given to them. While there were outstanding exceptions, such as the programs of the U. S. Office of Education, the University Broadcasting Council, and some of the educational broadcasting stations, the indictment was allowed to stand.

The chief objection to educational programs was their failure to come up to professional standards of presentation. Few programs had the benefit of the kind of technical assistance necessary to transform excellent educational subjectmatter into equally fine material for broadcasting.

The remedy for this situation was clearly recognized. It consists of some equivalent of the radio workshop plan. That plan provides: [1] machinery for the selection and training of the best radio talent education has to offer; [2] special help in the writing of scripts; and [3] technical assistance in production. The workshop idea is being accepted in all parts of the country and its development is rapid.

Regarding educational broadcasting, there was one point on which opinion seemed to be unanimous. It was that broadcasting to the classroom involves such differences in time and curriculum that it can be done much better by local stations than by the national chains. This point was emphasized by both Chancellor Harry Woodburn Chase of New York University and Dr. James Rowland Angell, former president of Yale University, now educational counselor to the National Broadcasting Company. Such a conclusion gives added weight to the demands of Dr. John W. Studebaker, U. S. Commissioner of Education, for the setting aside of specific frequencies in the ultra-high frequency band for the use of education. It also adds impetus to the organization of definite radio units in local school systems.

The main obstacle in education's path of progress in radio is the difficulty of securing funds with which to provide the professional



staff required for a successful workshop program. The possible sources of finance seem to be three: [1] philanthropy; [2] taxation—either of the general public or of private agencies benefited by the service; and [3] contributions from commercial stations. How much these various sources will yield is not yet certain.

Just as educational broadcasting was led to the whipping post, so the general program output of most of the commercial stations was belabored. Mr. Dennison said that 75 percent of all programs heard on the American air was "tripe." Commissioner Payne said that such programs tended to make us a people with child minds. The general reaction of the conference seemed to be that some kind of program standards must be developed, either by the commercial broadcasters or by the Federal Communications Commission.

One fallacy about programs seemed to persist thruout the conference. It rested on the fact that the basic aim of all programs is to reach and hold an audience. The assumption was that the tastes of most people were low and that in order to attract listeners the level of taste of the programs must be inferior also. This is a new version of the old "box office" argument which prevailed for years in the motion picture industry. It is the argument for sophisticated programs. It is as false in radio as the Legion of Decency proved it to be in motion pictures, and it needs to be so branded.

Does it seem to be implied that the conference emphasized all the bad and failed to recognize the good in radio? That question was raised at the conference and has been emphasized since in radio trade journals. An answer to it could be made by a recitation of many tributes which were paid to radio during the meeting. However, since progress seldom springs from expressions of self-satisfaction, the emphasis of this article will return to a consideration of those points where the possibilities of improvement are most clearly indicated.

Probably the highlight of the entire conference was the address delivered at the banquet by Raymond Gram Swing. It deserves all of the space given to the following lengthy quotation:

I shall start with this statement: that if what the radio as a whole provides the American public as a whole is a balanced picture of American democratic civilization, we may well be frightened for the survival of that civilization. That is a sweeping statement. But I make it after careful conservative calculation. I certainly don't say that radio programs in America as a whole are bad, for a great many of them are astoundingly good. I don't ignore the great cultural gifts which radio has bestowed on the listening public in this country. I am not ungrateful to many individuals and groups in all parts of the country who are unsparing in their effort to make radio serve its true function. Moreover, I pay honor to commercial broadcasters as a whole for maintaining a generally broad conception of the freedom of speech. And it has been my privilege to know some of the workers in radio who are doing the daily wrestling with the temptation—shall I call it?—which besets and must beset commercial broadcasting, and so have helped to preserve the beginnings of its soul. I also shall say that if one could go over the printed programs for a year—I don't know how many thousands of acres they would make—I am sure one would find almost every phase of American civilization at some quarter hour or other finds its way into those programs. I am not saying that radio excludes anything. But I repeat that if what comes over the radio is the balanced picture of American civilization, we have cause to fear for the survival of that civilization.

The man who runs a broadcasting station might rise at this moment and say that it isn't his job to save American civilization. That it isn't his job to save anything. He gives the public what it wants, and if the public wants what ultimately spells its destruction, that is the public's own lookout. Besides, he probably would add, American civilization isn't in danger. . . .

But I am not saying that it is radio's business to save civilization. What I am saying is that it is the business of American democratic civilization to save itself, and one of its instruments of self-defense is the radio. My criticism of the radio is that it doesn't present a balanced picture of a healthy civilization. Obviously, that either is the result of broadcasting, or it is the fault of the civilization itself. But I am not even going to raise the question whether American civilization is fit to survive. . . .

My criticism, then, must be directed at radio. And it is a criticism of the balance

**T**HE GENERAL EDUCATION BOARD has granted funds for three experimental projects in the field of education by radio. Of these projects, all of which were proposed by the Federal Radio Education Committee, two are under way and the other, it is hoped, will begin shortly.

The largest grant, \$69,000, has been given to finance the first two years of a five-year evaluation of radio broadcasts planned for school use. Chicago, New York, Detroit, and California have been selected as the centers for the evaluation study because school broadcasts are originating in all of these places.

I. Keith Tyler, director of the radio division of the Bureau of Educational Research of the Ohio State University, is in charge of the project. Dr. J. Wayne Wrightstone, formerly a research associate at Teachers College, Columbia University, has been named associate director. Research associates are: Alton O'Steen, formerly of the University of Minnesota, in charge of evaluation of music; Dr. Norman Woelfel, formerly associate editor of the *Social Frontier*, evaluation in social studies; and Dr. Louis Heil, formerly of Ohio University, evaluation in the science field. The balance of the staff is made up of graduate students at Ohio State University.

A two-year grant of \$67,000 has been awarded to the School of Public Affairs of Princeton University. The purpose of the Princeton project is to analyze current technics for gathering information concerning the role of radio in the life of the listener, and to devise, if possible, new methods of discovering some of the more basic motivational factors in radio listening, as well as to study the effects of radio upon the listener. In other words, the project is concerned with the general rather than the specifically educational effects of radio. The project is under the joint direction of Dr. Hadley Cantril, associate professor of psychology at Princeton, Dr. Paul Lazarsfeld, director of the research center at the University of Newark and a research associate at Princeton, and Dr. Frank N. Stanton, director of research for the Columbia Broadcasting System.

A third grant of \$42,000 to the Cleveland, Ohio, Board of Education, is to cover a year of experimentation with a shortwave radio station to be devoted exclusively to the work of the city school system. The advantage of this method of broadcasting as compared to the use of donated time on commercial stations is that radio programs can be integrated more closely with the curriculum because the schools can broadcast at whatever hours are most suited to their purposes, any type of program with which they wish to experiment, and as often or as seldom as required. The entire project is dependent upon favorable action by the Federal Communications Commission on Cleveland's application for a shortwave channel. If the application is granted, the Cleveland experiment will be probably the first of its kind to be carried on by a city school system.

**T**HE TEXAS STATE COLLEGE FOR WOMEN, Denton, Texas, is making plans to organize a radio workshop for training students and for producing educational programs. Emory G. Horger, associate professor of speech, is in charge.

WE IN ROCHESTER are very much interested in the opportunities that would be made possible if we were to have the unlimited time for broadcasting to schools that our own ultra-short wave transmitter would provide. It does seem to us, however, that if it is necessary to act at once or lose these shortwave opportunities to commercial interests as Dr. Studebaker warns, then education will lose unless it is given assistance. And I am speaking not only of financial assistance, but also of technical and legal counsel and assistance to wade thru the "red tape" of the Federal Communications Commission's regulation and in getting equipment information. The commercial interests know how; education does not and apparently is destined to lose its opportunities because of this.—PAUL C. REED, supervisor of visual and radio education, Rochester, N. Y.

EDGAR DALE, in the December 1937 issue of the *News Letter*, a publication of the Bureau of Educational Research of the Ohio State University, lists the following facts about the contribution of radio to the schools:

[1] It is timely. It enables the teacher to bring contemporary events into the classroom.

[2] It bridges space. No matter how remote the school, the radio will bring into it the cultural treasures of the whole world.

[3] It brings the specialist, the expert, directly to the pupils. Children can learn of the achievements in science and arts from authorities in each field.

[4] It enriches emotional life. Dull and prosaic book learning can be enlivened by drama, music, and the arts.

THE AMERICAN SCHOOL OF THE AIR has a new director. Eloise Daubenspeck, former national radio director of the Girl Scouts of America, succeeded Helen Johnson in that position on November 23, 1937. Miss Johnson, who had been the director since 1932, resigned to get married. Miss Daubenspeck holds degrees in music and education. She attended the University of Washington and Bellingham Normal School and has done graduate work at the University of Washington and New York University. In addition, she has had six years teaching experience. The American School of the Air is presented each school day from 2:30-3PM, EST, over the network of the Columbia Broadcasting System.

WEST LIBERTY STATE TEACHERS COLLEGE, located at West Liberty, W. Va., twelve miles from Wheeling, will begin its third year of regular broadcasting over WWVA, Wheeling, on Saturday, February 5. A thirty-minute program featuring the various activities of the college is presented each week. At the present time the high-school valedictorians and salutatorians enrolled in the college are participating in a "question bee." Under construction at present is a campus studio from which programs will originate before the close of 1938, the centennial year of the college.

it gives us, as an exponent of American civilization. We are given too much highly artificial amusement, quite a good deal of artful music, an occasional touch of notable literature and very little wisdom. The showmanship of the radio is improving. . . . But the showmanship on the civilizing side is too often altogether absent. . . . Since more stress is given to entertainment—which is where the greater profits come from—the showmanship is better here. And that means that the better skill is being devoted to the less valuable program features. This is a criticism with which any broadcasting official ought to agree, for everyone knows that the art of radio is young, and a vast amount remains to be learned.

But it is not only showmanship which is defective, tho that is more important than is often understood. The point I want to make is that we don't get enough culturally valuable broadcasting. I dread to use those words—"culturally valuable" are words I dread using. They are dreary words, because cultural values without good showmanship are like so much in the stomach. If only as much thought and affection were put into the presentation of serious broadcasting as is given to trite broadcasting, cultural values would of course become exciting.

But showmanship isn't enough. There also has to be the original underlying sense of balance. And that is what I feel is lacking in American radio today. Sense of balance is the product of creative editing. Take a magazine editor. He knows his history and he knows his own time. He knows the people who can write about it to satisfy his public, and still be in harmony with history. Finally, he knows what kind of world he wants projected upon the screen of his magazine. The radio editor—by which I mean the broadcasting executive—also must know the institutions and the culture and the inheritance of his nation. He really ought to know them as no one else. And he must know those who best can talk about them, or express them, and he must make sure that he really is projecting a well-rounded world upon his screen. It is a big job, an astronomically big job. It is as much bigger as a job as the radio audience is bigger than magazine circulation, and I think it is not unkind to broadcasting to say that it hasn't developed this kind of editorship, for we all understand why it hasn't. But, it isn't unjust to say that without this kind of editorship, radio can't be fulfilling its function of giving a balanced expression of our democratic civilization, and I for one should like to see more signs that commercial broadcasting itself feels the need of such editorship, and is doing everything in its power to develop it.

One of the chief reasons for optimism about the conference was the readiness with which its members accepted the ruling of Dr. Lyman Bryson, director of all discussion at the general sessions, that he would rule out of order any attempt to define education. Not that definition is unimportant. It may be very important. Indeed, it is absolutely essential if educational broadcasting is to be turned over to commercial broadcasters or done under their control. Under such conditions there must be a complete understanding of what is to be called educational and by what standards the production is to be judged.

The sense of the conference seemed to be that definition for such a purpose was impossible. The practical problem, therefore, was not to find conditions under which educational broadcasting could be turned over to commercial interests but rather to find ways in which educators could qualify so that commercial stations would be willing to turn facilities over to them. This is in line with the public radio board plan of the National Committee on Education by Radio.

During the course of the conference a committee, consisting of Dr. W. W. Charters, Carl Milam, Dr. Harry Woodburn Chase, Mrs. B. F. Langworthy, and S. Howard Evans, was appointed by Dr. George F. Zook, chairman of the conference, to consider what proposals might properly be put before representatives of the sponsoring organizations at their meeting which followed the adjournment. After due appreciation had been expressed to Dr. Zook, Dr. C. S. Marsh, executive secretary of the conference, the staff of the American Council on Education, and those who served on the local committee for arrangements in Chicago, this committee proposed that the annual conferences be continued for at least one more year. Also recommended was the appointment of a committee to study the situation in educational broadcasting and to develop proposals for consideration by the Third National Conference on Educational Broadcasting. This action promises to speed both the clearing of the radio atmosphere and the maturing of an educational philosophy about broadcasting.

# 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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Number 2

## A Successful Demonstration of Cooperation

SOME TWO AND A HALF YEARS AGO in Chicago, the University Broadcasting Council was organized, representing three universities in this area, Chicago, DePaul, and Northwestern. The Council idea was the outgrowth, however, of a much longer experiment in educational broadcasting. It was really the outgrowth of some twelve or thirteen years of broadcasting by the University of Chicago in cooperation with certain of the commercial stations, and that at a time when the conflict between commercial radio and education was rather extreme. The University of Chicago and the commercial stations in this area stood out pretty much by themselves as one of the few, if not the only, really successful cooperative efforts that were going on at that time between education and commercial radio.

One might ask why, if the cooperation was successful, it appeared to be desirable to form a new organization. The answer there is pretty simple and obvious to all of you who are in educational radio proper. The University of Chicago was in no position to put any substantial sums of money behind radio broadcasting, and without substantial sums of money year by year, we were losing the professional quality of programs. The quality of performance was rising, due partly, of course, to the volume of money going into commercial entertainment shows, making them more and more professional. We had the task of trying to put educational broadcasting on a professional basis. To do that it seemed desirable to pool the interests of educational institutions within the Chicago area. Consequently, efforts were made to sound out the interest of Northwestern, DePaul, and one other university within the Chicago area, and we obtained a favorable reaction from Northwestern and DePaul. We felt, of course, that the experiment in cooperation was in itself worthy of trial to see whether we could not eliminate some of these duplications of effort that are bound to spring up.

We recognized the fact that probably only thru cooperation at that time would it be possible to get the funds necessary to establish and create a diversified and trained staff. That was one of the things that was most lacking at the University of Chicago. It had a one-man department. That meant a person with only a limited variety of training. Certainly it was impossible for us then to put on any dramatic or musical production or anything outside of his scope.

It might be interesting to indicate how the financial structure of the organization was established. We sought, as usual, more money than we finally obtained, but we did eventually obtain an annual budget of \$55,000, which might be shown in contrast to the budgets of the respective institutions prior to that time. Chicago was operating on a budget of around \$4000, DePaul and Northwestern were broadcasting on a somewhat haphazard basis with no special allotment for radio at all. So the sum of \$55,000 was quite a material

THE UNIVERSITY BROADCASTING COUNCIL of Chicago is the most comprehensive and effective effort yet undertaken to establish a public broadcasting service. In the adjoining column Allen Miller, director of the Council, describes its operation. He indicates how the organization has been established and how the difficulties attendant upon its operation have been overcome. This article is based upon Mr. Miller's address to the Second National Conference on Educational Broadcasting in Chicago on November 30.

A COMPLETE HISTORY of station WSUI, State University of Iowa, Iowa City, from its beginning in 1911 as an experimental laboratory up to the present time, is contained in the December 1937 issue of the *University of Iowa News Bulletin*. The editors of the *News Bulletin* had intended a one-page summary but found that as facts began to accumulate and interviews progressed they "followed a trail that led them thru almost every department of the university—the sciences, the fine arts, speech, psychology, engineering, journalism, foreign languages—and in all these fields the faculty men, leaders, spoke eagerly of the doors yet to be opened thru the development of radio—of the many projects thru which education could be extended by radio. But two things seemed lacking—finances and coordination of radio facilities into one department." A school of radio—similar to the school of journalism, for example—to coordinate all the courses necessary to train the student—psychology, diction, debate, foreign language, journalism, music, graphic and plastic arts, dramatic arts, acoustics, and engineering, all of which are being taught already at the university—is proposed as the logical culmination of WSUI's pioneering in radio.

ENGLISH AS YOU LIKE IT, a new series of seventeen broadcasts, goes on the air over state broadcasting station WHA February 3 at 2PM, CST. The programs are being built around forensics, poetry, and reading for pleasure. The series is offered to upper high-school classes by the Wisconsin Research Project in School Broadcasting, with the cooperation of station WHA and the committee on school broadcasting of the Wisconsin Education Association. Its purpose is to find the place of radio in the English course of study.

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increase over the amount directly allocated for educational broadcasting in this area prior to the organization of the Council. It was determined, so far as the educational institutions were concerned, to allot the contribution of each to the central budget approximately in proportion to the tuition rate charged by the three institutions, all of them private institutions. Consequently the University of Chicago and Northwestern contributed \$5000 each, DePaul, \$3000.

Turning to the stations, then. It was thought that the station should approximately balance the contribution of the universities as a group. A similar scheme was used to determine the amount each should contribute. There, the basis of contribution was determined by the commercial rate charged for the time on that station. When the stations finally joined the Council and made their contributions, the total was somewhat larger than that of the universities combined. I think it was around \$16,500 compared to \$13,000 from the universities. The remainder of the sum was obtained from two foundations, the Rockefeller Foundation, and the Carnegie Corporation. Consequently, in the trial period, we are operating with a substantial part of our budget coming from foundations. At the end of the present three year period, however, which started the first of October, the venture is to be a community-supported system entirely.

There are only two clear-cut ways that I can see at present to raise the funds for this purpose; either the contribution of funds year by year or by an endowment by private persons in this area, or by increasing the contributions of the universities and stations.

We had some question about the distribution of programs. There might be a problem of keeping the stations and the institutions satisfied with the volume of programs that each was receiving. As the work has progressed, we have found that to be no problem at all. It isn't necessary to hold a meeting of the program board which we set up the first year and to present to it all of the programs we have available or approximately ready for broadcast and then toss coins with five stations competing for the programs. It's much simpler than that in actual operation. The Council bills programs and more or less determines arbitrarily which stations to give first choice. We have had no objections from the stations or the institutions on the distribution of programs in this way.

Some of the problems that face educational broadcasters—ones that have come up in conferences of this type repeatedly—should, of course, be solved if possible by an organization such as the Council. So I should like to turn my attention next to the problems of censorship, time, and cancellations and shifts of program.

Gradually, over a period of time, we have received more and more complete acceptance from the broadcasters. By that I mean that increasingly they trust our judgment, increasingly they are willing for us to take responsibility for the programs without submitting manuscripts to them, without clearing details of programs with them, so that for the past year or year and a half of the two and a half years in which we have been in operation we have had no single instance of censorship in any form. We have not submitted manuscripts for any program, even where the programs are given from manuscripts. So much for censorship. We have none. In the old days we did have some, and during the first year or year and a half of cooperation we had some mild cases.

On the matter of shifting of time, I can give you a summary of an analysis I made of our program cancellations and shifts. During the year from October 1, 1936, to October 1, 1937, we had sixteen cancellations. I don't mean by that sixteen cancellations of series, but

THE COLUMBIA BROADCASTING SYSTEM has formed an Adult Education Board under whose guidance it expects very soon to launch a series of educational programs in evening hours reserved specifically for that purpose. This new board will have complete freedom and a high degree of responsibility in determining the kind of adult education programs to be broadcast by Columbia. Members of the Board are: Dr. Lyman Bryson, professor of education, Teachers College, Columbia University, [chairman]; Dr. Stringfellow Barr, president, St. John's College; Dr. William Benton, vicepresident, University of Chicago; Dr. Harry Woodburn Chase, chancellor, New York University; Rev. Robert I. Gannon, S. J., president, Fordham University; Dr. Alvin S. Johnson, director, New School for Social Research; Henry R. Luce, president, Time, Inc.; Mrs. Ruth Bryan Rohde, former U. S. Minister to Denmark; Dr. T. V. Smith, professor of philosophy, University of Chicago; Dr. George E. Vincent, former president, Rockefeller Foundation; William Allen White, editor, *Emporia Gazette*; Dr. Ray Lyman Wilbur, president, Leland Stanford University; and Dr. Joseph H. Willits, dean, Wharton School of Finance, University of Pennsylvania. The Board held its initial meeting in New York on January 17 and 18.

PHOENIX JUNIOR COLLEGE, Phoenix, Arizona, offers a course in radio speaking which includes organizing and arranging programs and a daily broadcast over station KOY. J. N. Smelser, director of speech dramatic arts, is the instructor.

sixteen individual broadcasts cancelled. Ten of them occurred on one station which is no longer with us. Of the remaining six, two were cancellations caused when President Roosevelt went on the air. A third was a cancellation when the Russian flyers landed in California. A fourth was a cancellation for election returns on the eve of the Presidential election of last year. It happened to come on the evening in which we had scheduled one of our regular news comment programs so that it was not inappropriate in any way as replacement for the news program which we would have scheduled normally. That leaves just two program cancellations thruout the entire year during which period of time we presented between 750 and 800 individual broadcasts—only two instances in which the cancellations were at all questionable. One of them was a cancellation of the University of Chicago Chapel broadcast. The program was cancelled for a commercial feature, but it was cancelled in part because the program was not running as smoothly as a radio broadcast should. The Chapel is now back on the air on the same station after efforts had been made to iron out some of the technical flaws and difficulties that were in evidence in the program at the time of its cancellation. The second questionable cancellation was due to the advent of baseball. Double-headers began coming in and conflicted with one program, resulting in the termination of a series some two or three weeks before the program would have terminated normally.

We had one shift in time, a shift in the Round Table on Easter Sunday to make way for the Easter Parade broadcast that has been put on annually by NBC during the past two years. That's our record—two questionable cancellations and one shift in time.

What type of time are we getting? During the past year we had 256 hours of broadcasts; 79 hours were daytime broadcasts, 68 were Sunday, and 109 were evening. By evening I mean 7-10:30. I couple the Sunday broadcasting hours right up with the evening program period, so far as our interests are concerned, so that it really comes down to 177 hours of valuable time out of 256 that we utilized. We are getting this time because our programs have gone up in quality as a result of the organization that has been established. We have no complaint. We have been pleased with the hours that have been given to us and we are quite content with the number of hours that we are trying to fill. As a matter of fact, I am one of the few people who is not content with them, because we have too many.

That problem is one of the problems of a cooperative venture of this sort. Both the stations and the universities are inclined to seek a greater volume of programs than is possible on a quality basis, and that in my opinion is one of the principal reasons why educational broadcasting is as backward as it is at the present time. A great deal of effort is going into the broadcasts, but the volume of time we are trying to fill is just impossible to fill on anything approximating a quality basis. Until we achieve quality in our programs we will not be established in the field of broadcasting.

Prestige of educational broadcasting is to me an extremely important thing. Only when we have achieved that with the stations and with the public will we warrant any extra consideration of the problems that we are facing. We have to battle up to a position where we warrant good hours, where we can object to shifts in time because they are not in the interests of the audience and are against the interests of the stations. Only then will we be in any position to complain, as I see it. We have been establishing ourselves in this district, without any question. We are getting public reaction expressed in the printed page. The newspapers' radio columns are commenting upon the fact that education is finally approaching a professional

**S**TORIES OF AMERICAN INDUSTRY, a radio program of special usefulness as a supplementary aid in social science, geography, and related subjects, is being broadcast over the coast-to-coast network of the Columbia Broadcasting System every Tuesday from 4:30-5PM, EST, by the U. S. Department of Commerce. This program is an amplification of the series on great American industries which was broadcast by Harry R. Daniel for thirty weeks from January to August last year.

In the new program the Educational Radio Project of the U. S. Office of Education is working in close cooperation with the Department of Commerce. On each program Mr. Daniel relates the vast human drama found in the background of one great American industry. His narrative is interspersed with short dramatic episodes from script edited by the Educational Radio Project and presented by professional actors.

Another feature of educational value is a six minute talk on each program by an outstanding business leader who discusses some social or economic topic of vital timely interest. This part of the program is given thru the cooperation of the Business Advisory Council, a body of business men who, in an advisory capacity, are serving with the Department of Commerce and other divisions of the government.

**W**ALTER E. MEIDEN of the department of romance languages, Ohio State University, in an article in the *Modern Language Journal* for November 1937, asserts that the growing popularity of radio programs from abroad has brought with it an increased public demand for knowledge of modern foreign languages. Just as radio has created this demand, the answer is being found in the same medium. The advanced French class conducted by Mr. Meiden over WOSU, the university station, has an enrolment of 360, while 485 students are enrolled in Demetrio Carbaga's Spanish class. Mr. Meiden says, "Since the public is most interested in learning to understand and speak modern foreign languages, the radio course which stresses training in these skills and allows the student to do for himself grammar, translation, and other such activities, will be the most useful. . . . The radio teacher must shake off the too binding shackles of the old grammar-translation methods and face the problem of developing a technic which will both satisfy the public and actually give it enough real knowledge of the language to be able to apply the knowledge when the course is over."

**A**N EXTENSIVE SCHEDULE of broadcasts is being carried on by the Board of Education of Akron, Ohio, over stations WWJ and WADC. Mondays at 10:30AM "Talks on Indians" are given. "Second Grade Music" is presented each Tuesday at 9:45. Wednesdays at 10:30 radio dramatic groups from the various high schools present plays. The 9:45 period on Thursday is devoted to safety plays. Fridays at 10:30 a series of questions and answers about various American cities may be heard. Josephine French is director of radio education.

**T**HE MEXICAN GOVERNMENT, the Rockefeller Foundation, and the Ohio State University are cooperating in a new educational radio project which promises to strengthen cultural bonds between Mexico and the United States. A series of broadcasts from Mexico is being studied with a view toward the greater utilization of short-wave programs from foreign countries in the classrooms of the United States. Prof. William S. Hendrix, chairman of the department of romance languages of the Ohio State University, arranged for the series while in Mexico last summer. The programs may be heard from 7-8PM, EST, each Sunday evening over four shortwave stations, XEXA, XECR, XEUZ, and XEBT, and over three longwave stations, XEDP, XEFO, and XEB.

**T**HE MICHIGAN EDUCATION ASSOCIATION is engaged in its second year of regular weekly broadcasts over WKAR, Michigan State College station, East Lansing. Last year the broadcasts were on Tuesday afternoon and included a weekly digest of progress of education legislation in the Michigan legislature then in session. The present series of broadcasts are on Mondays at 4PM, EST, and include talks and interviews with lay leaders as well as with educators. One program each month is sponsored by the Michigan Department of Public Instruction. Program schedules and copies of scripts may be obtained by writing to the Michigan Education Association, Lansing, Mich.

**H**IGH SCHOOL STUDENTS TALK IT OVER, a pamphlet just published by the Bureau of Educational Research of the Ohio State University, in cooperation with the University School, is a verbatim report of a series of discussions by high-school students which was given over the Ohio School of Air a year or so ago. The discussions were presented without manuscripts and represent actual thinking by the high-school students. I. Keith Tyler was the discussion leader. The pamphlets, which are helpful to teachers, parents, and those in educational broadcasting, are on sale at the University Bookstore, Ohio State University, Columbus, Ohio, for 25 cents.

**A**RADIO EDUCATION TOUR of Europe is planned for this coming summer. Dr. Tracy F. Tyler, for five years secretary and research director of the National Committee on Education by Radio, who has spent several months studying radio education in seven European countries, will act as leader of the group. Those interested in visiting famous points of interest in some of the principal European countries and at the same time having a look behind the scenes on educational broadcasting in England, Scotland, Germany, France, Switzerland, and Holland, should communicate with William M. Barber, Babson Park, Mass.

level, and that finally we are putting on programs that can compete with commercial programs.

We have achieved recognition of stations as applied by this record of time, and in another way which I have not mentioned. When the Council went into operation, one network educational feature was coming from this area from the three institutions. On the University of Chicago Round Table program last year during the winter season we reached a maximum of thirteen network broadcasts. I feel that when we get programs that are accepted by networks, where the acceptance is entirely optional, we are shown that the networks and the stations recognize that these programs are worth putting before their public.

We have a community of effort and a community of spirit growing out of cooperation. I believe the stations feel much more that they, along with us, are building these programs than was true in the old days where the single university was broadcasting and building its own programs with less concentration on program technic than at present.

I think the stations respect the magnitude of the effort that is displayed here. For the first time they have something tangible that shows that education is being taken seriously by the public and that broadcasting is being taken seriously by the educators. I think that plays a real part. Fifty-five thousand dollars in the budget, and a staff of ten people is much more impressive than \$3800 to \$4000 with one person on the job.

The universities have become aware of the problem of radio as never before to the extent that two of them are giving very serious talk of supplementing their present contributions to it. I feel confident that additional funds will be thrown into radio in this area by at least two of the three universities in this organization with a probable range of from \$25,000 to \$50,000 extra per university, which would mean that in this area, instead of the \$60,000 that we are operating on this year, there is every probability that somewhere between \$110,000 and \$150,000 a year will be spent in the not too distant future.

I should like to make one other point that in my opinion is pretty important in our cooperation. That is the fact that we have a concentration that is important in three different ways. We have a concentration in area—we have twenty miles, at the outside, to cover in maintaining contacts with the faculties of three campuses. This makes it possible for us to keep our hands on the program work and be right on the job in the building of programs continuously. That is important. There are ways in which an equally satisfactory arrangement can be set up in a regional area but it will require a greater staff of trained people than we have in this limited area, because a competent man will then be necessary for each campus. At present we have competent people, but part-time people doing the detailed work on the three campuses. The central staff can go out to each institution very frequently, which keeps us in constant communication with the part-time campus men.

We have a concentration of the active control of the Council. Our board of trustees consists of representatives of the three universities. We don't have a cumbersome and large group with which to deal. That, in my mind, is also quite important. We don't have a large number of organizations to satisfy on the air.

Finally, I think that we have a distinct advantage in Chicago in that we have a densely populated, closely-knit, metropolitan district to serve, and because of that concentration of population we have the three universities close together in area and we have a number of stations also close to the operating headquarters of the Council.

# Education

Public Library  
Kansas City, Mo.  
Teachers Library

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

by **R A D I O**

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Number 3

## Social and Economic Implications

**T**HE FEDERAL COMMUNICATIONS COMMISSION on January 24, 1938, issued a report on the social and economic implications of broadcasting. This report was prepared by Commander T. A. M. Craven, a member of the Commission, in his former capacity as its chief engineer. It is based upon testimony given at the reallocation hearings held in October 1936. The engineering report on the same hearings, also prepared by Commander Craven, was rendered January 11, 1937.

The report is voluminous. Its first 132 pages comprise Commander Craven's signed report. This is followed by eleven appendices, each containing a special summary or exhibit. The appendices are followed by another extensive report prepared by Dr. Herman S. Hettinger of the Wharton School of Finance and Commerce, University of Pennsylvania.

Altho the Hettinger and Craven reports deal with much the same subjectmatter, their conclusions are different in several important respects. Since Commander Craven's present position gives additional weight to his opinions and since his introduction states that he has checked the Hettinger report and given it every consideration before arriving at his own independent judgment, this analysis will be confined to his work.

Perhaps the best key to the character of Commander Craven's recommendations is contained in the concluding paragraph of his report, which reads as follows:

With respect to those improvements which do not require rules and regulations, but which do require study on the part of the Commission and the industry, it is suggested that the Commission proceed forthwith to assume leadership and cooperation with the industry. It is our belief that having due regard to the requirements of law, particularly those pertaining to censorship, the Commission can, with the aid and assistance of the industry, ultimately set up standards of performance which can be utilized by all as a yardstick. It is our belief that the industry itself would welcome such a procedure, provided the Commission thru its leadership could inspire the industry by the Commission's demonstrating its practical knowledge and reasonable interpretation of business trends in the economics of broadcasting.

To understand the nature of this suggestion it is necessary to go back thru the report and find out the specific questions which appear not to require rules and regulations but to require study. Among other questions raised are the following: whether or not newspapers should be allowed to own radio stations [p41-45], ways and means to promote improved methods of utilizing radio particularly with reference to the acceptability by the public of advertising content and continuity [p85], better methods of securing statistical data of a social and economic character [p102], and whether or not to make grants of super-power as high as 500,000 watts in individual instances [p121-125].

**T**HE FEDERAL COMMUNICATIONS COMMISSION on January 27 announced officially the reservation of twenty-five channels for "a class of high frequency broadcast stations to be licensed to organized nonprofit educational agencies for the purpose of transmitting educational programs directed to specific schools in the system for use in connection with the regular courses, as well as for routine and administrative material pertaining to the school system." This reservation of ultra-high frequencies is largely the result of the efforts of Dr. John W. Studebaker, U. S. Commissioner of Education. In June 1936 Dr. Studebaker appeared before the Commission at a hearing on the ultra-high frequencies to demand that adequate channels be set aside for education. This demand had the general support of all educational organizations interested in radio broadcasting.

The reservation of these channels constitutes perhaps the greatest recognition of the importance of educational broadcasting yet given by the Federal Communications Commission. To a certain extent this action of the Commission reverses the position taken by that body in 1935 when it recommended to Congress that no frequencies be set aside for education or labor. The Commission has granted in the ultra-high frequencies substantially what the National Committee on Education by Radio was demanding at that time in the regular broadcast band.

It should be clearly understood that this grant of facilities outside of the regular broadcast band should not in any way prejudice the position of the existing educational broadcasting stations. These stations are for the most part state-owned and render service over an area much larger than that which can possibly be covered by a station broadcasting on the ultra-high frequencies. Instead of weakening their position, the reservation of channels now made by the Commission constitutes a recognition of the importance of the service educational stations are rendering and should strengthen their position.

To school administrators the new grant is at once an opportunity and a challenge. For the first time channels have been set aside for which their applications must be given preference. However, the maintenance of this preference will depend upon the extent to which organized education in the United States moves to take advantage of the frequencies set aside. Unless the schools show an ability within the next few years to make good use of these facilities, the reservation may be set aside and the channels thrown open to commercial exploitation.

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**W**IRELESS AND RADIO HISTORY MATERIAL for the use of future students of this newly important factor in the social, cultural, and political life of the world is being collected into a new library by the bureau of radio broadcasting of the University of Michigan. Believed to be the first collection of its kind in America, the new library will contain all material that will be of value to broadcasters, advertising specialists, and students of broadcasting, according to Waldo Abbot, director of the broadcasting service of the university. To quote Mr. Abbot, "Much of the broadcast material that has influenced national thought and speech has been thrown away after the programs have gone into the air. It is the intent of the University Broadcasting Library to save for future research workers as much as possible of what is now being broadcast. Things considered of little research value today may be invaluable fifty years hence."

**T**HE FIFTH YEAR of regular broadcasting to classrooms by the Rochester School of the Air was celebrated with a special program over the NBC Blue Network on February 9. Heard on the program were: James M. Spinning, superintendent of the Rochester schools; A. Laura McGregor, director of research for the city schools, who was responsible for the early planning of the broadcasts; Paul C. Reed, supervisor of visual and radio education; Harry A. Carpenter, specialist in science, who has been broadcasting science lessons thruout the five year period; Lew Stark, educational director of WHAM, and William Fay, manager.

These questions open the way for some interesting speculation. What kind of cooperation should the Commission expect from the industry, 28 percent of which is newspaper owned, in deciding whether or not to forbid newspaper ownership? What would be the result of cooperation with the industry for the improvement of advertising practises when change in any present practise would almost certainly affect the income of some part of the industry? What kind of cooperation would the industry as a whole give to the Commission in improving methods of collecting statistical data when every station owner knows that data collected may be used by the Commission in passing judgment on his station? What kind of cooperation is to be expected in individual instances where the feasibility of super-power is being considered when, generally speaking, the cooperating stations will be either applicants for or opponents of super-power? This is not to imply that the industry might be reluctant to cooperate. It is to suggest an inherent conflict of interest which might lessen the constructive possibilities of cooperation undertaken in all good faith.

Commander Craven's suggestion, *per se*, offers a somewhat naive method of determining policy. Congress did not suggest cooperation when it wrote the Communications Act. The other independent and semi-judicial agencies of government generally expect to secure, as a matter of right and not cooperation, the information and advice needed for regulatory purposes. When the word "yardstick" is mentioned, the Tennessee Valley Authority immediately comes to mind. That governmental agency has been very positive in its decision that the best way to protect the public is to develop a yardstick thru its own resources and not thru cooperation.

Obviously cooperation should never be discouraged. The National Association of Broadcasters, within the last month, has adopted a new form of organization to facilitate closer cooperation with the Federal Communications Commission. Much good can come from such a reorganization and the broadcasters are to be commended for their wisdom in accepting it. However, this step should never be regarded as a means of giving them any part in the policy-making function of a commission set up to act as an impartial and disinterested tribunal.

As a guide to what might be expected from cooperation with the industry, the Commission has a certain amount of experience gained from its efforts to promote cooperation in educational broadcasting. The Commission was instrumental in creating the Federal Radio Education Committee "for mutual cooperation between broadcasters and nonprofit organizations." That committee has been in existence since February 17, 1936. The only mention of it in the Craven report is as follows:

In this connection the Commission is aware that it has a Committee on Education which is functioning and which will undoubtedly give it sound advice with respect to program service.

As a matter of record it should be reported that the Federal Radio Education Committee, which is composed of individuals about equally representative of education and of commercial broadcasting, has not met since October 1936. However, a subcommittee of six—three educators and three commercial broadcasters—has been active during the interim formulating and financing a program of research. This program has been announced publicly and consists of a number of studies to be made by different university groups over a period of two to four years. There is no indication that the committee plans a report on program service until these studies are complete. There



is much doubt as to how comprehensive its recommendations can be even then.

While no one questions the value of the Federal Radio Education Committee, it should be perfectly evident that the Commission can neither wait for its report nor depend solely upon this committee for suggestions upon which to base its policies with regard to educational broadcasting. Indeed, the tone of the above reference to the committee implies as much. If this experience gives any indication of what can be expected from cooperation with the industry, as proposed in the Craven report, it seems to suggest that the responsibility of the Commission will continue to remain one of regulating rather than "inspiring" the industry.

So much for the philosophy of the report. Now for a consideration of some of its details. The pages are packed with valuable data, much of it taken from an analysis of the testimony of witnesses at the hearings and much more introduced by Commander Craven from other sources available to him. He gives an analysis of testimony which, in general, is both fair and complete. His only conspicuous oversight in this respect is the omission of all reference to a report on broadcasting which was prepared for Senator Burton K. Wheeler and which was submitted as evidence at the specific request of one of the Commissioners.

The testimony at the hearings made it clear that improvement in the broadcasting allocation policy of the government is both desirable and necessary. Commander Craven's opinion of the kind of improvement needed was given in his engineering report prepared a year ago. In the present report he refers to his earlier recommendations as follows:

In our preliminary report we made specific recommendations for changes in the technical rules and standards now in existence and prescribed by the Commission. The effect of these recommendations is discussed in Section VI. We wish to assure the Commission that our study of the economic and social phases of broadcasting shows no reason why the specific technical suggestion should not be accepted by the Commission.

In Section VI [p108] of his report, Commander Craven states his principal recommendations as follows:

- [a] Establish six principal classes of stations instead of four as at present.
- [b] Reduce the present number of 40 clear channels to not less than 25.
- [c] Add 10 channels to the present broadcast band by extending the band to 1600 kc.
- [d] Redistribute channels to classes of stations.
- [e] Increase the power of stations where needed and where technically feasible.
- [f] Make the regulations flexible.

The paramount question here is whether or not Commander Craven's recommendations provide for the kind of improvement which is needed in broadcasting at this time. The question cannot be answered "yes" or "no." The answer is a matter of opinion and depends not upon the recommendations but upon interpretations of the licensing policy of the government which is to be changed by the recommendations. Those who believe that this policy needs little or no change will say that Commander Craven's suggestions provide an ample remedy. Those who are of the opinion that the policy needs a more thoro overhauling will insist that his suggestions are inadequate.

The difference of opinion between these two groups centers around the practise of the Federal Communications Commission in issuing broadcast licenses. At the present time the Commission gives one broadcaster a license to use 50,000 watts power and gives to another

UPON THE BASIS of five years of experience in broadcasting to classrooms in Rochester and vicinity, the plans of the next five years must be evolved. Five principal needs and problems seem to be demanding consideration and attention. These are: first, the refinement and improvement of what we are now doing; second, the discovery of new talent, the development of new technics, and the creation of new broadcasting ideas; third, a clarification of our responsibility and obligations to the more than 125 listening schools outside of Rochester; fourth, study and consideration of the potentiality of the ultra-high frequency broadcasting channels as a means for further development of school broadcasting; and fifth, what are the contributions that can be made to a broad adult education program thru radio broadcasting and what are the responsibilities of a public school system in relation to this field of education?—PAUL C. REED, supervisor of visual and radio education, Rochester, N. Y.

STATION KFJM, University of North Dakota, Grand Forks, attempts to cover in its weekly schedule every phase of interest in educational broadcasting. Two of the outstanding programs are "Science from the Sidelines" by Dr. G. A. Abbott, head of the chemistry department, and "Popular Health" by Dr. H. E. French, dean of the school of medicine. Members of the English department are conducting a program for better speech and information on the works of famous authors. Several musical programs are listed, including campus musical talent and a music appreciation program conducted by Prof. H. C. Rowland of the music department. Other programs worthy of mention include a news commentary, sports interviews, weather forecasts, and the UND Radio Playmakers.

THE DIAMOND JUBILEE of Kansas State College was observed during a special broadcast on the National Farm and Home Hour February 16. The broadcast, which originated in the studios of KSAC, the college station, on the campus in Manhattan and was carried on the NBC Blue Network, portrayed the growth of the institution since its founding seventy-five years ago and its contributions to the science of farming and country life. Dramatic sketches depicted the establishment of the college as a land-grant school, the development of the extension service, and the college's achievements in many fields.

GREATER SAINT LOUIS SECONDARY SCHOOLS ON THE AIR, a program heard twice weekly over KWK, Saint Louis—Thursdays from 8:30-9 PM, CST, and Sundays from 12:30-1— is presented by all of the public high schools of Saint Louis and Saint Louis County, all the private, and most of the Catholic high schools. More than fifty schools are participating. Half of each program is furnished by a musical organization and half is a dramatic sketch dealing with some aspects of school life.

**T**HE FEDERAL COMMUNICATIONS COMMISSION on February 1 handed down its decision regarding the use of certain shortwave frequencies for broadcasting to South American countries. These frequencies are the ones which were assigned by order of the President to the Navy Department for use by the Pan American Union. A bill was introduced into the House of Representatives some time ago calling upon the government to build and operate a station upon these frequencies. Because action on that bill has been delayed, hearings were held last fall on the issuance of temporary licenses to private agencies for the use of these facilities.

The decision of the Commission was to give two frequencies each to two of the three applicants—the General Electric Company, Schenectady, N. Y., and station W1XAL, Boston, Mass., a member of the National Association of Educational Broadcasters. The third application, that of the National Broadcasting Company, was refused. One of the stipulations in the licensing agreement was that there should be no commercial or advertising announcements of any kind in the programs broadcast thru the medium of these frequencies and that the names of program sponsors should not be broadcast.

**T**HE NATIONAL ADVISORY COUNCIL ON RADIO IN EDUCATION is anxious to bind a set of the radio publications of the University of Pittsburgh but finds that the following numbers are missing from its file: 1-8, 13, 16-18, 20, and 33. The Council will be glad to purchase these missing issues from anyone having them. Any clues as to where they might be found will be appreciated also. Please communicate with Harriet Van Wyck, librarian, National Advisory Council on Radio in Education, 60 East 42d Street, New York, N. Y.

**E**NTRIES are due by March 15 in the Second American Exhibition of Educational Radio Programs to be held in connection with the Ninth Institute for Education by Radio at Columbus, Ohio, May 2-4, 1938. Exhibitors are classified into two groups: educational institutions and organizations, and commercial organizations broadcasting educational programs. Each contestant may enter as many programs as he desires. For further information write to I. Keith Tyler, Bureau of Educational Research, The Ohio State University, Columbus, Ohio.

**G**REAT PLAYS, a series of dramas selected from the classics, which began on the NBC Red Network February 26, should make excellent supplementary material for high-school or college English courses. The plays, which may be heard each Saturday from 5-6PM, EST, include such classics as: "The Birds," by Aristophanes; "Everyman"; Marlowe's "Tamburlaine"; Shakespeare's "Midsummer Night's Dream"; Moliere's "School for Husbands"; Sheridan's "School for Scandal"; and "The Playboy of the Western World" by J. M. Synge.

a license for only 100 watts. There are sound reasons for these unequal grants and no careful student of radio would suggest that they be equalized. However, critics of the system insist that the Commission place heavier responsibilities upon those who receive the choice grants of power, thus tending to equalize the competition and end the existing favoritism. Defenders of the system say that equality of competition never can be achieved and that the present inequalities are so unimportant that nothing need be done about them. Commander Craven takes this latter view and defends it ably in his report [p31-32].

Far be it from any layman to argue with Commander Craven over evidence upon which he seems so eminently qualified to pass judgment. Later on in his report, however, when he comes to a discussion of the subject of super-power, he again expresses an opinion about inequalities which may be created by the licensing policy of the Commission. This opinion is so significant that it is quoted at some length:

The question of the technical feasibility of power in excess of 50 kw. has been discussed in the engineering department's January report, which indicated that powers as great as 500 kw. are technically sound.

On the other hand, the evidence shows that there will be economic effects, particularly if many stations should be granted such power as 500 kw. We are unable to predict the absolute degree of good or bad effects because of the lack of substantial evidence. . . .

The evidence shows that while rural listeners undoubtedly would be benefited . . . there is a question whether the smaller communities might, in the long run, lose their media for local self-expression by radio by reason of the economic effect of super-high-power. However, in this respect the evidence was the most controversial. . . .

The evidence submitted by the clear-channel group seems to indicate that in certain circumstances some regional and local stations now within the high-grade service range of existing 50 kw. stations have not suffered, and that if all classes of stations were increased by approximately the same ratio, no change would be effected in the *status quo* of the existing economic situation. On the other hand, the evidence submitted by those who were opposed to the use of super-power indicated that certain stations would no longer be able to retain the same network connection as they hold at present, and that if the network connection were severed the station would suffer material financial handicaps. The evidence also shows that regardless of networks, many stations derive a substantial portion of their revenue from national business, and that if this national business were affected by the concentration of the national advertising on a few super-high-powered stations, the economic stability of several stations might be affected. . . .

Another factor involved in the use of super-power is that a small group of licensees operating on frequencies which have been assigned to them by the federal government would have control of radio facilities capable of reaching the entire nation. Unless care were exercised in the regulation of these licensees, the possibility exists of having granted to a few people, from natural resources of the federal government, the control of a system of mass communication having untold potentialities of being utilized to influence public opinion. Hence it seems that in the determination of the question of super-power must also come the consideration of the ability of the federal government to control these facilities, both from the standpoint of individual licensees as well as combinations thereof, in such a manner that they will operate always in the interest of the public. Therefore, if the Commission intends to grant any of the pending applications for super-power, it certainly should impose limitations on the use of such a facility so as to insure its operation in the interest of the public from the broadcast standpoint.

The case was never more strongly stated. Commander Craven is proposing for super-power limitations proportionately the same as those advocated by others for high-power in the regular broadcast band. The difference between high-power and super-power is only relative. It suggests that the subject of limitations should be studied more thoroly before any action is taken by the Commission.

The Craven report gives no consideration to the limitations which might be imposed upon the use of broadcasting facilities. It is therefore incomplete. The Commission should not act upon its recommendations until this shortcoming has been corrected. Then and then only will a course of action be clear and safe.

# Education

by **R A D I O**

A Bulletin to Promote the  
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## Investigation of Monopoly

**T**HE FEDERAL COMMUNICATIONS COMMISSION voted on March 18 to investigate the possibilities of monopoly in radio broadcasting. While this move is regarded in some quarters as a most effective means of avoiding a Congressional investigation not only of the broadcasting industry but also of the Communications Commission itself, the general reaction to it is favorable and important results are anticipated.

The reason for the investigation is indicated in the resolution as follows:

The Commission has not at this time sufficient information in fact upon which to base regulations regarding contractual relationships between chain companies and network stations, multiple ownership of radio broadcast stations of various classes, competitive practises of all classes of stations, networks, and chain companies, and other methods by which competition may be restrained or by which restricted use of facilities may result.

The scope of the inquiry is very broad. In addition to securing information pertinent to questions raised by the recent report on the social and economic implications of broadcasting, it is to deal with the following specific matters:

- [1] The contractual rights and obligations of stations engaged in chain broadcasting, arising out of their network agreements.
- [2] The extent of the control of programs, advertising contracts, and other matters exercised in practise by stations engaged in chain broadcasting.
- [3] The nature and extent of network program duplication by stations serving the same area.
- [4] Contract provisions in network agreements providing for exclusive affiliation with a single network and also provisions restricting networks from affiliation with other stations in a given area.
- [5] The extent to which single chains or networks have exclusive coverage in any service area.
- [6] Program policies adopted by the various national and other networks and chains, with respect to character of programs, diversification, and accommodation of program characteristics to the requirements of the area to be served.
- [7] The number and location of stations licensed to or affiliated with each of the various national and other networks. The number of hours and the specified time which such networks control over the station affiliates and the number of hours and the specified time actually used by such networks.
- [8] The rights and obligations of stations engaged in chain broadcasting so far as advertisers having network contracts are concerned.
- [9] Nature of service rendered by each station licensed to a chain or network organization, particularly with respect to amount of program origination for network purposes by such stations.
- [10] Competitive practises of stations engaged in chain broadcasting as compared with such practises in the broadcasting industry generally.
- [11] Effect of chain broadcasting upon stations not affiliated with or licensed to any chain or network organization.
- [12] Practises or agreements in restraint of trade or furtherance of monopoly in connection with chain broadcasting.
- [13] Extent and effects of concentration of control of stations locally, regionally, or nationally in the same or affiliated interests, by means of chain or network contracts or agreements, management contracts or agreements, common ownership, or other means or devices, particularly in so far as the same tends toward or results in restraint of trade or monopoly.

**A** CONFERENCE ON CIVIC BROADCASTING was held on the campus of Montana State College, Bozeman, March 5. Boyd F. Baldwin, chairman of the radio committee of the Montana Education Association, organized the conference. Dr. Arthur G. Crane, chairman of the National Committee on Education by Radio, was the principal speaker and outlined the Committee's plan for a public broadcasting service to the assembled delegates, who represented thirty-three Montana educational, governmental, and civic organizations. As a result of the conference, plans are being made for a Montana Council on Civic Broadcasting.

**T**HE NORTHWEST CONFERENCE ON RADIO IN EDUCATION was held on the campus of the University of Washington in Seattle February 4 and 5. Approximately two hundred persons were in attendance, representing Washington, Oregon, Idaho, Montana, and British Columbia. As a result of the conference a permanent association has been organized with Dr. F. F. Powers of the University of Washington as president.

**P**URDUE UNIVERSITY has applied to the Federal Communications Commission for permission to move its radio station, WBAA, to Indianapolis, Ind., and increase its power to 5000 watts. With the increased coverage of the state which would be gained by this move, it is being planned that the station will be operated jointly by Purdue, Indiana University, Ball State Teachers College, and Indiana State Teachers College.

**H**AROLD C. BAUER, superintendent of schools at Lakefield, Minn., in an article entitled "What's Blocking Audio-Visual Aids?" which appeared in the February 1938 issue of the *Journal of Education*, concludes that the lack of trained teachers is the biggest stumbling-block to advancement in this field.

**M**ORRIS S. NOVIK, former director of station WEVD, became the director of WNYC, New York City's municipal station, on February 9, 1938.

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S. HOWARD EVANS, secretary

One Madison Avenue, New York, N. Y.

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

MEMBER EDUCATIONAL PRESS ASSOCIATION  
OF AMERICA

KATHERINE MONAGHAN, a teacher in the John Marshall High School, Rochester, N. Y., has described so clearly and humanly the trials and tribulations of a producer of educational programs that her remarks made at the School Public Relations Association meeting in Detroit, June 26, 1937, are being reprinted, beginning in the adjoining column.

A COMMITTEE OF SEVEN Columbia University officials has been appointed by Dr. Nicholas Murray Butler, president of the university, "to consider all phases of radio with reference to courses of study, to broadcasting on the part of the university or any groups or parts of it, and to the relation of radio to the educational services of the university."

SYRACUSE UNIVERSITY has a new \$5000 radio workshop which is used as a training laboratory for students desiring experience for future professional work. The workshop consists of two studios, a reception room, control room, office, and observation room.

PERSONS INTERESTED in cooperative script writing, particularly in biology and other sciences, should write to Fred Weinstein, director, Division of Radio Education, Biology Alumni of Brooklyn College, 943 Dumont Avenue, Brooklyn, N. Y.

## From Script to Air

MY BROADCAST on the Rochester School of the Air was a pioneer project, for until last year there had been no broadcasting during school hours for high-school students. For several years there had been teaching programs in science, art, geography, and history broadcast to the grade school pupils—none to senior high school students. It was decided that the high-school program should be one of enrichment—a program that should give students something worthwhile that the average teachers had not sufficient time to include in classroom discussions. Since many heartaches are caused by social ignorance and lack of poise during the awkward period of adolescence, it was decided that I should write and produce a series of scripts on etiquette, using as far as possible high-school students in the cast.

Since etiquette as a theme might have a faintly didactic flavor, I shunned the forbidding formality of the much-quoted Emily Post and decided on the broader term, *personality*. The series not only covered manners in business, school, home, public, and social life, but each script also emphasized correct speech, pronunciation, diction, conversation, various hobbies and varieties of interests, consideration for others—all the many things that contribute to a charming personality. Universities and business men agree that a student's personality quotient is as important as his intelligence quotient, so that the high school is the ideal training camp for the student's future success and happiness.

I called the series *Personality Preferred*, for I realized that the scripts must be gay, amusing, and subtly suggestive. Unfortunately none of us craves advice—particularly not high-school students. The theme song, instead of the march used to identify the grade-school programs, was "Tea for Two." Over the music the announcer's voice identified the broadcast with a bit of doggerel suggesting the theme:

Dinner for one?  
Or "Tea for Two"?  
Which one appeals  
The more to you?

Success in life  
Is yours with ease,  
But you must learn  
The way to please.

Strangely enough, students loved it, and "Dinner for one or 'Tea for Two'" became a password with them. The announcement for each broadcast was brief and timely, tying up the programs as much as possible with the news of the day and the season of the year. It, of course, set the stage for the particular problems of personality to be demonstrated in the dramatic sketch. The dramatic sketches were light and amusing, with the plot and suspense of a one-act play. The characters, however, occasionally mispronounced words, violated rules of etiquette, or were inadequate to meet certain situations in business and in life. During the dramatic sketches, the listening students jotted down all errors committed by the characters, following the suggestion given by the announcer to have notebooks and pencils ready—that here was their opportunity to develop their own personalities.

After the dramatic sketch one of the students, supposedly a reporter, interviewed me. I was "Miss Manners" and we discussed the play, the characters, the situations, and the correct pronunciation of the words, so that students could check their own lists and be absolutely certain of the correct thing to do and say. In the interview there were also suggestions of good books, magazine articles, and various other things given to the reporter who served as a fairly intelligent "stooge." For the last broadcast of the year I wrote a personality quiz covering the most important points of etiquette and

pronunciation stressed during the series. The answers were given and the students could rate their own personalities. The results were amazingly good, most of them getting marks in the high nineties.

Casting came next. The production of educational programs is a decided problem. Fortunately I had English classes in the John Marshall High School which is equipped with a public address system. It was decided that I select my casts from that one school as it was ideally equipped for radio rehearsals. Try-outs were announced and practically the whole school appeared for auditions. All the students were keen to be on the air. I made out production cards for each one, but out of the hundreds who came, I discovered only about fifty likely candidates who, with training, could develop into excellent radio material. From this group I selected my casts. The other students who had potentialities were given suggestions to work hard in public speaking classes so that if they showed improvement they too might have a chance to broadcast. This gave great impetus to the work in oral English. Several boys with engineering propensities and others who yearned to be sound men were trained to work with us so that during rehearsals at school we had a complete studio set-up.

After the initial reading of scripts and making of suggestions to the actors until I was fairly satisfied with their interpretations of character, all our rehearsals were conducted before the microphone. The final rehearsals were with sound effects and music so that we came to the studios for our last rehearsal with the pacing and timing of the script perfect and no possibility of "mike fright" or the many hazards that production entails. To attain a smooth performance and eliminate an air of amateurishness, many hours of rehearsals are needed. Slipshod rehearsals result in poor broadcasts and I insisted that the students give performances as nearly professional as possible. Most of them did amazingly fine work.

If the scripts I wrote called for adults in the cast, I always used adults for those parts—teachers who had good radio voices and dramatic training. Young people can be used for adult parts on the stage because the costumes and makeup help to create the illusion. On the air an immature voice generally cannot be made to sound mature, and thus it destroys realism. Students really loved working with grown-ups too, and it added to their desire to give an equally good performance.

As I said, my series was a pioneer broadcast to high-school students thruout the city, so that there were some axes to grind and forests of doubts to be cut down. There were some teachers who were very skeptical about the value of classroom broadcasts and fifteen minutes away from actual book-learning appalled them. Fortunately, they were gradually imbued with the spirit of enthusiasm of the students, and in study halls, math classes, history classes, commercial classes, home-making, art, and, of course, all the English classes, everyone listened to the program. Then there were still one or two teachers who objected to students missing classes on the day of the broadcast. This difficulty was eliminated by sending cards to all teachers concerned as soon as the cast was selected, so that they could immediately notify me if there were any objections. This method was most successful, for complaints ceased, altho the responsibility for maintaining good marks in all classes was placed on all students participating.

Transportation of students is another responsibility of the producer of educational broadcasts. My own and several other cars were always available, so that the difficulty was not a particularly great one for me.

The Waterloo I felt I should never conquer was the inefficiency of the local studio [this is said "with malice towards none"]—not an

**THE BISMARCK [NORTH DAKOTA]** PUBLIC SCHOOLS in January launched their second year of radio broadcasting with a new series of historical sketches known as "Stories Out of North Dakota's Past." This is probably the most ambitious school-sponsored radio program ever attempted in the state. The fifteen-minute broadcasts at 9AM every Saturday over station KFYZ will depict in dramatic form the history of the state from the early explorations of the fur traders in the 1700's to admission into the Union in 1889.

The scripts are written by teachers in the schools, two teachers being assigned to each topic. A general committee of five supervises their preparation, revising when necessary. High-school students do the broadcasting under the direction of a faculty production manager.

Last year the programs were known as "Our Bismarck Schools" and an effort was made to acquaint the public with the various phases of work carried on in the schools. Faculty committees wrote the scripts, chose the cast, and supervised the broadcasting of their own programs. The plan followed this year of leaving production details to a central committee is proving more efficient.

**MRS. VIVIAN R. FLETCHER**, a teacher in the Verona High School, Verona, N. J., conducts a radio appreciation course. Recently Mrs. Fletcher aided her students in preparing a mimeographed booklet, "Read, Listen, and Learn!" addressed particularly to their parents. The sub-title of the booklet, "How to Select Programs and Influence Your Children," betrays its purpose. The radio appreciation course is designed to acquaint the students with the entire system of radio production. They study how programs are made and produce their own original shows, thus becoming better prepared to evaluate and appreciate what they hear over the radio.

**STATION KTSA**, San Antonio, Texas, has an annual "take-over" day when the station is operated entirely by high-school students. Brackenridge, Technical, and Jefferson High Schools each operated the station for six hours on January 14 this year. The station manager and his secretary, the program manager, the sales manager and salesmen, continuity writers and announcers, musicians, actors, engineers—all were high-school students, for a day. Jeston Dickey, dramatics teacher at Brackenridge, and Ximena Wolf of Jefferson feel that their radio workshop students benefit immeasurably from the experience.

**INDIANA STATE TEACHERS COLLEGE**, Terre Haute, held a Radio Clinic on February 12. Broadcasting technics, including sound effects, were demonstrated and a model broadcast dedicating the college's new studios and audition room was part of the program. The college broadcasts four series of programs to forty-four selected high schools in southern Indiana. Dr. Clarence Morgan is director of radio.

**MERLE MILLER**, news commentator and columnist for the *Daily Iowan*, campus paper of the State University of Iowa, Iowa City, is studying news broadcasting with the British Broadcasting Corporation in London for a period of four months. His expenses are being paid by the *Chicago Tribune*. Members of the *Tribune* staff became interested in his news broadcasts over WSUI, the university station, and are giving him this opportunity for further study and development.

**VASSAR COLLEGE** has entered the field of radio recently, broadcasting two fifteen-minute programs weekly over station WGNV, Newburgh, N. Y. Members of the faculty and students participate jointly in planning programs and broadcasting. The college believes that the opportunity to broadcast not only affords its students training in microphone technic which may be useful to them but also that it enhances their interest in various lines of academic work.

**THE DAY-TO-DAY ITINERARY** for this summer's radio education tour of Europe, announced in the February issue of *Education by Radio*, has been definitely decided upon. Complete information can be secured from William M. Barber, Babson Park, Mass. Applications are being received also for the summer of 1939. Interested persons are urged to write immediately even tho they may be unable to join this year's group.

**THE STATE TEACHERS COLLEGE** at Kearney, Nebr., in cooperation with the local radio station, KGFV, is on the air each weekday from 3-3:30PM, CST. The programs are furnished by the departments of the college and by the pupils from A. O. Thomas School, the laboratory school of the college. A course in program building and radio in education will be offered next year by the English department.

**THE RADIO CHILD STUDY CLUB** of the Connecticut Congress of Parents and Teachers will hear the following programs during April: "Education for Spiritual Values," April 7; "Outgrowing the Family," April 14; and "Education for the Home and Family Life," April 21. These programs are broadcast over station WICC, Bridgeport, Conn., at 10:45AM, EST.

**THE WORLD IS YOURS**, a program of the U. S. Office of Education and the Smithsonian Institution, broadcast over the NBC Red Network Sundays at 4:30PM, EST, offers the following schedule for April: April 3, "Birds of Prey"; April 10, "Introducing the Universe"; April 17, "The Inca Empire of the Sun"; April 24, "Silver thru the Centuries."

intentional inefficiency, but horrible none the less. Local stations are so dependent on network programs and electrical transcriptions that their own equipment is poor. The idea of a rather professional local broadcast is foreign to their experience and the other school broadcasts were, on the whole, talks that necessitated no labor on their part.

As I had spent several months studying production at CBS in New York as well as working in the Federal Radio Workshop, my first broadcast was a harrowing experience. I had sent copies of the script days in advance to the studio so that when we arrived for our final rehearsals everything would be in readiness. I believed in my innocence that all would be done with the efficiency one finds in the New York studios. I was almost panic-stricken to discover that the sound man was wandering about looking for the necessary effects; the engineer was out to lunch—return indefinite. Minutes ticked by—the longest minutes I've ever known. My anger was mounting high when I suddenly remembered that I was "Miss Manners" and managed a vague sort of smile. After about half an hour the engineer came back from lunch, the sound effects were ready, and I took my place in the control room.

My first script called for many sound effects, but all fairly simple ones, I thought. The sounds that came forth for an automobile horn and that of its motor running resembled nothing I've ever heard in my life, so I reached for the "talk back" to make a suggestion to the sound man. There was no "talk back," but thru a sign language quite foreign to radio, I achieved the desired results. One scene called for the faint strains of an orchestra playing modern dance music. I had suggested the selection in the script. It was not on the studio's list, so they had substituted a foxtrot which was probably popular in 1914 and had all the earmarks of the ruin and havoc of the Great War. That had to be changed—another search. Practically everything called for in the script necessitated more delay. At 1:46 with one minute to go we had completed just one rehearsal. We had been in the studios an hour and fifteen minutes and our broadcast was a fifteen-minute program. Fortunately, all went well and I managed to keep my composure.

For the first few broadcasts I dreaded what might happen in the studios. One time the ad club which broadcasts on Thursday noon at their luncheon borrowed all the studio microphones—unbelievable as it sounds. When we arrived at the studio everything seemed in readiness. The engineer was at his post in the control room; the sound effects were all apparently taken care of; the only slight discrepancy was that there was no microphone for us to use. After a frantic search, one was finally located, but no standard. Much time had to be spent in hanging it by a cord from the ceiling. Altho it wavered menacingly in the air, at least it was a microphone, and the show went on.

As the series progressed, however, the engineer became most cooperative and helpful. Rehearsals ceased to be nightmares of inefficiency. I enjoy radio work so tremendously that these mad moments never dimmed my enthusiasm.

One rather interesting thing was that many adult listeners in Rochester and neighboring cities were most interested in the programs. Perhaps the tremendous popularity of Dale Carnegie's *How to Win Friends and Influence People*, as well as Dorothea Brande's *Wake Up and Live*, has made everyone personality conscious, so that the program served the additional purpose of adult education. While the series was designed for students in the third and fourth years of high school, even eighth graders listened in and it was quite within their grasp. It could apparently be enjoyed by both the "low" and the "high" I. Q.—KATHERINE MONAGHAN.

# Education

by **R A D I O**

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

Volume 8

MAY 1938

Number 5

## Bottlenecks of Broadcasting

THE NUMBER OF NATIONAL EDUCATIONAL CONFERENCES held on the subject of radio broadcasting has become impressive. The first conference on educational broadcasting was called by Dr. Ray Lyman Wilbur, Secretary of the Interior, and met in Washington, D. C., on May 24, 1929. The Ohio State University has conducted an Institute for Education by Radio annually for nine years. The National Advisory Council on Radio in Education has concluded a series of five annual conferences. The National Committee on Education by Radio has held one on the use of radio as a cultural agency in a democracy. Under the joint sponsorship of the American Council on Education and twenty-six national educational organizations two conferences on educational broadcasting have been held.

The results of these conferences also have been impressive. They include: [1] an increased awareness of the potentialities of radio on the part of educators, [2] a realization of the limitations of educators as they approach this new medium, [3] a recognition of the need for professional standards in the preparation and presentation of educational programs, [4] an eagerness to select and train talent for radio production as well as to improve teacher training in the classroom use of programs, and [5] the acceptance of responsibility on the part of an increasing number of school principals and teachers for giving to their pupils a real sense of discrimination in listening to radio programs.

Nevertheless, as talk of additional general conferences is heard, the impression seems to be widespread that future meetings should have a broader purview and should deal even more fundamentally with radio. Such a policy, if adopted, is certain to create an increased interest and may contribute to a solution of some of the broadcasting problems for which no answer has as yet been found. At any rate, the proposal is made with no thought of criticism of past conferences but with the sole aim of making future ones more constructive.

What are some of the unsolved problems of radio—the bottlenecks which need to be broken? How can the attention of educators profitably be focused upon them? Obviously only a few of the problems and possible approaches to them can be suggested here.

One of the fundamental problems is that of the attitude with which educators should approach the phenomenon of broadcasting. Should they be concerned only with the programs which are labelled "educational" or should they consider that the total output of broadcasting stations has an educational effect and that, therefore, everything that is broadcast must be the concern of all educators? Have they reason to be disturbed when Merrill Dennison says that 75 percent of all programs are "tripe"<sup>1</sup> or when Raymond Gram Swing says:

AT LEAST SIXTY INSTITUTIONS are offering courses in radio education, radio speech, or radio writing during the 1938 summer session. This information has been obtained by the National Committee on Education by Radio by means of a postcard survey of the 782 universities, colleges, teachers colleges, and junior colleges listed as having summer sessions in Part III of the 1938 *Educational Directory*. Replies have been received from 336 institutions, 60 indicating one or more of these courses, 271 giving no radio courses, and 5 having no 1938 summer session. For the benefit of readers who are interested in taking such courses this summer the institutions, together with the names of the instructors, are listed below. If information regarding additional courses is received, it will be published in the next issue of *Education by Radio*.

### RADIO IN THE CLASSROOM

John Brown University, Siloam Springs, Ark., Harold Fristoe

Florida Southern College, Lakeland, Fla., Marguerite Wills

State University of Iowa, Iowa City, Iowa, H. Clay Harshbarger

Wayne University, Detroit, Mich.

University of Minnesota, Minneapolis, Minn., Tracy F. Tyler

State Teachers College, Winona, Minn., Ella Murphy

State Teachers College, Buffalo, N. Y., B. H. Darrow

Asheville Teachers College, Asheville, N. C., Hazel Gibbony

State Normal and Industrial School, Ellendale, N. D., Jessie Howell Dunphy

Oregon Institute of Technology, Portland, Ore., C. D. Newman

Muhlenberg College, Allentown, Pa., Carl W. Boyer

State Teachers College, Indiana, Pa., Bernice Orndorff and Karl Oerlein

Marywood College, Scranton, Pa., Sister M. Rosalia

State Teachers College, West Chester, Pa.

University of Texas, Austin, Texas

Houston College for Negroes, Houston, Texas, J. D. Bowles

State College of Washington, Pullman, Wash., G. A. Coe

University of Washington, Seattle, Wash., Philip Jacobson

University of Wisconsin, Madison, Wis., H. B. McCarty

<sup>1</sup>In an address at the Second National Conference on Educational Broadcasting, Chicago, Ill., November 29, 1937.

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

**MEMBER EDUCATIONAL PRESS ASSOCIATION  
OF AMERICA****RADIO SPEECH**

John Brown University, Siloam Springs, Ark., Alice Marsh

Long Beach Junior College, Long Beach, Calif.  
The Cumnock School, Los Angeles, Calif.,

George Phelps  
University of Southern California, Los Angeles, Calif., Lawton

University of Colorado, Boulder, Colo., Vernon F. Loughran

Catholic University, Washington, D. C., Rev. Prof. Ignatius Smith, O.P.

Florida Southern College, Lakeland, Fla., Marguerite Wills

University of Georgia, Athens, Ga.  
Columbia College of Speech, Drama, and Radio,

Chicago, Ill., Norman Alexandroff  
Pestalozzi Froebel Teachers College, Chicago,

Ill., Norman Alexandroff  
Augustana College, Rock Island, Ill., Theo.

Levander  
Purdue University, Lafayette, Ind., G. D. Williams

State University of Iowa, Iowa City, Iowa, H. Clay Harshbarger

Emerson College, Boston, Mass., Arthur F. Edes

University of Detroit, Detroit, Mich., Alvin O'Konsky

Wayne University, Detroit, Mich., Garnett Garrison

Michigan State College, East Lansing, Mich., Donald Hayworth

Port Huron Jr. College, Port Huron, Mich., F. E. Densmore

State Teachers College, Winona, Minn., Gladys Lynch

If what the radio as a whole provides the American public as a whole is a balanced picture of American democratic civilization, we may well be frightened for the survival of that civilization.<sup>2</sup>

How far should they accept William S. Paley, president of the Columbia Broadcasting System, when he says, ". . . He who attacks the fundamentals of the American system attacks democracy itself"?<sup>3</sup>

While it is obvious that opinions will vary widely, the consideration of these questions helps to clarify thinking. It is certain to emphasize the importance of problems which never have been debated effectively in the national conferences on educational broadcasting.

For instance, there is the question of licensing stations. It is axiomatic that the government must issue licenses because the number of channels for transmission is strictly limited by nature. But is a federal communications commission the proper agency thru which to issue these licenses? How much control should the commission be empowered to exercise? What limitations should be placed on the use of its powers?

Of course the source of all authority in the control of radio is the Congress. That body has taken two important steps in radio regulation in the last twelve years. As soon as it became clear that comprehensive legislation was the only means of averting chaos in the newly developed empire of the air, the Congress passed the Radio Act of 1927. That Act recognized that no general provisions of law could be applied to so rapidly developing a field as radio and created the Federal Radio Commission to exercise discretion in the control of this new communications device. Among other powers, the Commission was authorized to classify radio stations and to prescribe the kind of service to be rendered by each of the various classes of stations or by stations within any given class. Later, in the Communications Act of 1934, the Congress changed the Commission's name to the Federal Communications Commission and gave it the added duty of studying new uses for radio, providing for experimental uses of frequencies, and generally encouraging the larger and more effective use of radio in the public interest.

Were these provisions wise? How well were they carried out by the Communications Commission? Where the Commission failed to avail itself of the full power of the Act, as in its decision not to prescribe program service for the different stations or classes of stations, what were the determining factors and what have been the results? How far have the reports rendered to the Congress from time to time by the Commission contained constructive recommendations and how far have they been negative or noncommittal?

What has been the relationship between the Commission and the broadcasting industry which it is to regulate? Are the members of the Commission or any of its employees susceptible to influence from the industry?

What conditions exist within the industry, composed as it is of more than seven hundred stations? At present about 60 percent of these stations belong to a trade association, the National Association of Broadcasters. The Association is now in the throes of a reorganization. Some of the reasons for its incomplete representation of the industry and its self-imposed overhauling may be indicated in the February 14, 1938, report of James W. Baldwin, retiring managing director of the Association. With reference to the committee which worked out the reorganization, Mr. Baldwin said:

<sup>2</sup> In an address at the Second National Conference on Educational Broadcasting, Chicago, Ill., November 30, 1937.

<sup>3</sup> In an address at the Second National Conference on Educational Broadcasting, Chicago, Ill., November 29, 1937.



... I believe the Committee was entitled to recognize some of the fundamental problems of the Association. I believe the Committee was entitled to say here that the National Association of Broadcasters has among its members too many conflicting interests to permit it to serve effectively all classes of its members in connection with the great number of present problems. The NAB has more than four hundred members. These members represent all classes of broadcasters. Each class is affected by its own economic problems. The conflict between the economic conditions related to the several classes of stations is very great. If the NAB undertakes to assume a strong position respecting the great number of technical and economic problems concerning the industry today it must favor one class and prejudice another class. If the NAB does not take sides with one class any representation it makes must be so general in character that it is without any force and effect. I have said in the past that I believed the conflicting interests among broadcasters justified a division of the membership into a clear channel group, a regional station group, a local station group, and possibly others. Events which have transpired since, notably the allocation hearings conducted by the FCC in October 1936, the AF of M problems of 1937, and the Inter-American Radio Conference held at Havana in 1937 confirm this view. The problems related to all of these events go to the root of the economics of broadcasting and the Havana Radio Conference involved also technical problems peculiar to different classes of stations. These problems are of vital interest to every broadcaster and are highly controversial.

From Mr. Baldwin's statement does it not appear that, while individual stations may have much in common, a barrier to unanimity has been erected among them by the classification of stations established by the Federal Radio Commission and continued by the Federal Communications Commission? Does he not imply that, as long as this classification exists with its unequal grants of power to the various broadcasters, there will be a basis for the alliance of stations within each of the different classes and a cause of fundamental economic conflict between the classes? Is this a proper matter of concern for members of the Commission? Is it anything to which a national conference on educational broadcasting should give a place on the program?

What about the ever present question of the relationship between commercial broadcasters and educators? Does it represent an inevitable and continuing conflict? Certainly the conflict exists today, with neither side being able fully to appreciate the other's point of view. Probably the commercial reasoning has never been stated more frankly and clearly than by Norman Reed, manager of station WPG, Atlantic City, N. J., in a speech delivered at Newark on November 22, 1937, before the Conference on the Noncommercial Use of Radio in New Jersey. Mr. Reed said in part:

I am speaking individually and not on behalf of station managers generally, but from a frank discussion of the matter at various intervals with other managers and program directors, we are inclined to look upon about 50 percent of the educational programs as a necessary evil. And from our own station's standpoint, we are never able to sell a commercial program or a commercial spot announcement directly following any regular, established educational program.

Now bear in mind that our station, in fact any station, is anxious to cooperate with schools and other organizations in the presentation of educational programs: One reason might be that it helps build up the record of a station so far as showing a fine percentage of educational programs, thus indicating to the Federal Communications Commission that the station is operating in the public interest.

On the other hand, while it builds up our records, some of the programs do just the opposite to our listening audience. I venture to say that the average educational program presented has only about 20 percent of the audience that an average musical or entertainment program enjoys.

Actually we have made tests by presenting special offers for several days during or following musical programs and then repeating similar offers a week or two later during or directly following educational broadcasts and the mail response has been in the ratio of about thirty to one in favor of the musical programs.

The educational point of view is not unanimous. Some educators claim the ability to produce programs capable of meeting the best competition commercial broadcasting can offer. They cite programs produced by the U. S. Office of Education and say, "Give us the

State Teachers College, Kearney, Nebr., J. D. Hansen

State Teachers College, Trenton, N. J., Effie G. Kuhn

Canisius College, Buffalo, N. Y., M. I. Griffin  
Syracuse University, Syracuse, N. Y., Kenneth G. Bartlett

Oregon Institute of Technology, Portland, Ore., A. H. Graper

Muhlenberg College, Allentown, Pa., Carl W. Boyer

Marywood College, Scranton, Pa., Sister M. Camillus

Yankton College, Yankton, S. D., Richard De Laubenfels

Abilene Christian College, Abilene, Texas, Yetta Mitchell

Hardin-Simmons University, Abilene, Texas, Kathryn Boyd

Houston College for Negroes, Houston, Texas, C. A. Ladner

Texas Agricultural and Industrial College, Kingsville, Texas, Paul Riley

University of San Antonio, San Antonio, Texas, Paulyn Gardner

Hardin Junior College, Wichita Falls, Texas, Juanita Kinsey

University of Washington, Seattle, Wash., F. W. Orr

University of Wisconsin, Madison, Wis., Henry L. Ewbank and Gerald A. Bartell

## RADIO SPEECH AND WRITING COMBINED

Indiana State Teachers College, Terre Haute, Ind., Clarence M. Morgan

Kansas Wesleyan University, Salina, Kans.

University of Maryland, College Park, Md., Ray Ehrensberger

Adelphi College, Garden City, N. Y., Vernon Radcliffe

Clemson College, Clemson, S. C., M. E. Bradley

## RADIO WRITING

John Brown University, Siloam Springs, Ark., Storm Whaley

Long Beach Junior College, Long Beach, Calif.

Florida Southern College, Lakeland, Fla., Marguerite Wills

Columbia College of Speech, Drama, and Radio, Chicago, Ill., Mrs. V. S. Allen

Pestalozzi Froebel Teachers College, Chicago, Ill., Mrs. V. S. Allen

Northwestern University, Evanston, Ill., Albert Crews

State University of Iowa, Iowa City, Iowa, H. Clay Harshbarger

Boston University, Boston, Mass., Ralph L. Rogers

Emerson College, Boston, Mass., Roger Wheeler

Michigan State College, East Lansing, Mich., A. A. Applegate

Canisius College, Buffalo, N. Y., M. I. Griffin

Columbia University, New York, N. Y., Avah W. Hughes

New York University, New York, N. Y., Burke Boyce

Syracuse University, Syracuse, N. Y., Kenneth G. Bartlett  
Muhlenberg College, Allentown, Pa., Carl W. Boyer  
Houston College for Negroes, Houston, Texas, C. A. Ladner  
Hardin Junior College, Wichita Falls, Texas, Juanita Kinsey  
University of Washington, Seattle, Wash., Theodore Bell

## AUDIO-VISUAL EDUCATION

University of Southern California, Los Angeles, Calif., Marjorie J. Brown  
Northwestern University, Evanston, Ill., Paul C. Reed.  
College of St. Francis, Joliet, Ill., Sister Mary Dolores  
Columbia University, New York, N. Y., M. R. Brunstetter, Fannie W. Dunn, V. C. Arnsperger, Etta Schneider  
University of South Carolina, Columbia, S. C., D. L. McCormac  
Augustana College, Sioux Falls, S. D.  
University of Tennessee, Knoxville, Tenn., S. E. T. Lund  
West Texas State Teachers College, Canyon, Texas, E. E. Sechriest

## RADIO PRODUCTION

University of Denver, Denver, Colo., Vida R. Sutton  
Colorado State College, Fort Collins, Colo.  
Chicago Normal College, Chicago, Ill.  
Northwestern University, Evanston, Ill.  
Purdue University, Lafayette, Ind., Blanche Young  
Boston University, Boston, Mass., Ralph L. Rogers  
State Teachers College, Buffalo, N. Y., B. H. Darrow  
New York University, New York, N. Y., Philip H. Cohen  
Augustana College, Sioux Falls, S. D.

## MISCELLANEOUS

"Principles of Radio Broadcasting," University of Denver, Denver, Colo., Rosco K. Stockton  
"Radio Broadcasting," Catholic University, Washington, D. C., William Coyle  
"Problems in Radio Broadcasting," University of Wisconsin, Madison, Wis., Henry L. Ewbank

ROBERT B. HUDSON and Charles Anderson, nominees of the Rocky Mountain Radio Council, have been awarded fellowships for study in broadcasting by the Rockefeller Foundation. Mr. Hudson was formerly the executive secretary of the Adult Education Council of Denver and Mr. Anderson was an announcer for station KOA and director of radio programs at the University of Denver.

money and we will give you an effective production." Probably the majority of persons professionally interested in formal education would ask what is to be done for intelligent minorities and would agree with President Robert G. Sproul of the University of California, who said:

The American system of broadcasting is founded upon the axiom, "It's the size of the audience that counts." That is not true for cultural activities. In education, the quality of instruction must always come first. If quality cannot be maintained, there is no excuse for continuing no matter how large the audience. In persuading people to do something that requires action rather than thought—for example, buying toothpaste or mineral water—size of audience is, I admit, the prime requisite. For only a certain number out of every thousand will yield to the most persuasive importuning; therefore, the more thousands who listen, the more hundreds who will buy. Education is different: it requires thinking. One cannot stimulate that difficult process by sandwiching in a few words between selections by a marimba band, nor by being merely entertaining.<sup>4</sup>

Quite apart from the differences between individual stations and educators, there is another question of commercial-educational relationship which concerns particularly the chains. It was suggested by Dr. John W. Studebaker, U. S. Commissioner of Education, at the Eighth Annual Institute for Education by Radio. He raised the question of why such complete national coverage should be readily available to advertisers and much less readily available to those with programs of greater social significance. He answered his own question in the following words:

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.

Whether or not we agree with Dr. Studebaker, can we refuse to face the question of what, as a matter of public policy, should be done about the problem he raises? Should we not also give consideration to constructive measures by which cooperation between commercial broadcasters and educational and civic groups can be achieved?

What remains for future conferences to do in their consideration of educational broadcasting itself? Should they be concerned with the problems of preparing individual broadcasts or should they consider the educational and social implications of the programs? Should they assume that the only constructive approach to the problem of preparing outstanding programs is the finding of gifted persons who can bring to radio a touch of artistic genius? Should they conclude that the matter of finding talent for programs is an individual matter and one about which groups can do nothing effective? Should they take the position that the effective place for group discussion and participation is in the field of social action?

If some kind of social action is needed, how can it be most effective? Should it undertake to deal with the financing of education on the air? Should it attack false advertising on the air? Should it agitate for less deleterious children's programs and minimum standards of decency in programs? Should it be organized in some form such as a Legion of Decency for radio?

Hundreds of other questions force themselves to the front. All of them cannot be mentioned any more than a single national conference could hope to give them consideration. They are helpful, however, in that they challenge the complacency with which some of us have viewed the whole subject of broadcasting. That alone is sufficient justification for their existence.

<sup>4</sup> Sproul, Robert G. "Radio: An Instrument of Culture or an Agent of Confusion." *Radio and Education*, 1934. Chicago: University of Chicago Press, 1935. p33-34.

## Education

by **R A D I O**A Bulletin to Promote the  
Use of Radio for Educational,  
Cultural, and Civic Purposes

Volume 8

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Number 6

## In Their Own Behalf

**I**T HAS BEEN THE BOAST of broadcasters that they have never used the power of radio in their own behalf. They have known the great force of the instrumentality of communication entrusted to their hands by the American people. They have used it to sell goods, to facilitate the election of public officials, and to entertain and influence millions of people. They have seen it used in other countries to overthrow governments and to spread international ill-will. But they studiously have avoided using it either to defend the commercial system under which they operate or to assert their right to the governmental licenses without which they could have no access to the air.

All that is changing and with startling suddenness. On April 5, 1938, President William S. Paley of the Columbia Broadcasting System broadcast his annual report to the stockholders. In that report he said in part:

These are days of confusion and doubt about the patterns many things should take and so I invite your attention to what has been achieved in American broadcasting by enlightened competitive private enterprise. I believe it is the judgment of most thoughtful people that in no other country and under no other plan of operation in the entire world has this new means of mass communication been used as effectively for the entertainment, the information, and the education of a whole people.

In face of this record there has been an increasing degree of examination of the whole philosophy of the present system of broadcasting in America, and there have been a growing number of proposals that would, to my mind, cripple our operations in one way and another.

On April 28 President David Sarnoff of the Radio Corporation of America broadcast over an NBC network a speech in which he said:

Whatever controls over broadcasting are necessary at the present time, it is important that they should be kept as flexible, as free from rigidity, as the art itself. Otherwise there is danger of tying up the future usefulness of radio in a straitjacket. We should not try to regulate something as yet unborn; and we should not freeze an expanding art in any rigid code. If wavelengths were now available for an unlimited number of broadcasters, there would be no more need for special government regulation over broadcasting than over the printing of newspapers. . . .

Our American system of broadcasting is what it is because it operates in the American democracy. It is a free system because this is a free country. It is privately owned because private ownership is one of our national doctrines. It is privately supported, thru commercial sponsorship of a portion of its program hours, and at no cost to the listener, because ours is a free economic system. No special laws had to be passed to bring these things about. They were already implicit in the American system, ready and waiting for broadcasting when it came.

These appeals to the listening public do not need to be answered here. There have been already a number of responses from various

**T**HE OFFICE OF EDUCATION should not engage directly in the administration of schools, even in federal jurisdictions. It should continue, however, to administer a national program of education by radio to the extent to which such a program proves to be desirable. The results so far have been promising. Education by radio is an especially appropriate activity to be carried on under national educational auspices, since the cost of such programs under state and local educational auspices may prove disproportionate to the audiences that can be reached by local non-profit programs.—Advisory Committee on Education. *Report of the Committee*. Washington, D. C.: Government Printing Office, 1938. p183.

**T**HE NATIONAL ECONOMIC AND SOCIAL PLANNING ASSOCIATION of Washington, D. C., is making a study of the American communications system. In particular, the Association feels that "broadcasting is so important in the fields of information, education, and formation of public opinion that special attention must be given it in any consideration of future communications policy." For this reason, a subcommittee of the Association's communications committee has been set up to deal solely with radio, while a similar subcommittee will study the telephone, telegraph, and other wire services.

**A** RADIO WORKSHOP will be a feature this summer of the National Music Camp, Interlochen, Mich., with William D. Boutwell, director of the Educational Radio Project of the U. S. Office of Education, in charge. Practical training will be offered in program planning, audience preparation, script and continuity writing, directing radio programs, and studio engineering practice. In addition, educators will be instructed in how to apply for, establish, and operate a station under the recent allocation by the Federal Communications Commission of certain shortwave channels for educational use.

**D**URING THE SUMMER MONTHS issues of *Education by Radio* will be combined. This is the June-July number. The August-September issue will be out about September 1.

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EDUCATION BY RADIO

S. HOWARD EVANS, *secretary*

One Madison Avenue, New York, N. Y.

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STANFORD UNIVERSITY has a course in radio speaking during the winter session. Drama and continuity writing are included in the course. Elisabeth Lee Buckingham is the instructor. The new theater at Stanford has an excellent public address system and there is also a recording studio for testing voices and programs. Members of the radio speaking class have produced several short plays over station KQW in San Jose, Calif. Stanford also has a fifteen-minute weekly program over KGO, San Francisco, with speakers drawn from the faculty.

AN INTERESTING EXPERIMENT will be conducted at Louisiana State University by Dr. Harley Smith to prepare teachers to make use of five series of programs which the university will begin presenting next fall especially for the schools. Two teachers from each parish, about 130 in all, will be invited to take a non-credit course in audio-visual education offered by Dr. Smith during the 1938 summer session. Thru this special training the teachers will be able to make better use of the university's radio programs.

DRAKE UNIVERSITY, Des Moines, Iowa, plans to offer a major in radio. Beginning with the fall semester of 1938 the college of commerce and finance will increase the number of radio subjects to eight, and with allied courses in liberal arts and fine arts, complete a four-year course in radio. The Drake School of Radio has moved recently into new, completely equipped studios in Carnegie Hall on the campus.

sources. One of the best replies was in the report of the radio committee of the American Newspaper Publishers Association, a portion of which is being reprinted here:

During the past year there has been much public discussion, in print and speech, about "Freedom of the Air." It is evident that many persons believe that the principles of liberty which are embodied in the First Amendment to the Constitution, guaranteeing freedom of the press, free speech, and free assembly, are also applicable to radio. We quote again from the annual report of the president of the Columbia Broadcasting System. He said:

"America's great glory is freedom of the press, of speech, of assembly. None of these has been achieved accidentally or maintained idly. Today, I believe it may fairly be said that freedom of broadcasting takes its place in importance alongside them."

In the same report Mr. Paley maintains that the only reason there is federal regulation of broadcasting is because the number of channels is limited.

The more generally accepted legal doctrine is that the radio spectrum is public domain and must be used in "the public interest, convenience, and necessity." The present chairman of the Federal Communications Commission has frequently and publicly declared that broadcasters are not owners but are operating with borrowed facilities. And the Hon. Burton K. Wheeler, chairman of the Senate Committee on Interstate Commerce, in a recent address to the National Association of Broadcasters, said:

"You broadcasters are the custodians of one of the people's most valuable natural resources. The magic of science has placed in your hands the temporary control of the greatest method of mass communication ever devised by the genius of man.

"I use the word 'temporary' with purpose. Because this great resource, this indefinable something the engineers call the ether, has been and should forever be inalienably reserved to the people. You are the trustees."

The president of the National Broadcasting Company, Mr. Lenox Riley Lohr, in a recent address, carefully drew a distinction between freedom of the air and freedom of the press, or freedom of speech. He pointed out that a newspaper publisher has the right to print what he thinks best, and every one in America has the right to speak his opinion in public; but, for purely practical reasons, a similar liberty is not possible on the radio. "Therefore," he said, "we do not have freedom of speech *per se* over the radio."

Far more significant than any reply to the broadcasters is the question, Why does an industry which has been so singularly inarticulate in its own behalf suddenly bring to bear the pressure of its most publicized personalities in the defense by radio of present broadcasting practises?

The explanation does not lie in charges of monopoly or threats of investigation. Such dangers to the industry loomed last year. The broadcasters remained quiescent in the face of them. Even the action of the Federal Communications Commission in voting to conduct its own investigation of monopoly practises did not arouse them as they seem to be stirred at present.

The answer seems to be that basic concepts of broadcasting are changing and the industry feels compelled to resist the trend. Radio is being regarded increasingly as a social rather than a commercial instrument. Broadcasters seem to believe that if this concept becomes generally accepted their present dominance over a great medium of communication will be broken. Apparently they see themselves forced into a fight and want to choose their own battleground.

The industry has every right to defend a completely commercial concept and to insist on the soundness of all existing practises in broadcasting. But this very action may result in their losing rather than gaining support. Many friends of the industry, who sincerely believe in private operation as opposed to governmental ownership, also believe that the use of the people's radio channels is a public trust.

If only the broadcasters were willing to concede more to radio as a social force, they would have less to defend in radio as an instrument of commerce. In this direction lies the only hope of successful compromise.

## Ninth Institute for Education by Radio

THE NINTH INSTITUTE FOR EDUCATION BY RADIO, with which was combined the Second American Exhibition of Recordings of Educational Radio Programs, was held at the Ohio State University in Columbus, May 2-4. It was one of the finest of the entire series of annual meetings. The attendance was large—as large as could participate effectively in sessions devoted for the most part to work and detailed discussion. The various group interests in educational broadcasting were well represented.

The program was planned to facilitate specific discussion of specialized topics. There were only four general sessions and a single dinner meeting. The dinner was followed by a well-received address by Dr. James R. Angell, educational counselor to the National Broadcasting Company, and the announcement of the awards in the Exhibition of Recordings. Later the members of the Institute separated into eight roundtable groups and resumed their intimate discussions. The last of the general sessions was given over to a report by the judges in the contest of recordings, who explained the reasons for their decisions and illustrated their points by playing excerpts of the recorded programs.

An innovation at this year's Institute was the establishment of work-study groups, each of which spent two consecutive afternoons in concentrated consideration of a single topic. The subjects of the work-study groups were: agricultural broadcasts, school broadcasts, radio courses in universities, research in radio education, technical radio developments, and broadcasts for general education.

The keynote of the Institute was sounded by Dr. Boyd Bode, professor of education at the Ohio State University. The idea behind his address was that he should pose a problem in general education to serve as a challenge to broadcasters which they should attempt to solve. Dr. Bode asked what radio could do about the creation of an increased understanding of current social problems and indicated the nature of that difficulty in these words:

It has often been said that our industrial development has proceeded far more rapidly than our social development. In our own country this industrial development has taken place within a political and social framework that was built up under very different conditions. The conceptions of government, property, individual liberty, equality of opportunity, and the like, which suited the conditions of the 18th century, are hardly adequate at the present time. The change has come so rapidly that there has not been sufficient time to readjust our basic attitudes and modes of thinking. Under the stress of circumstances we resort to all kinds of social controls, but without adequate reconstruction of traditional beliefs. We believe, for example, that government should interfere as little as possible with industry, but we also believe that it should regulate a great deal more. We hold to traditional views regarding property, but we are also disposed to give increasing recognition to the rights of labor and of the public in the management of industry. We believe in religious freedom, but this freedom is subject to so many limitations in the interests of what we conceive to be the common good that it is hard to say what it is that we really believe.

As a consequence we have the paradox that, despite all the advance in communication and education, we have, as a people, a less definite sense of direction than we had before. Almost any proposal regarding public policy can be defended on the ground that it is in line with our tradition of promoting the common welfare, or it can be opposed on the ground that it is a departure from our tradition of personal freedom and non-interference. It is just as likely, however, that the presentation of both sides will lead, not to enlightenment, but to bewilderment.

A panel of radio specialists opened the discussion immediately following Dr. Bode's statement, but were unable to meet his challenge satisfactorily. Neither those on the panel nor those in the audience could show how radio might clarify such a bewildering situation nor how it might be used to avoid the possibility of adding to the confusion. This subject was raised repeatedly in succeeding

RADIO COURSES being offered during the 1938 summer session were listed in the May issue of *Education by Radio*. Several additional courses have been reported since that list was published.

The Ohio State University, Columbus, Salem College, Salem, W. Va., and West Virginia University, Morgantown, are having summer courses in the use of radio in the classroom. At Ohio State the instructor will be I. Keith Tyler, and at Salem, O. A. Davis, while H. B. Allen is in charge of this course at West Virginia University. A similar course is being presented by Dr. Ralph H. Ojemann at the State University of Iowa, Iowa City.

Radio speech courses have been reported by Indiana University, Bloomington, and Southwestern University, Georgetown, Texas. Dr. Lee Norvelle is conducting the course at Indiana and T. H. Marsh is the instructor at Southwestern. Mr. Marsh is also giving a course in radio writing at Southwestern.

Drake University, Des Moines, Iowa, is offering a six-weeks radio workshop this summer. Edwin G. Barrett is in charge.

Radio courses are being given during the summer session at the University of Michigan, Ann Arbor, by Waldo Abbot.

PHILIP H. COHEN, production director of the Educational Radio Project of the U. S. Office of Education and former director of the New York University Radio Workshop, is studying radio broadcasting in England under a fellowship from the Rockefeller Foundation. He has been taken into the Staff College of the British Broadcasting Corporation for instruction. Mr. Cohen sailed from New York on April 20 and is expected to return July 29. Upon his return he will resume his duties as production director of the Educational Radio Project. William A. Wheeler, Jr., is acting production director during Mr. Cohen's absence and Douglas Coulter, assistant program director of the Columbia Broadcasting System, has become director of the New York University Radio Workshop. The Summer Radio Workshop begins on July 5. For further information address: Paul A. McGhee, 20 Washington Square, North, New York, N. Y.

THE ALAMEDA CITY SCHOOL OF THE AIR, presented by the Alameda, Calif., Board of Education over station KLX, Oakland, came into existence in 1934 with a program dealing with dramatized incidents in California history. This subject was chosen because of the lack of textbooks covering the subject adequately and the fact that original source material was largely unavailable to teachers. The response from schools thruout northern California was so encouraging that this work has not only been carried on to the present time but its scope has been greatly extended. Programs in such subjects as United States history, California geography, nature stories, natural science, and English literature have been inaugurated and now fulfill the demands of some seven hundred schools in northern California.

FOUR PROGRAMS entered by educational broadcasters received awards in the Second American Exhibition of Recordings of Educational Radio Programs. Seven programs submitted by commercial broadcasters received awards. Honorable mention was given to seven programs entered by educators and three by commercial broadcasters.

The various classifications and the programs receiving awards in each class were as follows:

*Lecture, talk, or speech for general use*—"Science in the News," University Broadcasting Council; "English Foreign Policy," from the series, "The Story Behind the Headlines," National Broadcasting Company and American Historical Association; Honorable mention: "Raymond Gram Swing," Station WOR, Newark, N. J.

*Demonstration or participation program for general use*—"NBC Home Symphony," National Broadcasting Company.

*Dialog, roundtable conversation, interview, debate, or question-and-answer program for general use*—"The Right Job," University Broadcasting Council; "Cooperation with Government," from the series, "America's Town Meeting of the Air," National Broadcasting Company and Town Hall, Inc.; Honorable mention: "The Crisis in Central Europe," from the series, "The University of Chicago Round Table," University Broadcasting Council.

*All forms of dramatization for general use*—"The Little Indian of Mexico," from the series, "Brave New World," Educational Radio Project, U. S. Office of Education; "The House that Jack Didn't Build" and "Madame Curie," from the "Columbia Workshop" series, Columbia Broadcasting System; Honorable mention: "The Story of Electricity," from the series, "The World Is Yours," and "Christ of the Andes," from the series, "Brave New World," Educational Radio Project, U. S. Office of Education.

*For use in school by primary children*—Honorable mention: "Rhythm Imitations," from the series, "Rhythm Games for Children," Wisconsin School of the Air.

*For use in school by elementary children*—"Sneezes and Sniffles," from the series, "Your Health," National Broadcasting Company and American Medical Association; Honorable mention: "The Story of Glass," from the series, "Stories about Familiar Things," Rochester School of the Air; "Journeys in Music Land," Wisconsin School of the Air; "The Frog and the Butterfly," from the series, "Folk Tales of the Western World," American School of the Air, Columbia Broadcasting System.

*For use in school by junior and senior high-school pupils*—"Carnival at Nice," from the series, "French for High Schools," Wisconsin School of the Air; "Propaganda," from the series, "Exits and Entrances," American School of the Air, Columbia Broadcasting System; Honorable mention: "News Today—History Tomorrow," Rochester School of the Air; "Cathedral and Cloister," from the series, "Old World Backgrounds," American School of the Air, Columbia Broadcasting System.

Judges of the contest were: Dr. Belmont Farley, National Education Association; Thomas D. Rishworth, station KSTP, St. Paul, Minn.; and Kenneth Bartlett, Syracuse University.

sessions. The impression seemed to be that radio, being only a medium of communication, should reflect the *status quo* in public thinking rather than lead in the clarification of ideas.

Much of the best discussion of the Institute took place in the afternoon work-study groups. In every instance the chairman of the section had been in communication with persons likely to have special contributions to make to the work of his group. In some cases he got in touch with all the prospective participants and asked for suggestions. This procedure insured that enough materials would be prepared in advance to keep the sessions both interesting and authoritative. To indicate the seriousness of these work-study groups it need only be mentioned that one section appointed a special committee to revise an audition chart and bring its recommendations back to the group the following day.

The work-study group plan was so successful that no doubt it will be continued as a permanent feature of the Institute. When the interests of those attending the Institute have been differentiated sufficiently to make sure that the subjects of special study are the ones of greatest appeal, it may be possible for each group to elect officers and perfect an organization which can function thruout the year. Then the work-study sessions at the Institute can become the planning sessions for the group and the time for sharing results achieved by individual members during the previous year.

There is much which might be reported and many persons who might be complimented on their contributions to the program. Space allows for personal mention of only a few.

Harry A. Jager, who represented the U. S. Office of Education at the meetings, gave a very significant report on the ultra-high frequencies which have been set aside by the Federal Communications Commission for the exclusive use of education. He indicated that a number of cities were interested in these frequencies; that as many as 1500 stations, with a range of from three to fifteen miles, might operate simultaneously; that the frequencies were without static and with almost no possibility of interference; that transmitters with 100 watts power would cost about \$6500, with the possibility of a reduction to one-third of that amount; and that receivers might be purchased for about \$40. Assistant Superintendent H. M. Buckley of Cleveland, Ohio, the first and only city which has so far applied for one of the ultra-high frequencies, reported on the experience which the Cleveland public schools have had in this field.

Dr. Angell, in his address at the dinner, emphasized that broadcasting to schools is the province of local stations because they can adjust their programs to the needs of local curricula. He stressed the fact that time differences and variations in local programs of school work make national broadcasting of school subjects impracticable and that recordings are certain to be used increasingly as a source of supplementary teaching materials.

Most of those who attended the Institute will consider that the Second American Exhibition of Recordings of Educational Radio Programs was the most valuable single feature of the conference. One hundred seventy-eight programs, totaling 68 hours and 35 minutes, were submitted. This was almost double the number and duration of those entered last year in the First Exhibition. All of these recordings were available thruout the period of the Institute and were reproduced repeatedly by persons eager to study the various technics which they represented. In many instances those which failed to receive awards proved as interesting for study as did the prize winners. The list of awards and honorable mentions appears in the adjoining column.

# Education

by **R A D I O**

A Bulletin to Promote the  
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Volume 8

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Number 7

## On Wisconsin!

THE SOVEREIGN STATE OF WISCONSIN has just made application to the Federal Communications Commission, in the name of radio station WHA, University of Wisconsin, for the right to broadcast with 50,000 watts power and for unlimited hours on the 670 kilocycle clear-channel frequency now being used by WMAQ, a station in Chicago owned and operated by the National Broadcasting Company. This is the major step in a long-planned program to give the state of Wisconsin adequate facilities with which to serve its citizens day and night. The application is certain to arouse historic legal controversy which may be decided ultimately by the Supreme Court.

The controversy centers around the question of which is more in the public interest—a commercial station admittedly putting on good programs and serving a large audience, or a state-owned station supported by public taxation and dedicated exclusively to the service of the citizens of the state. It is likely also to provide an acid test of the adequacy of present methods used by the Communications Commission in determining what constitutes the public interest, convenience, and necessity in broadcasting.

This application represents a continuation of the tradition of pioneering in radio which Wisconsin has established. In 1919 the university began regular telephonic broadcasts, thus making WHA the oldest broadcasting station in the country. In 1922 the university broadcast what is without doubt the first music appreciation course ever to be heard on the air. The station was among the first to carry weather reports and agricultural information. It has been among the leaders in introducing other innovations.

WHA has pioneered also in the quality of its programs. In 1937 at the First American Exhibition of Recordings of Educational Radio programs the station received one of the two first awards given. In the 1938 exhibition it again won a first award and also two honorable mentions. Features originated at WHA are rebroadcast by several commercial stations in Wisconsin.

In spite of Wisconsin's record of public service and the many improvements made in its radio facilities, WHA has to go off the air at sundown and is not now able to render the service demanded in evening hours, particularly by farmers and laborers who can listen only at night. State and university officials have been eager to remedy this condition but have only recently developed necessary program and financial resources.

In making the present application, Wisconsin has no ill will for the National Broadcasting Company or for WMAQ. However, of all frequencies, the 670 kilocycle one is most practicable for Wisconsin and, therefore, under the compulsion of the present system of allocation, the state has no alternative but to seek that channel.

ARMSTRONG PERRY, for five years director of the service bureau of the National Committee on Education by Radio, died of a heart attack at his home in Westport, Conn., on July 5.

Mr. Perry was a pioneer in the field of educational broadcasting. His interest in radio began shortly after the world war when he was directing the lone scout movement for the Boy Scouts of America. His emphasis on radio's educational aspects developed when he became radio counsel to the Payne Fund in 1929. In that capacity he made a study of educational broadcasting thruout the nation which was published under the title, *Radio in Education*, and was the first volume on that subject in the Library of Congress.

Also in 1929 the Fund contributed Mr. Perry's services to the Advisory Committee on Education by Radio of which Ray Lyman Wilbur, then U. S. Secretary of the Interior, was chairman. In connection with his work for the Advisory Committee he visited every state in the Union gathering material for a survey of education by radio which became part of the report made by the Committee to Secretary Wilbur.

In October 1930 Mr. Perry served as secretary to the Conference on Educational Radio Problems called by the late William John Cooper, U. S. Commissioner of Education, which met in Chicago and out of which grew the National Committee on Education by Radio.

When the position of Specialist in Education by Radio was created in the U. S. Office of Education Mr. Perry was selected as the first incumbent. He resigned from that position in 1931 to become director of the service bureau of the National Committee on Education by Radio.

In 1931 the National Committee sent Mr. Perry to Europe to study educational broadcasting. His survey of radio conditions in thirty-five countries was distributed widely and was published in the *Congressional Record*.

Outside the field of radio Mr. Perry had a considerable reputation as an author. His articles and stories have appeared in numerous magazines. It was while traveling in South America in search of material for new articles that he suffered the severe injury reported in the June 1937 issue of *Education by Radio*.

Resolutions of appreciation for Mr. Perry's contribution to the general welfare have been adopted by the Boy Scouts of America and by the Payne Fund. Similar action will be taken by the National Committee on Education by Radio at its next meeting.

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

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MEMBER EDUCATIONAL PRESS ASSOCIATION  
OF AMERICA

# Cleveland's New Shortwave Station

USE OF RADIO IN A CITY SCHOOL SYSTEM—Why does a city school system need a radio station? As well ask why schools need printed matter. Schools existed long before the printing press; but imagine the schools during the past century without printing! Printing did not eliminate nor minimize the teacher; it multiplied the number as well as the services of teachers.

Ten years of experience in Cleveland with the use of the radio for classroom instruction and supervision, made possible by free time over the commercial stations, have made clear:

- [1] That, should the radio become the most remarkable invention of all time for the communication of ideas, as it seems to promise, it is certain to merit a central place in a public school system.
- [2] That we should make clear the distinction between educational and commercial broadcasting, thereby eliminating the conflict due to the use of a common measuring stick for educational and commercial programs.
- [3] That auditory imagery is more effective for many persons than are printed symbols.
- [4] That many phases of school work can be improved by a reasonable amount of direct classroom instruction over the radio.
- [5] That, granted that the radio is only a mechanical device and not a substitute for an educational system, it is a remarkable extension of the arm of the supervisor.
- [6] That the model lesson given over the radio is an effective means of supervision. Such a lesson is the result of more time, intelligence, and specialized training and skill than the individual teacher can offer.
- [7] That the best use of the radio for classroom instruction requires silent intervals for pupil-teacher activity and reaction. The number and length of these silent intervals vary with the subjects and also within a given subject.
- [8] That the radio station needs to be available at any or all hours of the school day. Since most commercial stations are members of a chain, the individual station is not able to grant a given hour to the school system without making it subject to change. Furthermore, the hour available may not be the time best suited to the requirements of a given subject or broadcast.
- [9] That Cleveland's radio problems are typical. Letters have come from school systems in all parts of the country indicating a growing interest in the services of the radio for organized education.
- [10] That Cleveland has a professional obligation to carry on a more extensive experimental program with the use of the radio devoted exclusively to the work of a school system.

The Federal Communications Commission has made available to public school systems twenty-five broadcasting channels in the ultra-high frequency band. School systems may well heed the advice of Dr. John W. Studebaker, U. S. Commissioner of Education, "Radio frequencies, you know, are like homestead or mining claims—unless you work them, you lose them."<sup>1</sup>

*Projected program for 1938-39*—The radio program which has been planned for the new station, WBOE, is essentially an extension and expansion of the work which has been found effective in the elementary schools. In addition, some broadcasts will be given in the junior and senior high schools, such as "The News of the Day." Some phases of administration and general supervision will be conducted over the radio. Special supervision of groups of teachers in specific subjects will be attempted.

The elementary subjects for which scripts, teacher guides, and pupil work sheets have been prepared and which will be broadcast thruout the year are as follows:

Grade 1	Music	Safety		
Grade 2	Music	Safety	Arithmetic	
Grade 3	Music	Safety	Science	
Grade 4	Music	Health	Science	Geography
Grade 5	Handcraft	History	Science	Spelling
Grade 6	Handcraft	Art	English	Spelling
				Handwriting

<sup>1</sup> *Educational Broadcasting, 1936.* Chicago: University of Chicago Press, 1937. p.33.

H. M. BUCKLEY, assistant superintendent of schools, Cleveland, Ohio, is the author of the article in the adjoining column, which describes the use the Cleveland Board of Education will make of its new ultra-high frequency educational station, WBOE. It is Mr. Buckley's hope that his article will enable other city school systems to realize the value of the band of frequencies which have been reserved for education and enable them to understand clearly the factors involved in establishing stations of their own.

THE NEW YORK CITY BOARD OF EDUCATION has been granted a license by the Federal Communications Commission to construct an ultra-high frequency educational station to operate on 41,100 kc. with 500 watts power. The station, to be known as WCNY, is the second grant to be made in the band of twenty-five frequencies reserved for educational broadcasting. The first grant, made to Cleveland, Ohio, for station WBOE, is described in the article in the adjoining column.

WILL, University of Illinois, Urbana, and WKAR, Michigan State College, East Lansing, have received permission from the Federal Communications Commission to increase their power from 1 kw. to 5 kw. By granting the applications of these stations for increased power the FCC has enabled these tax-supported public service institutions to increase by 100 percent or more their effective service to the citizens of their respective states.



The effective use of the radio in junior and senior high schools waits upon some satisfactory solution for the problem of scheduling. We expect to make recordings to determine how far they can serve as a substitute for repetitions of a given broadcast, otherwise necessary for the courses having a number of sections meeting at different hours in the same high school.

Plans have been made to use the radio for various parent groups. These groups will need to meet in the school buildings because the ordinary commercial sets will not pick up the ultra-high frequency broadcasts. Adapters are coming onto the market which may overcome this handicap.

"Your Child and His School" is a series which has been prepared for parents of primary pupils. These scripts are the work of the Paul Revere Curriculum Center. Parents of kindergarten and pre-school children will be given talks on the health and training of the infant.

It is expected that some stimulation and sense of unity may be given to such clubs as the Science Club, Art Club, Airplane Club, and the like. A single club in an individual building should find the reports of other clubs of value.

It cannot be too strongly emphasized that all effective radio work in the schools will teach discrimination in radio listening. This implies that interesting science, rich humor, and all other cultural values will be incorporated into the school broadcasting program.

The radio is certain to become the most effective instrument for the interpretation of the work of the schools to the community. Furthermore, since almost 50 percent of our American adult population ceased its formal education at the sixth grade level, there is an important field for the radio in adult education.

*Personnel and equipment*—The leading educators, not only of the United States, but of the civilized world, are quite well convinced that the radio will become increasingly significant in organized education. They are, therefore, concerned with the service that the radio can render which cannot be done as well or better without it, and they want to know the requirements in personnel and equipment for the operation of a radio station by a public school system.

So far as practicable, the plan in Cleveland will be to conduct the station with the addition of the fewest numbers. The station is to become an instrument in the hands of the supervisory and teaching staffs. The regular staff, therefore, will be responsible for its operation, with few exceptions.

The problem of station management in a public school system is of minor significance compared with the commercial station, so far as financing, publicity, and audience are concerned. We are not now considering measurement and evaluation as a part of station management, since evaluation concerns the entire supervisory staff which makes use of the station. In evaluation, we shall include a much larger factor of experienced professional judgment than has been the common practise. We desire qualitative as well as quantitative evaluation. There are many values which figures or numbers will neither reveal nor express.

We shall require a director of the experiment, a studio manager and announcer, research and clerical service, a radio engineer and an assistant to operate the transmitter. The regular supervisory staff, together with the Curriculum Centers and the two Radio Experimental Centers, will continue to be responsible for program planning, script preparation, the selection and training of talent, and for evaluation. Were it not for our experienced supervisory staff and

CAN THE EMOTIONAL EFFECT of radio programs on children be measured? John J. De Boer of Chicago Normal College has completed recently some scientific measurements of this type and his results may serve in the future as a guide to those who are engaged in the production of children's radio programs.

He concludes: [1] That it would be possible to build radio programs rich in action, but lacking situations inducing fear and intense anticipation; and [2] That it is highly possible that programs which place less emphasis upon physical peril and more upon action, discovery, achievement, and humor would be less subject to the serious criticisms now leveled at the typical children's radio program.

These findings, together with numerous others, resulted from measurements of respiratory movements, changes in skin conductance, pulse, and changes in blood volume taken in the laboratories of the department of education of the University of Chicago. Approximately 120 records were taken of children from 8 to 14 years of age. The programs employed included episodes from such series as "Orphan Annie," "Jack Armstrong," "Ace Williams," a series which dramatized the life of a famous Civil War heroine, and the "Story of the Shield." A more detailed account of the experiment and the findings appears in the February 1938 issue of *The School Executive*.—Summarized by TRACY F. TYLER.

EDUCATION BY RADIO IN AMERICAN SCHOOLS by Carroll Atkinson, Ph.D., has just been published by the George Peabody College for Teachers, Nashville, Tenn. This *Contribution to Education* represents a two-year study of the development of radio program policies in 54 state and territory departments of education, 1227 public school systems representing population centers of 8000 and more, 661 universities and colleges, and 166 teachers colleges. Copies are priced at \$1.50 [paper cover] and \$2 [cloth cover] and may be secured from the Radio Survey Project, George Peabody College for Teachers.

THE OHIO SCHOOL OF THE AIR, formerly a project of the Ohio State Department of Education, will be revived after a lapse of a year as an activity of station WOSU, the Ohio State University station located at Columbus. Gordon G. Humbert, former assistant principal of Willis High School, Delaware, Ohio, has been appointed supervisor of the new project. According to Mr. Humbert, the entire program of the Ohio School of the Air will be based on the suggestions and expressed needs of teachers and superintendents throughout the state.

TEACHING WITH RADIO, a booklet containing six articles by R. R. Lowdermilk and an introduction by I. Keith Tyler, is an excellent handbook for teachers who are using radio programs in their classrooms. The booklet is Radio Bulletin Number 16 of the Bureau of Educational Research, The Ohio State University, Columbus.

**R**ESOLUTIONS adopted by the National University Extension Association, Hot Springs, Ark., May 1938:

[1] That the NUEA continue a radio committee for next year, the chairman of which shall be the representative on the National Committee on Education by Radio.

[2] That the executive committee of the NUEA be authorized to assist in the promotion of educational noncommercial broadcasting in such ways and places as the executive committee finds feasible.

[3] That the NUEA endorse the Cooperative Regional Plan for Public Broadcasting as outlined by the National Committee on Education by Radio and urge its trial and demonstration.

[4] That the NUEA accept the proposal of the Canadian Broadcasting Corporation to cooperate with them in a radio program series to be called "Pageant of States and Provinces."

**T**HREE WEEKLY BROADCASTS of the Extension Service of Rutgers University have been placed on a guaranteed time basis by station WOR, Newark. The programs involved are the "Radio Garden Club," heard on Mondays and Fridays, and the "Homemakers Forum," which is broadcast on Wednesdays. Each program goes on the air for fifteen minutes at 1:30PM. Now that the broadcast period has been guaranteed against time changes, study groups will be organized throughout the state in connection with the "Homemakers Forum."

**T**HE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS held its annual meeting in Lexington, Ky., September 5 and 6. Elmer Sulzer, director of broadcasting for the University of Kentucky, was in charge of arrangements. All of the officers of the Association were reelected. The president, Carl Menzer, director of radio station WSUI, State University of Iowa, Iowa City, will continue to represent his organization on the National Committee on Education by Radio.

**W**OSU, Ohio State University, Columbus, has found that its new 330-foot vertical antenna, which has been in use several months, has increased its coverage by one-third of the former area. A new modern studio has been added to those now in use and a new building addition to provide more office space is now ready. New control room equipment has made WOSU one of the most up-to-date educational stations in that respect.

**B**RUCE E. MAHAN has been elected president of the National University Extension Association for 1938-39. Dr. Mahan, a member of the radio committee of the NUEA, has long been actively interested in radio at the State University of Iowa, where he is director of extension and chairman of the University Radio Board.

experimental centers, the personnel problem would be a more expensive and difficult one.

We have learned much from the commercial stations. While we shall not be concerned with the vast invisible audience, we recognize the fact that those qualities of excellence which attract and hold such an audience must have educational value. Superior speaking voices, artistic and humorous dramatizations, excellent music, well timed and interesting information—all these do elevate the standards of taste and encourage many persons to carry on worthwhile activities. We need these qualities and effects in our organized educational programs.

We are including studios and transmitter room under the heading of equipment. Three studios are being prepared on the sixth floor of the new Administration Building, in addition to two control rooms and office space. The smallest studio will be approximately 11' x 16' and the largest, 21' x 43'. Space is being reserved for a larger studio—30' x 44'—should this prove desirable later. These studios are being acoustically treated and adequately equipped.

The transmitter room, tower, and broadcasting antenna are being installed at the Lafayette School, which is located on the East Side and on comparatively high ground. Tests with a forty-watt transmitter would indicate that the signal from the larger transmitter soon to be installed should give adequate reception in all of our buildings, possibly over a much wider area.

The low bidder on a 500-watt transmitter was the Collins Radio Company, price \$5515. The crystal in this transmitter will be accurately ground so as to transmit on the frequency of 41.5 megacycles, the channel or wavelength which the Federal Communications Commission has allocated to the Cleveland Board of Education, with the call letters WBOE.

The low bidder on 150 receivingsets was the Cleveland Sound Engineering Company. Their unit price was \$72.50, not including the loudspeaker. Each receiver is built with the capacity to operate directly from one to thirty loudspeakers. The loudspeaker order went to the Collins Company for the Jensen speaker at \$6.88 each. The receiving antenna will be attached directly to the set, except in the few localities where local interference is bad. In such locations the antenna may need to be erected on the roof, a pole or tower. The receivers are crystal controlled, the crystals being ground to the 41.5 mc. frequency, the same as the transmitter.

Miscellaneous items, such as microphones, audio equipment, recording machine, field measuring set, frequency and modulation monitors, spare transmitter tubes, and the like, total approximately \$6600.

Exclusive of studio space and other building space, Cleveland will appropriate approximately \$12,000 for transmitting equipment, and an equal amount for 150 receivers and loudspeakers.

Since only one loudspeaker is being supplied with each receiver, the individual building will need to supply any additional speakers considered necessary or desirable. Those buildings now equipped with sound or public address systems will incorporate the receiver into them.

The Cleveland Public School System looks forward with confidence to a year of experimentation with a radio station of its own. A grant from the General Education Board has made this experiment possible. The report to be made at the close of the year should prove valuable to those school systems which contemplate the use of a similar station.—H. M. BUCKLEY.

T. L.

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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 8

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## The Future of Broadcast Programs

**T**HIS IS A BIG SUBJECT and a dangerous one—too big for an article and too dangerous for anyone but a prophet. So first of all we shall have to reduce the size of the problem by considering only certain aspects; and then we must remove the danger by accepting certain premises. We shall have to assume, first, that the "American system"—the commercial principle plus the leadership of chain broadcasting—will be maintained. And we shall assume that the federal government will not intervene by setting up a system of educational stations, or anything of that sort.

In selecting for discussion only certain aspects of broadcasting I suggest that we confine ourselves to [a] highgrade entertainment, in other words, music, and [b] education—in its broadest sense. In leaving ordinary radio entertainment to one side I assume that this class of programs is not likely to change fundamentally in the present or next generation. They will continue to fluctuate in accordance with popular fashion, which is actuated by a desire for change and variety rather than a craving for something better or worse. It is certain, of course, that the pressure of competition will tend constantly to improve these programs in a technical sense: they will become even more brilliant, more snappy, more catchy, more thrilling, or what have you, but they will neither add nor detract from the sum total of our culture, our esthetic taste, or our intelligence. They will continue to sell goods, and, insofar as they will make our dollars circulate faster, they will be helping to keep us alive.

These programs admittedly cater to the vast majority of our citizens, difficult as it may be for the "visitor from Mars" to believe. And since advertisers are interested in the many, they cannot be expected to cater to the "better" tastes of the few. There is no reason to believe that they would not improve the intellectual or artistic standard of their programs as the taste of the majority improved; but why should they go out of their way to improve that taste, even assuming that such a thing could be done?

Now we know that the broadcasting companies, as distinct from the radio advertisers, spend a great deal of money and effort in catering to the comparatively few people who want highclass music, highclass drama, highclass talks—in short, "culture." They do this for several reasons. Firstly, for the sake of "prestige." Since the possession of wavelengths is not an inalienable right, but a franchise depending upon the quality of its stewardship, the companies are naturally anxious to justify their policies, not only with the uncritical majority but the critical and possibly influential minority. Secondly, because the minority which wants culture, tho a minority, is a minority of millions in a country the size of America, and it comprises a proportionately larger portion of the country's buying power

**T**HE FUTURE OF BROADCAST PROGRAMS is a subject of interesting speculation to everyone. In an effort to suggest some of the possibilities, César Saerchinger was asked to write the article which begins in the adjoining column.

Mr. Saerchinger is the former European representative of the Columbia Broadcasting System, a position which he held from 1930 to 1937. He was the first person to serve in such a capacity and is the author of *Hello America!*, a book dealing with his adventures during those seven exciting years. More recently Mr. Saerchinger has been broadcasting a series entitled "The Story Behind the Headlines" for the American Historical Association. He has just returned from three months spent in Europe gathering background material for that program, which he will resume October 14. If anyone is in a position to speak with authority on the future of programs, it is he.

Probably you will not agree with all Mr. Saerchinger has said in his article, altho doubtless you will recognize that he has made an outstanding contribution in his discussion of music. Won't you write your reactions to *Education by Radio*? If your comments prove sufficiently illuminating, another issue of the bulletin will be devoted to this subject.

**R**ESOLVED, that we reaffirm our belief in the value of radio as a most effective tool in disseminating mass education and worthwhile entertainment, and that thru our organization and the efforts of our member stations we do all that is possible to see that radio programs are so instructive and entertaining in content and so effectively presented that listeners may be informed and their cultural level be elevated.—Adopted by the National Association of Educational Broadcasters, Lexington, Ky., September 6, 1938.

**R**ECORDING EQUIPMENT is being investigated thoroly and a report prepared, as a result of the discussion of the subject at the meeting of the National Association of Educational Broadcasters early in September. The report, which should be of great value to those considering the purchase of any kind of recording equipment, will be available within the next few months. For further information write to Frank Schooley, Radio Station WILL, University of Illinois, Urbana, Ill.

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EDUCATION has not been able to make use of all available educational radio programs because of [a] conflicts between time schedules of the programs with class schedules throughout the country, and [b] inter-network conflicts of programs during after-school hours. These difficulties could be overcome if transcriptions were made of programs as they are broadcast for permanent preservation and distribution to schools. The Association of School Film Libraries, Inc., which has been organized under the auspices of the American Council on Education for the distribution of motion pictures and other mechanical teaching aids to the schools, is so chartered that it may act as the distribution agency for radio and other transcriptions if such recordings are made available for school distribution. At the present time a study is being made to determine and catalog the recordings already available and to explore the possibilities and problems involved in their distribution.

THE FALL OF 1938 finds three new courses in radio being offered in institutions of the Oregon State System of Higher Education in addition to those already included in the curriculum. Beginning this fall are a three-term sequence in radio program production at the University of Oregon, a three-term sequence in radio speech to replace the previous one-term course at Oregon State College, and a three-term sequence in radio engineering practises. Students in all of these courses will gain practical experience by using facilities of Oregon's state-owned educational station, KOAC.

than the majority. And thirdly, because the minority is bound to grow and the demand for culturally highclass programs to increase.

This last assertion is rarely challenged, altho it is often taken with a large grain of salt. I believe it to be true, and, in fact, inevitable. It is widely believed that the love of good music is the result of formal education. I do not believe this. The love of good music comes—as the love of other beautiful and elevating things—from sheer contact with them; and it increases with familiarity. If this were not so, the audiences of our symphony concerts would consist entirely of the “educated” classes. But let anyone visit a popular-priced concert in Carnegie Hall, or any of the hundreds of concerts of the WPA Music Project, and see how the masses of people flock to them. On the other hand, it is only too obvious that a very large portion of the well-to-do middle class, including the generation which has been marched to the young people's symphony concerts and been made to listen to the explanations and musical object lessons of Messrs. Damrosch and Schelling, frankly prefers Benny Goodman to Beethoven. Just go to a famous “jam session” in New York and see whether the “jitter-bugs” look as tho they came from uncultured homes!

And yet I believe that the good music-loving public is growing at greater speed than the population as a whole, and that radio—as many other media—is helping in the process, despite the fact that cheap, meretricious, and frankly “popular” music [in its false but usual sense] is still occupying the greater part of air time in America. The fact is that some people are sensitive, or receptive, to good music and some are not; they become so thru predisposition—by that mysterious process of human alchemy which accounts for most of our talents, tastes, and desires. Their receptivity may be latent; it may not appear till late in life. All they need is to be exposed to the particular facet of music to which they are sensitive, just as a photographic plate may be sensitive to different degrees of light.

Hence sooner or later these people will arrive at the point where the beauties of music are revealed to them, perhaps imperceptibly and very gradually; and the more frequent their opportunities of hearing good music, the sooner they are likely to discover their love. Once they have discovered it, it is bound to grow, since the depth and variety of music are unfathomable; and by the same token they are bound to reject those trite and brutal concoctions whose insistent monotony is repellent to sensitive ears. Thus more and more people, being brought into contact with fine music, are going to become “musical,” and by a perfectly natural law some of the good will drive out some of the bad—since there is not unlimited room for both.

It is of course true that a still more satisfying pleasure can be derived from an “understanding” of music [whose appeal is both emotional and intellectual], but the idea that technical knowledge is necessary for musical enjoyment is a fallacy; nor do the people who have studied “appreciation” always make the best listeners. “Active,” i.e., intelligent, listening may come from sheer familiarity—by way of repetition—more often than from conscious analysis and a knowledge of musical terms. The legend that one must “know” music in order to like it has stood between many a willing listener and his pleasure; radio, by just broadcasting music to anywhere—to rain on the just musical as well as the musically just—is helping to break the barrier down.

After this diversion—in support of a point which seems to me important—we may return to the motives which cause broadcasting companies to indulge in the purveying of culture, even tho it may not be commercially productive. In looking toward the future we may be confident that under the American system the amount of

good music, as well as the amount of highgrade programs in general, is bound to increase. The companies are going to continue to stand in need of "prestige"; the demand for culture from the cultured minority is more and more sure to assert itself; and finally the number of lovers of good music is going to grow at a disproportionate rate. Finally, we should of course not forget that there are people within the broadcasting organizations who have the will and the desire to see good music take an ever greater share of the program time, people who love good music for its own sake and believe in its civilizing mission; tho their personal desires, however helpful, are not the decisive factor in a system based on business principles.

I am, therefore, not unduly pessimistic about the present predominance of jazz and the lower forms of popular music. But I am concerned about the treatment of great music. There are two dangers. One is that the growth of the audience for good music may be forced beyond its natural speed; another that the music itself is debased in presentation. A music-loving audience, as we have seen, grows naturally by contact with good music. On the other hand a person, persuaded to listen to great music by a kind of "high pressure" salesmanship, is just as likely to be discouraged or repelled. Good music, like good wine, needs no bush. Nor is it wise to convey the impression that a performer, no matter how great, can add anything to the music as the composer created it. Even a Toscanini in relation to Beethoven is no greater than a great actor in relation to Shakespeare. The most he can do is to play all that Beethoven put into his score. Thousands of people, listening religiously to a superb Toscanini performance, may take a snobbish attitude toward the performance of a "lesser" conductor, in which they miss the circumstantial thrill of the "great occasion" and, when Toscanini stops conducting, they may stop listening to symphonies.

The second danger is even greater. It derives from the mistaken notion that great music is "difficult" to listen to. So instead of a whole work, radio performers often play mere excerpts, or curtailed versions [which sometimes make no sense], or "arrangements" which adulterate the substance or pervert the spirit of the music. There is no harm in jazz as such; but to "pep up" masterpieces is to cheat the listener. The practised, musical listener is sure to resent it; the budding music-lover is likely to be estranged. In any case he may be trusted to use his own judgment as to when he has enough.

So far as good music is concerned, then, the program director of the future is likely to lay more stress on the quality than the quantity. Rather than have great music sprinkled thru the day's programs in ever greater abundance, he is likely to concentrate his efforts on a few well-balanced programs, carefully prepared and announced in such a way that the listener is mentally prepared. We shall not gain anything from being able to turn on good music like water running from a tap.

It is obvious that in the field of symphonic music the big chains have a tremendous advantage over the local stations or groups of stations. The expense of a symphony orchestra is out of the reach of any but the largest concerns. But good music does not depend entirely upon symphony orchestras. One of the highest forms of music is the string quartet, and it is in the transmission of string music that radio has reached its highest degree of fidelity. Chamber music is in fact ideally adapted to radio, both as to performance and reception—the home being its appropriate environment. It is more than likely, therefore, that chamber music will become an important item in American broadcasting, as it has long been abroad.

Now as to education. To many people educational broadcasting

**T**HE NATIONAL FARM AND HOME HOUR, broadcast regularly for the past ten years by the U. S. Department of Agriculture over facilities of the National Broadcasting Company, is being subjected to radical alteration. The regular program of the Department is to be shortened to forty-five minutes. A new fifteen-minute period is to be created during which agricultural subjects will be dealt with but on a regional rather than a national basis and under the sponsorship of a commercial advertiser.

The proposal for regional rather than national programs in agriculture, as planned for the new fifteen-minute period, seems to be sound. It is in line with the emphasis now being stressed by various educational bodies and by the National Committee on Education by Radio in the promotion of its cooperative radio council plan.

The proposal for commercial sponsorship, however, is open to serious objection. Opposition to it has already appeared. Dr. C. W. Warburton, director of extension work for the Department of Agriculture, has made public a letter saying in part:

"I send this to remove any doubt concerning continuance of the Department's past radio policy in view of the fact that the National Broadcasting Company has shortened the National Farm and Home Hour by fifteen minutes, and on three regional networks has sold the time taken from the Hour for an advertising program consisting of news and agricultural information.

"The Department will not take part in the advertising program following the National Farm and Home Hour. We trust that the land-grant colleges will follow the same policy."

Morse Salisbury, acting director of information, Department of Agriculture, has also made his position clear in the following statement:

"I have just seen a press release issued by the National Broadcasting Company. I fear that some workers in the land-grant colleges may get the impression from this release or from news stories based on it that this Department no longer holds to the policy of looking to radio licensees and network organizations for access to radio facilities for broadcasting public information and now stands ready to seek or accept advertising sponsorship to finance broadcasting of information.

"That is not the case. We do not cooperate in sponsored broadcasts. We continue to look solely to the broadcasters for the opportunity of using radio facilities. We hope that each land-grant college will maintain a similar policy.

"Concerning the shortening of the National Farm and Home Hour, and the the sale of time on some of the stations, to a commercial sponsor, it should be clearly understood that the Department was simply told that the NBC would take this action but would reserve time for the Department in the new forty-five-minute Farm and Home Hour."

**A** NEW COURSE, "Radio Broadcasting Theory and Practise," has been added to the curriculum of the College of the City of New York. Seymour N. Seigel, director of programs for WNYC, the municipal broadcasting station, is conducting the course, in which over 130 students are enrolled.

**T**HE COMMITTEE ON SCIENTIFIC AIDS TO LEARNING, 41 East 42d Street, New York, N. Y., has just issued a book entitled *Auditory Aids in the Classroom*, by John V. L. Hogan and R. M. Wilmotte, consulting engineers. The book is a report on the cost of providing auditory aids by broadcasting, by wire lines, and by records, and is available without charge to interested educators.

The Committee has in preparation a report on broadcast receivers and sound reproducing equipment for school use which is intended to assist administrators in selecting equipment best adapted to good classroom performance. This report also probably will be distributed without charge.

**T**HE AAUW HALF HOUR, broadcast over the Oregon state-owned station, KOAC, at 2PM, PST, Wednesdays, serves as a basis for radio study clubs on literature and child guidance. Supplementary study aids are supplied without charge to interested groups. A similar study club plan is sponsored by the Oregon State Federation of Garden Clubs, the programs being broadcast over KOAC on the first Thursday of each month at 2PM PST. Still another radio study club, this one dealing with "School Problems at Home," is presented twice a month by KOAC itself at the same hour on Tuesdays.

**I**F YOU WANT to present an educational subject by radio, tell the story simply, humanly, and dramatically, and you can have a boundless audience including practically all ages from six up, and all occupations. That is our experience with "The World Is Yours."—WILLIAM DOW BOUTWELL, director, Educational Radio Project, U. S. Office of Education.

**R**ADIO CONTINUITY TYPES, a new book by Sherman P. Lawton of the department of radio and visual education, Stephens College, Columbia, Mo., author of *Radio Speech* and *Radio Drama*, will be published shortly by the Expression Company, 16 Harcourt St., Boston, Mass. The price will be \$3.50.

**T**HE PROGRESSIVE EDUCATION ASSOCIATION, thru its Commission on Human Relations, will begin on October 10 a series of weekly broadcasts entitled "Frontiers of Democracy." These programs will be presented thru the American School of the Air each Monday from 2:30-3PM, EST.

**T**HERE ARE TEN TIMES as many farm radios in 1938 as there were in 1925, according to a recent survey by the U. S. Bureau of the Census. The greatest gain has taken place in the southern states.

has come to mean anything that is not light entertainment. Many a perfectly good "show" has been given a black eye that way. On the other hand, many an educational program has been ruined by "showmanship," in an attempt to administer a sugar-coated pill. I think that in the future we shall have to make a more clear-cut division between entertainment and education, which does not mean that entertainment can't have educational qualities, nor that education can't be entertaining, in the best sense. But it is the purpose of the broadcast that must be the basis of classification. A program of music, however elevating, is not an educational program; its primary purpose is to give pleasure. A talk on biology, jazz it as you will, is still educational, because its purpose is to convey knowledge. Yet we shall know the music better for having enjoyed it; and the process of absorbing knowledge is sure to give us pleasure.

Many educators are coming to the conclusion that compulsory learning is not education at all. It is the voluntary learning provided by the radio—the take-it-or-leave-it kind—that is going to play an enormous part in the future of education. And especially the sort of knowledge which does not come into the usual school curriculum, which is likely to appeal to both adolescent and adult. [I am not now speaking of classroom broadcasting, which is an auxiliary to ordinary teaching and which, more and more, is going to be the business of regional stations.] The nationwide radio has opened up possibilities of direct contact with the fountainheads of knowledge that have hardly begun to be realized. Scientists, poets, philosophers—as they come to adopt the new medium—will find thru the radio a resonance such as they have had in no other age.

It is not the mere repetition of book learning, but the live communication of live knowledge that will be the characteristic achievement of the radio—the informative talk by the genuine expert, the inventor, the discoverer, the explorer, the man with a passion for this or that particular subject, the *professor* in the literal sense. There is room, too, for the great popularizer of knowledge, whose gifts are rarer than one thinks. There are a few such in this generation who speak as well as write. There will be more in the next, when radio technic will be recognized and studied as a branch of the literary art. They will be needed, for the problems of the future will require a better equipped average citizen than ever before. We know, in the mass, too little about national economy, about hygiene, about the natural and mechanical forces that are transforming our civilization. The educational mission of radio is bound to be maintained. Television cannot alter this; it can only intensify the effect by focusing the attention.

No one can foretell the eventual transformation that may be wrought in the transmission of news, with the coming of radio facsimile. But it is not likely to displace the news commentator for some time to come. The selection and interpretation of news events and the explanation of the historical processes linked up with them is obviously the task of people with special journalistic gifts, and the discussion of political problems seems to be peculiarly adapted to live speech. But perhaps something more will be demanded of these men than the usual commentary. The changes which are overtaking us, the transformation of the social order as well as the physical aspects of life, the technological and demographic developments which are vitally influencing the prospects of the rising generation—these changes are so vast and so rapid that only the radio will be able to keep step with them. The news interpreter of the future will have to be an educator in a new sense of the word.—CÉSAR SAERCHINGER.

# Education

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

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

Volume 8

NOVEMBER 1938

Number 9

### Federal Council of Churches Appraises Radio

**T**HE NEXT FEW MONTHS should see the release of many reports on radio, both official and unofficial. Officially, the Federal Communications Commission will be reporting to Congress, perhaps recommending some basic changes in present radio law. Unofficially, various private organizations will be stating their views. The National Association of Broadcasters will be publishing pamphlets in defense of the industry. Other groups will be releasing reports, now in preparation, dealing with the social implications of this newest and most powerful instrument of communication.

Certain to be among the most important reports in the latter classification is the study just published by the Department of Research and Education of the Federal Council of the Churches of Christ in America under the title, *Broadcasting and the Public*.<sup>1</sup> Its completeness is suggested by the following list of subjects treated: early developments in radio transmission, the present organization of the industry, the process of federal regulation, regulation in other countries, the question of monopoly, advertising on the air, radio entertainment, education by radio, religious broadcasting, the handling of controversial issues, and international aspects of broadcasting. One final chapter, on which most of the attention of this article will be focussed, is given to conclusions and recommendations.

The factual materials upon which the report is based were very carefully gathered and reflect great credit upon Inez M. Cavert of the research staff whose investigations were both basic and exhaustive. The facts are used carefully and sympathetically, so that few persons can have legitimate cause for criticism of the evidence presented. One example of the fair play evident thruout is the following quotation, at once exposing the weakness of the Federal Communications Commission and defending that body in its failure to subject radio to measures of social control:

It is under an ambiguous mandate to conserve the public welfare in the licensing of frequencies for broadcasting while the main factor in such welfare—the quality of the programs furnished—is not specifically included in its jurisdiction. It has been forced to do administratively what it has no clear legal mandate to do. It is under fire from many quarters, in large part because it is the focus of one of those efforts of which we have spoken to evolve a system of regulation for a rapidly growing industry about which society has not fully made up its mind.<sup>2</sup>

The broadcasting industry receives similar consideration. While certain points of vulnerability are laid bare, particularly in connection with advertising and program practises, no attempt is made to thrust home the fatal sword of criticism. Instead, the difficult position of the industry is made clear and the dangers of strengthening

**F**OR THE THIRD YEAR station WOI, Iowa State College, Ames, is broadcasting a series of vocational guidance programs. The series seems to be of genuine service to many schools in Iowa not financially able to employ a competent vocational counselor. The programs are heard each Monday from 2:15 to 2:45PM, CST, and cover such subjects as "How Shall I Choose My Vocation?" "Which Vocations Are Uncrowded?" "Where Can I Get Vocational Training?" and "How Can I Get a Job?" in addition to discussing in detail each of the various vocations.

**A**S A RESULT of discussions which have been going on for some time between the education authority and the teachers, every elementary school in the Isle of Man is now equipped with radio. In its estimates for last year the education authority set aside £250 for this purpose and the schools themselves raised the additional amount required. The only other complete educational area in the British Isles in which every elementary school is equipped with radio is the county of Ayr [Scotland].—*Bulletin of the International Bureau of Education* 12:124; 1938.

**T**HE CHICAGO RADIO COUNCIL is making preparations for the Second School Broadcast Conference, to be held December 1, 2, and 3 at the Morrison Hotel, Chicago, Ill. The conference will devote particular attention to the utilization of radio programs in schools, carrying out the theme by means of an unusual number of demonstrations. The first Midwest School Broadcast Conference was held in Chicago June 18 and 19, 1938, under the auspices of the Chicago Radio Council.

**E**MORY UNIVERSITY, Atlanta, Ga., joins the ranks of institutions of higher education offering courses in some phase of radio. During the winter quarter Dowling Leatherwood of the department of journalism will conduct a course in radio journalism.

**T**HE APRIL 1939 ISSUE of the *Phi Delta Kappan* will be devoted to the radio in education.

<sup>1</sup> New York: The Abingdon Press, 1938. 220p.

<sup>2</sup> p182-83.

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governmental control over broadcasting stations, especially in the matter of censorship, are emphasized. How firmly this position against censorship is taken may be indicated by the following quotation from the report:

The restraint imposed by the law on the Commission in this respect is sound and necessary. In a democracy freedom of speech is a priceless possession. No administrative government agency is wise enough to be entrusted with power to determine what people shall hear. Freedom of radio is almost if not quite as important as freedom of the press. If either is curtailed, our political and religious liberties are imperiled. For this reason we believe any attempt to regulate utterances over the radio by an administrative government agency, except within canons of decency, propriety, and public safety clearly defined by statute, is dangerous and contrary to public policy. Any threat of non-renewal of a license on the basis of programs not yet broadcast, we would regard as a form of censorship, and therefore a practise to be avoided.<sup>3</sup>

If there is any shortcoming in the treatment of factual material, it lies in the compartmentalizing of information in the various chapters. Each chapter seems to deal with an individual and distinct problem. There is no adequate indication of the extent to which problems are interrelated nor of the degree to which evidence introduced in one part of the book may have a causal relationship to a condition discussed in some other part.

The difficulty can be indicated specifically. The report carries no adequate discussion of the policy of the Federal Communications Commission in allocating broadcasting frequencies, altho a glossary of terms in the back of the book indicates that a classification of stations has been adopted under which the Commission gives to one broadcaster the license for a clear channel with high power and to another a local channel with low power. The only justification for failing to give extended consideration to this practise of making unequal grants of facilities is the assumption that such grants are technical in nature and have no direct bearing on the problems of social policy which are discussed thruout the book.

Such an assumption may be sound, but certainly it is not conceded. There are those who believe that the unequal grants of power made under the allocation policy of the Commission have had a determining effect both upon the organization of the industry, particularly the chain broadcasting systems, and upon the question of monopoly. Persons of this conviction suggest that the facts of allocation which in this report are confined to the glossary, should be considered in the chapters dealing with [1] federal regulation, [2] the organization of the industry, and [3] monopoly. To be sure, such consideration would require a certain amount of interpretation, but without it the report scarcely can be called complete.

There is another point at which the facts as reported may seem inadequate to certain persons. That is in the chapter on educational broadcasting, in which, after describing the work of the Advisory Committee on Education by Radio appointed in 1929 by the Secretary of the Interior, the book states:

Shortly after this report was made public the controversy among the educators came to a head. Unfortunately, the National Committee on Education by Radio and the National Advisory Council on Radio in Education each considered itself the successor to the Advisory Committee. The bitterness between the two groups which resulted from this situation undoubtedly hindered the development of educational broadcasting for several years.<sup>4</sup>

The erroneous impression may be given that the differences between the National Committee on Education by Radio and the

<sup>3</sup> p187.<sup>4</sup> p119.

**T**HE PAYNE FUND has announced with deep sorrow the death on October 25, 1938, of Ella Phillips Crandall. For the past eleven years Miss Crandall has been secretary of the Fund, grants from which have made possible the National Committee on Education by Radio.

**P**PROMOTING SCHOOL BROADCASTS is the title of an article by Gordon Studebaker in the November 1938 issue of *School Life*. Mr. Studebaker relates in detail the broadcasting activities of schools in Fort Wayne, Ind., Springfield, Mass., and Lewiston, Idaho, and of the University of Florida and Drake University. The account of what is being accomplished in these few representative cities, as well as of the work of the Educational Radio Script Exchange of the U. S. Office of Education, provides a strongly affirmative answer to the question, Is radio broadcasting by school students worthwhile?

**A**RADIO LOG OF ADVANCE PROGRAMS FOR THE CALIFORNIA LISTENER is a new project of the radio division of the WPA Education Program of the California State Department of Education, 709 Mission Street, San Francisco. Informational, educational, musical, dramatic, and news programs for all of the stations in California are listed and classified in order to aid the listener in his selection of programs. *The Radio Log* will be a monthly service, the first edition having appeared in August, and will be sent without charge to interested persons.



National Advisory Council on Radio in Education were petty and transitory, whereas the fact is that the two organizations had very different purposes. The National Advisory Council adopted a philosophy of cooperation with the broadcasters on the terms of the industry. The National Committee took the position that educational broadcasting should be done thru facilities over which the commercial industry could have no control. While the National Advisory Council has ceased to be an important factor in the field of education by radio, and while the National Committee has modified its original position, the difference in point of view persists.

The desirability of broadcasting educational programs over facilities subject to control by the industry is still being debated. The most complete evidence which can be marshalled in opposition to the practise is that collected by the National Advisory Council and published in the pamphlet, *4 Years of Network Broadcasting*.<sup>5</sup> Another damaging bit of evidence is the arbitrary decision by which the National Broadcasting Company recently shortened the Farm and Home Hour by fifteen minutes and then devoted that time to a regional agricultural program which, in certain sections of the country, was sold to advertisers.<sup>6</sup>

On the other hand, there is growing evidence in the experience of numerous national educational organizations that satisfactory working arrangements can be completed with the industry. Among organizations now engaged successfully in presenting educational programs over commercial facilities are the U. S. Office of Education, the National Education Association, the Progressive Education Association, the National Congress of Parents and Teachers, and the University Broadcasting Council. Additional plans are being developed and experimentation is being proposed to discover an even better basis for effective cooperation in the future.

Perhaps the greatest contribution of *Broadcasting and the Public* is its proposal of a method for advancing the cause of cooperation. The proposal can be stated best in the terms used in the report. This requires some extensive quotation, as follows:

The principle of regulation by codes cooperatively formulated, with the sanction of government, has been found to be fruitful. We believe that it might well be used, under federal auspices, in the radio industry. A prime requirement, of course, is that the building of codes shall be a process in which every agency capable of representing a valid social concern shall participate. On the side of the industry this means owners of stations and networks, management, labor, and the commercial sponsors. On behalf of the community it means the schools, the churches, the libraries, and voluntary cultural associations of all types that can represent a "consumer" interest. . . .<sup>7</sup>

We cannot fairly demand that the industry be responsive to public need without making provision for the intelligent and considered expression of that need. We believe the most effective way to achieve equity and to maintain liberty is to provide for cooperative action on the part of disinterested groups of educators, social workers, religious leaders, and other cultural associations looking toward the enrichment of radio programs thru the assignment of frequencies to those applicants who are most responsive to public opinion and most sensitive to social needs. This would seem to be the most effective means of securing nonpartisan, uncorrupted control. Unprejudiced testimony, well documented, publicly given as a matter of right and made a matter of public record, furnishes, we believe, the best basis for responsible democratic administration of the law in the assignment of broadcasting rights. By such means the administrative process of granting and renewing licenses may become, not an arbitrary procedure, but an important means of selection among factors seeking to mold American culture.

This, we believe, would be the best approach in a democracy to the building of standards. The continual evolution of standards that reflect the intellectual, esthetic, and moral judgment of the community and bear testimony to a will on the part of the industry to be responsive to the demands of the community—this

SCHOOLS have been experimenting with broadcasts of their own, ranging from classroom skits behind a curtain to programs going out from regular local stations by courtesy of the station owners and at periods which happened to be open.

It has remained for the public schools of Cleveland to go a step further and acquire their own radio station, thru which any or all of the city's classrooms may be reached at any desired time of day with such instruction or entertainment as the authorities wish to present. This should afford rare opportunity to discover the true possibilities of radio as a planned educational adjunct. The experiment will have its limitations and its dangers. It will not replace but will only complement the daily offerings of the commercial broadcasters. But the operators of the Cleveland educational station will themselves learn a lot that will be helpful to them and to their colleagues everywhere.—*Journal of Education* 121:258; November 1938.

HOW TO USE RADIO, a handbook of practical suggestions for the teacher and radio chairman, has just been published by the National Association of Broadcasters. The material was prepared by Kenneth Bartlett of Syracuse University. The radio educational drama, the talk, and the conversation program are treated in detail in the section entitled "How to Prepare the Script for the Air." The section devoted to general considerations to be noted in broadcasting educational material also should be very helpful. The pamphlet is being distributed without charge by NAB member stations thruout the country.

CARL MENZER, director of station WSUI, State University of Iowa, Iowa City, and president of the National Association of Educational Broadcasters, is studying radio at the headquarters of the National Broadcasting Company in New York City. Mr. Menzer, a member of the National Committee on Education by Radio, received a fellowship from the General Education Board which will enable him to continue his observations until next March.

WINGS FOR THE MARTINS is the title of a new series of broadcasts to be heard each Wednesday night, beginning November 16, from 9:30 to 10PM, EST, over the NBC Blue network. The programs, which deal in drama form with the everyday issues of education, are a cooperative presentation of the U. S. Office of Education and the National Congress of Parents and Teachers.

ST. LAWRENCE UNIVERSITY'S radio workshop is now located in Lee House, a college building adjacent to the studio and operating room of WCAD, the university's radio station. Students enrolling for the workshop receive practical as well as theoretical training in script writing, dramatization, broadcasting, announcing, diction, and program organization.

<sup>5</sup> Chicago: University of Chicago Press, 1937. 78p.

<sup>6</sup> *Education by Radio* 8:31; October 1938.

<sup>7</sup> p184-85.

**A** CONFERENCE on "Realities of Radio in the Classroom" will be a feature of the twenty-eighth annual meeting of the National Council of Teachers of English, to be held in St. Louis, Mo., November 24-26. Max J. Herzberg of Weequahic High School, Newark, N. J., chairman of the Council's radio committee, will preside. "Most Recent Developments in Radio Education" will be discussed by I. Keith Tyler of the Ohio State University. Bernice Orndorff of the State Teachers College, Indiana, Pa., will give a summary of experiences in using radio in the classroom. Robert B. Macdougall of the State Teachers College, Trenton, N. J., will tell how transcriptions and recordings solve the radio problem for English teachers and will give a demonstration of some outstanding recordings. Judith Waller of the National Broadcasting Company, and Eloise Daubenspeck, director of the American School of the Air, Columbia Broadcasting System, will discuss radio in relation to the English teacher.

**D**EDICATION of the new campus broadcasting studios at West Liberty State Teachers College, West Liberty, W. Va., took place on October 4. The college, which has been broadcasting from WWVA, Wheeling, for the past two and a half years, now has up-to-date campus facilities. Programs may originate in the chapel in Academy Hall as well as in the complete suite of studio, control room, and lobby in McColloch Hall. The present schedule includes four programs weekly.

**T**HE FEDERAL TRADE COMMISSION has created a new radio and periodical division in order to cope with the responsibility placed upon the Commission by the Wheeler-Lea Act to be more stringent in the regulation of advertising. P. B. Morehouse is head of the new division, while Commissioner Robert E. Freer will be in supervisory charge of its work.

**T**HE TEXAS CONGRESS OF PARENTS AND TEACHERS broadcasts a fifteen minute program each Tuesday at 2PM over the Texas State Network of twenty stations. The programs began on October 11 and will continue until next summer. Mrs. J. C. Vanderwoude, radio chairman for the Texas Congress, arranged the series.

**R**ADIO AND MAINE HOMEMAKERS is the title of a report by the Extension Service, College of Agriculture, University of Maine, Orono, on the radio listening habits of 2348 women living on Maine farms and in rural communities.

**T**HE NATIONAL ECONOMIC AND SOCIAL PLANNING ASSOCIATION has resumed a series of conferences looking toward the publication of its own report on radio broadcasting.

is the heart of the problem of social control in a nation which deliberately rejects an unlimited concentration of power in the hands of government. . . .<sup>8</sup>

What we are proposing is not a quick panacea. The methods of democratic control are evolved slowly. The initiative must rest with the organized forces of American community life. Our proposal requires the assumption of responsibility on the part of these forces for an educational task. It will not be sufficient that self-appointed or arbitrarily selected spokesmen of various community interests shall undertake to appear at occasional hearings. There is already too much of irresponsible and unconvincing utterance on the part of individuals who fancy that they speak for large constituencies.

What is needed is that the permanent associations representing business, labor, and professional life and other permanent bodies of citizens having a cultural purpose shall regard it as one of their functions to evaluate broadcasting as a community service. There should be continual interchange of opinion between official, intelligent, and public-spirited representatives of such groups and the broadcasters themselves.<sup>9</sup>

The intent of the proposal is clear altho the outlines of structure and operation of the organization suggested are somewhat indistinct. Many persons, therefore, will be inclined to give their general approval of the idea but withhold specific endorsement of the project until its details are better understood.

Certain pitfalls lie before the plan. If it develops too much along the lines of code authorities, a very real danger exists that the entire project may be subject to federal domination. Such control, providing it is as perilous as certain other sections of this report would lead us to believe, is to be avoided at all costs.

On the other hand, the plan will be on equally dangerous ground if it is allowed to develop into loose local committees such as those organized on the initiative of the motion picture industry for the review of films. Experience has proven that such committees cannot be effective and that on the contrary they can produce a false sense of security by seeming to be in a position to protect the community interest in entertainment while actually having no authority to do so.

Looking realistically at the problem of community representation in radio, several facts emerge. Citizens' groups have an interest in broadcasting not only as listeners but also as producers or potential producers of programs. In the capacity of listeners, members of the different groups have a responsibility to exercise individual discrimination in the selection of programs and to practise the conservation of social values in the kind of program material made available for community reception. In the capacity of producers, these persons have a very different responsibility. In the first place, they have to discover the resources of their community which can be marshalled for use over the radio. Then they have to organize these resources for the best possible presentation. Finally, they have to determine what follow-up, if any, is to be made.

To organize the two functions of production and consumption on a community basis is to advance greatly the development of standards. But it cannot be done as a voluntary effort. Some mechanism must be created, with competent personnel and with adequate financial resources. The most readily available pattern seems to be either the University Broadcasting Council, as it has been operating in Chicago, or the cooperative board plan which has been developed by the National Committee on Education by Radio. Of course some modification of these plans would be required to meet the new responsibilities proposed in the Federal Council report, but the task of making the necessary adjustments would seem to be less burdensome than trying to create some completely new plan for carrying out the recommendations of the report.

<sup>8</sup>p188-89.  
<sup>9</sup>p189-90.

# Education

Public Library  
Kansas City, Mo.  
Teachers Library

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

by **R A D I O**

Volume 8

DECEMBER 1938

Number 10

## Industry Viewpoints on Radio Regulation

FOR ALMOST THE FIRST TIME all interested parties seem to be in agreement that new moves must be made in the regulation of broadcasting. The Federal Communications Commission has maintained this position for months and on November 14 began its investigation of monopoly by holding hearings to collect facts which might indicate the kind of regulation required. Educational, religious, and civic groups have long since been committed to the need for change. Now the industry has joined them in advocating that new steps be taken.

There would be grounds for much optimism were it not for the fact that there is a complete lack of agreement among the various groups as to the direction in which the changes should move. The industry is advocating self-regulation on the assumption that such a course offers the best means of maintaining maximum freedom of the air. Other groups are advocating strong governmental control as a curb on what they consider to be excesses of the industry. Still others believe that some basis of cooperation can be developed which will protect the legitimate interests of all groups and of the public as well.

The most important recent pronouncement on this subject is contained in the testimony of David Sarnoff, president of the Radio Corporation of America, at the opening of the Communications Commission's monopoly hearings. As spokesman for the largest unit in the industry, Mr. Sarnoff emphasized the efforts which had been made by his and other corporations to protect the "public interest" in broadcasting and then went on to say:

But the time has come for more positive action.

The fate of broadcasting in other nations and the attacks on democracy throughout the world clearly indicate the necessity for finding a democratic solution for the problems of the American system of broadcasting—a solution which on the one hand, will enable us fully to meet the social obligations of radio, and on the other, will protect our traditional freedoms.

I would, therefore, like to take this opportunity to advocate to the broadcasting industry that it establish a voluntary system of self-regulation in its field of public service, and that it take the necessary steps to make that self-regulation effective.

My recommendation is that the experience of the different groups within the industry should now be combined and correlated. An industry code should emerge that advances beyond all previous standards. Such a code should be an act of voluntary self-regulation on the part of the entire broadcasting industry in the United States.

In writing this code, the industry should gather the views of broadcasters, of groups representative of public opinion, and of this Commission. After the code is formulated the public should be made thoroly familiar with it. All broadcasting networks and stations should be invited and encouraged to adopt it. The code should be subject to periodic review by the industry, and kept up-to-date. It should be administered by a suitable agency representative of the entire industry.

I make this recommendation in the belief that such self-regulation is the American answer to an American problem. In every consideration of radio broadcast-

FOR MOST OF US, radio has become a vital part of our daily lives. It grows more important every day. Yet a host of questions surround it about which few persons altogether agree. There is not even unanimity about the value of radio, as we have it today. There are millions who love it, for its entertainment value and its accomplishments which so short a time ago we would have called miraculous. They smile indulgently upon its imperfections. Many others decry it, complain loudly and bitterly that it is too often trivial and ineffective, or that it is being abused or misused. But no intelligent person can be indifferent to it, because it affects so intimately our own lives and those of our children and promises to affect them yet more profoundly in the coming years. In a remarkably short time radio has taken first rank as a means of mass communication. . . . The problems of radio are for all of us to solve—especially the Congress of the United States, the Federal Communications Commission, the broadcasters, and the nation's millions of radio listeners.—FRANK R. MCNINCH, chairman, Federal Communications Commission, in a nationally broadcast address, November 12, 1938.

REPRESENTATIVES of radio stations and educational institutions thruout Kentucky met on November 5 at radio station WHAS, Louisville, for the purpose of forming a committee on radio education. Elmer G. Sulzer, director of radio at the University of Kentucky, was elected chairman. Aims of the committee will be to educate persons engaged in preparing educational broadcasts for schools, colleges, and similar institutions on the methods and limitations of radio in education and to advise stations on the educational worth of programs offered them.

THE LIBRARY AND THE RADIO, Number 18 in the Information Series of the National Advisory Council on Radio in Education, 60 East 42d Street, New York, N. Y., is the work of Faith Holmes Hyers of the Los Angeles Public Library, chairman of the library radio broadcasting committee of the American Library Association. The study is divided into the following sections: "The Librarian Cooperates with Educators on the Air," "The Librarian as a Broadcaster," "The Librarian Experiments with Radio Programs," and "A Look Ahead."

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ing, the "public interest" we are pledged to serve is that of the entire nation. This public interest is reflected directly by the 27,000,000 receiving set owners who represent an overwhelming majority of the country's homes. By their control of the nation's radio dials they give approval or disapproval to radio programs, and decide the ultimate fate of the broadcaster. Here we find legitimate censorship by public opinion.

It is the democratic way in a democratic country.

While Mr. Sarnoff's statement makes no pretense to such completeness and comprehensiveness as the report, *Broadcasting and the Public*,<sup>1</sup> his recommendations seem clearly intended to serve as a basis for all the reorganization which he believes necessary in broadcasting. Certainly such recommendations deserve careful consideration.

As Mr. Sarnoff has indicated in another part of his statement, codes for the industry are not new. They have been in existence long enough to justify consideration of the present proposal in the light of past experience. The first code for the industry was announced at a meeting of the National Association of Broadcasters held in Detroit, Mich., October 26-28, 1931. On December 21, 1931, that code was commended to all broadcasting stations in an official news release of the Federal Radio Commission. The code, as reproduced in that news release, was as follows:

[1] Recognizing that the radio audience includes persons of all ages and all types of political, social, and religious belief, every broadcaster will endeavor to prevent the broadcasting of any matter which would commonly be regarded as offensive.

[2] When the facilities of a broadcaster are used by others than the owner, the broadcaster shall ascertain the financial responsibility and character of such client, that no dishonest, fraudulent, or dangerous person, firm, or organization may gain access to the radio audience.

[3] Matter which is barred from the mails as fraudulent, deceptive, or obscene shall not be broadcast.

[4] Every broadcaster shall exercise great caution in accepting any advertising matter regarding products or services which may be injurious to health.

[5] No broadcaster shall permit the broadcasting of advertising statements or claims which he knows or believes to be false, deceptive, or grossly exaggerated.

[6] Every broadcaster shall strictly follow the provisions of the Radio Act of 1927 regarding the clear identification of sponsored or paid-for material.

[7] Care shall be taken to prevent the broadcasting of statements derogatory to other stations, to individuals, or to competing products or services, except where the law specifically provides that the station has no right of censorship.

[8] Where charges of violation of any article of the Code of Ethics of the National Association of Broadcasters are filed in writing with the managing director, the board of directors shall investigate such charges and notify the station of its findings.

Experience has substantiated a number of criticisms of the code which might have been made immediately. Its wording was too general to be capable of specific application. It established no exact standards by which to test the program output of broadcasting stations or to give protection to the public. It failed to provide machinery either for the improvement of the code or for its enforcement. All of these flaws might have been eliminated readily. None of them could be tolerated under any code which might be drawn for the future self-regulation of the industry.

Another criticism of the 1931 code, made at the time of its announcement, was that it had not been prepared in good faith. This is a more serious charge. While no incontrovertible proof of bad faith has been adduced, strong circumstantial evidence to that effect has been cited from the official proceedings of the meetings at which the code was announced. This evidence developed in connection with another matter, the subject of lotteries, which came up for discussion. A resolution was proposed putting the Association on record as favorable to federal legislation which would prohibit "the broad-

<sup>1</sup> Department of Research and Education, Federal Council of the Churches of Christ in America. New York: Abingdon Press, 1938. 220p. Reviewed in *Education by Radio* 8:33-36; November 1938.

THE NATIONAL ASSOCIATION OF BROADCASTERS, thru Neville Miller, its president, announced on November 25 the appointment of a committee to "recommend procedures leading to self-imposed regulation of American radio and the development of program standards for the broadcasting industry under NAB jurisdiction."

Mr. Miller named the following broadcasters to the committee, representing a cross-section of network and independent radio station operation: Edward Klauber, executive vicepresident, Columbia Broadcasting System; Lenox R. Lohr, president, National Broadcasting Company; Theodore Streibert, vicepresident, Mutual Broadcasting System; Paul Morency, WTIC, Hartford, Conn.; Edgar L. Bill, president, WMBD, Peoria, Ill.; Ed Craney, KGIR, Butte, Mont.; Neville Miller, president, National Association of Broadcasters, chairman.

The committee will hold its first meeting in New York, N. Y., December 5. It will outline its recommendations to the board of directors of the Association at a meeting in Washington, D. C., December 12 and 13.

A HANDBOOK OF RADIO DRAMA TECHNIQUES by Donald W. Riley of the speech department of the Ohio State University, has just been published by Edwards Brothers, Inc., Ann Arbor, Mich. The book contains, in a highly condensed form, specific radio drama technics covering script, casting, directing, acting, rehearsals, studio arrangements, and special points on voice. The price is \$1.40.

casting of any statement, proposal, offer, or other verbal communication which, if written or printed, would be subject to exclusion from the United States mails under the postal laws of this country." One of the members of the Association had some doubts about how the resolution might limit his freedom of speech. He was answered by Henry A. Bellows, a former member of the Federal Radio Commission and at that time vicepresident of the Columbia Broadcasting System. Mr. Bellows said:

Let me say, as many have observed, that this resolution means precisely nothing because we use the mails every time we put on a lottery and if the postal department will let the things come in by mail, we can go on as in the past. What I am afraid of is legislation which will prohibit lotteries by name. If this resolution is adopted, it puts us on record making a recommendation which, if embodied in the law, will leave us exactly where we are. In other words, we have to use the mail. Most of us have taken up with the postal authorities time and time again the standing of such cases as yours and the postal authorities have said, "Go ahead. Hop to it." Consequently, I can't feel this resolution if adopted, if enacted into law, would make the slightest difference because we use the mails anyway. And, if we don't, I am quite convinced that is one thing this Congress is going to find a few minutes to legislate on and I am very much afraid they will legislate more drastically.

Whether or not there was any lack of good faith in the code originally adopted by the broadcasting industry, it is very important that every assurance of good faith be written into any code prepared in accordance with Mr. Sarnoff's recommendations. Therefore, one has to note with regret that the part of all groups, except the industry, in formulating the proposed new code, would be purely advisory. There has been much experience with the use of advisory groups in broadcasting. So much of this experience has been disappointing that, in certain quarters at least, proposals involving an advisory status are not acceptable.

The present trend of thinking on the part of religious, civic, and educational groups seems to be toward an actual participation in the regulation of broadcasting. That was certainly the import of *Broadcasting and the Public*. Likewise, it has been the position consistently maintained by *Education by Radio*. The idea seems certain to receive increasing attention because of its simple democracy and the wide public acceptance which it commands.

The only outlet suggested in Mr. Sarnoff's speech for the satisfaction of this desire to participate is contained in the statement that, by their control over the nation's radio dials, the receivingset owners give their approval or disapproval to radio programs, thus exercising a legitimate censorship and deciding the ultimate fate of the broadcaster.

Here we are dealing with another idea which is not new. Where it originated is not clear, but as early as September 1929 Merlin H. Aylesworth, then president of the National Broadcasting Company, used it in an article published in *Nation's Business*. Under the title, "The Listener Rules Broadcasting," this article was reprinted and distributed by the National Broadcasting Company as one of its series of pamphlets entitled "Little Books on Broadcasting." A single quotation gives the gist of the argument:

The listener makes the program. If he doesn't get what he likes from his radio set, he will cease to listen, and there will be no sales of radio sets, and accessories, and no use for broadcasting facilities to carry messages into the listeners' homes. The entire broadcasting structure rests upon the individual that turns the dials. If he is pleased, he is a potential consumer; if he is displeased, the structure topples.

This contention of the broadcasters has never had complete acceptance. Indeed, before Mr. Aylesworth used it in his article it had al-

STATION KSTP held its second annual conference on educational broadcasting on November 11 and 12 at the Hotel Saint Paul, Saint Paul, Minn. Thomas D. Rishworth, educational director of station KSTP, served as organizer of the conference and was able to present on the program a number of prominent experts in radio education from outside the state, among them being: I. Keith Tyler, radio division, bureau of educational research, the Ohio State University; Allen Miller, director, University Broadcasting Council, Chicago, Ill.; Judith Waller, educational director, central division, National Broadcasting Company; Sherman P. Lawton, University of Wisconsin; Harold W. Kent, radio director, Chicago Public Schools; and Blanche Young, Indianapolis Public Schools. The conference also was well attended by members of the faculty of the University of Minnesota and teachers from the Saint Paul and Minneapolis schools, as well as by teachers from other parts of Minnesota.

The entire program of the conference was dedicated to the "Inquiring Listener," the general sessions being devoted respectively to "Planning the Educational Broadcast," "The Radio Workshop," "Producing the Educational Broadcast," and "An Evaluation of Educational Broadcasting."

The conference opened with the Friday afternoon general session presided over by Dr. Tracy F. Tyler, who is in charge of the recently inaugurated radio education courses at the University of Minnesota. The highlight of the session was a demonstration of a highschool radio workshop by the students of Washburn High School, Minneapolis, under the direction of their instructor, Mrs. Ruth Nethercott. Previous to the demonstration Harold W. Kent and Allen Miller outlined their work in Chicago.

At the conference luncheon held Saturday noon, I. Keith Tyler discussed "The Social Significance of Radio" and made effective use of the much-talked-of broadcast by Orson Welles in showing how potent the radio is in influencing the listener. Following his talk, each member of a representative panel of laymen presented in turn his reaction to the subject, "What Radio Means to Me."

At the concluding session an evaluation of educational broadcasting was made by a panel, ably presided over by J. O. Christenson, superintendent of the school of agriculture, University of Minnesota. The panel consisted largely of experts in the field and they, together with the members of the audience, produced what was felt to be the most effective session of the entire conference.

TO ENCOURAGE steady improvement in the cultural values that radio introduces into the home, and to give recognition to those programs which combine entertainment or information with cultural value and accuracy, the National Federation of Press Women proposes a series of awards for both commercial and sustaining programs. Awards, in the form of certificates of merit, will be given to programs in each of eleven classifications set up by the organization. The decisions will be announced on June 26, 1939. For more detailed information address Mrs. Joseph E. Goodbar, president, National Federation of Press Women, 36 West 44th Street, New York, N. Y.

**T**YPICAL U. S. DIAL-TWISTER belongs to a family with an average annual income of \$1160 and education thru elementary school. He spends only \$30 a year for recreation of all sorts.

Listening habits show the average U. S. receiver is turned on nearly five hours a day, urbanites listening 4.75 hours and ruralites 4.78. Researchers found that on an average weekday persons who spend from \$30 to \$50 monthly for rent were the steadiest listeners, with 30 percent having sets on mornings and afternoons and 50 percent in the evening. Group paying the largest rentals were the least faithful listeners, only 35 percent of them tuning in between 8PM and midnight.—Testimony of HUGH M. BEVILLE, JR., chief statistician of the National Broadcasting Company, before the Federal Communications Commission, November 17, 1938, as reported in *Variety*, November 23, 1938.

**L**ISTENERS DIGEST, a magazine which will attempt to sift, digest, and reproduce in print material which has been broadcast from radio stations all over the country, will make its appearance next month. This publication is being undertaken on the sound theory that it is an utter impossibility for the individual listener to hear all that is worthwhile and that much that is heard merits a more leisured perusal than the fleeting airways permit. The magazine will be published by Listeners Digest, Inc., 420 Lexington Ave., New York, N. Y., at 25 cents the copy.

**R**ADIO COURSES in a variety of college subjects ranging from literature to geology, with members of the faculties of metropolitan universities as instructors, are now available to listeners thru the facilities of WNYC, the municipal broadcasting station, New York, N. Y. The courses are part of WNYC's extensive schedule of adult education programs. Cooperating in the presentation of the courses are New York University, Brooklyn College, Hunter College, and the College of the City of New York.

**T**HE AMERICAN MEDICAL ASSOCIATION began on October 19 a fourth series of the dramatic health education programs, "Your Health." The programs are being heard over the NBC-Blue network each Wednesday at 2PM, EST, for thirty-six consecutive weeks. One of the programs of a previous "Your Health" series received a first award at the Annual Exhibition of Recordings of Educational Radio Programs at Columbus, Ohio, last May.

**A**RTHUR G. CRANE, president of the University of Wyoming and chairman of the National Committee on Education by Radio, was elected president of the National Association of State Universities at its annual meeting held in Chicago last month. Dr. Crane has long been chairman of the Association's radio committee.

ready been repudiated by the Federal Radio Commission. In a decision announced August 30, 1928, the Commission said:

Listeners have no protection unless it is given to them by this Commission, for they are powerless to prevent the ether waves carrying the unwelcome messages from entering the walls of their houses. Their only alternative, which is not to tune in on the station, is not satisfactory.

Little has happened since 1928 which would add support to the contention that tuning out gives the listener an adequate control over broadcasting. On the contrary many events have emphasized the need for better control. The long standing complaint of parents and teachers against the character of certain children's programs is one example. Another example is the recent broadcast, "The War of the Worlds," which sent thousands of people rushing from their homes in mortal terror of a monstrous invasion which they thought to be upon them.

While Mr. Sarnoff's recommendations form an excellent basis for discussion of the kind of radio regulation which is needed, they cannot be accepted as a final answer to the problem.

Turning now from Mr. Sarnoff, there has been another recent pronouncement of importance on the subject of change in radio. This appeared in the form of an editorial in the November 9, 1938, issue of *Variety*, trade paper of the amusement industry, under the title, "Snap Out of It, Radio!" Because of its significance, extensive quotation is made from it:

When is the broadcasting business going to cast off its lethargy, quit procrastinating, and start trying to save itself from itself? And from the menacing outside influences which have gained force with the passage of time and the industry's smugness and self-satisfaction?

How much longer will the leaders of the industry—more particularly the pillars of the National Association of Broadcasters—remain blind to the necessity of facing facts, adopting some policies, and mapping out a course of action in order to insure the freedom and opportunity for steady development? Is radio going to keep on eternally relying on its own platitudinous sermons about the unquestionable superiority of the American system? Do the responsible heads of the networks and the individual stations believe Washington wire-pulling and chest-beating perpetually will carry the business thru every difficulty it encounters?

With the FCC about to begin its prowl and Congress due back on the job shortly, the time has arrived for radio to get realistic. To start appraising itself. To measure the extent of public satisfaction with its performances and accomplishments. To find a way out of the morass of regulatory confusion and legislative uncertainty. Instead of wasting its energies fighting the copyright pool and scrapping with labor, broadcasting should become alert to the growing threat of federal dictation, which has only one logical—alho still distant—conclusion: government operation. . . .

There is room for improvement from within. Executives realize it, lawyers know it. Instead of pasting on the wall a pious-sounding declaration of ethics, broadcasters should strive eternally to give some actual meaning to the "public interest" clause in the act. They might well try to frame a set of program standards, specifically defining the vague and confusing terminology in the law and anticipating the FCC's *ex post facto* rulings. They can carry further the efforts to throttle offensive advertising. They can do more to see that the educators and the religious groups and reputable advocates of opposing political, social, and economic schools of thought are allowed reasonable access to the radio audience.

Waiting on the FCC to clarify the regulatory muddle has hardly proved profitable. Because of the vague, the conflicting, the deficient, and the impractical provisions of the 1934 statute, waiting on the FCC is unlikely to be any more beneficial in the future. As long as the federal authorities fail or refuse to lay down a comprehensive and sound national communications policy, not even the Supreme Court could administer the present act or advise individual licensees about their conduct.

Radio naturally fears to expose its chin, but such restraint may prove extremely ill-advised in the end. If the industry does its incontrovertible utmost to carry out its obligations and to live up to a high code of deportment, it need not be terrified by the minority of mud-slingers and reformers, in Congress or out. . . .

As things stand, licensees must dabble in politics. They have to maintain a Washington lobby, make and keep friendship, throw parties. They must divert time and energy and intellectual effort from the job of running radio. They also run a continuous risk that their political activities will backfire.

If the broadcasters don't save themselves, they cannot expect others to do the job for them.

# Education

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

by **R A D I O**

Volume 9

JANUARY 1939

Number 1

## New York State Regents and Radio

**N**O INSTITUTION or department of learning can afford to ignore entirely education by radio. Educational broadcasts are being increasingly applied to formal instruction, and eventually radio technique is bound to influence vitally the whole educational procedure. The state educational organization is ideally adapted to place itself in the vanguard of the movement, since it can render an invaluable set of supplementary services.

This statement is an evaluation of radio set forth in the book *Motion Pictures and Radio*<sup>1</sup> prepared by Dr. Elizabeth Laine as one of the ten volumes in which are published the findings and recommendations of The Regents' Inquiry into the Character and Cost of Public Education in the State of New York. The Inquiry, financed by a grant from the General Education Board, was conducted under a special committee of the New York State Regents. Owen D. Young was chairman of the committee. Luther H. Gulick, director of the Institute of Public Administration, was director of the Inquiry, and Chancellor Samuel P. Capen of the University of Buffalo, associate director. The scope and quality of the Inquiry can be indicated best perhaps by listing the nine other volumes produced by the Inquiry together with the authors. They are as follows:

*High School and Life*, Francis T. Spaulding; *Preparation of School Personnel*, Charles H. Judd; *State Aid and School Costs*, Alonzo G. Grace and G. A. Moe; *Adult Education*, F. W. Reeves, T. Fansler, and C. O. Houle; *When Youth Leave School*, Ruth Eckert and Thomas O. Marshall; *Education for Citizenship*, Howard E. Wilson; *Education for Work*, Thomas L. Norton; *The School Health Program*, C.-E. A. Winslow; and *School and Community*, Julius B. Maller.<sup>1</sup>

A summary volume entitled *Education for American Life*, edited by Dr. Gulick, has also been published.

The results of the Inquiry have been presented to the people of New York state by the Board of Regents. The new educational proposals are not set forth as the final word but rather as the material for democratic discussion which may lead to an improved and more effective educational program for the state. The data and recommendations of the report have a significance which may well assist in the reexamination of educational objectives, procedures, and accomplishments in other states.

In this review we are primarily concerned with what Dr. Laine reports about radio. Convincingly she discusses "Radio as a Medium for Mass Impression," "Adaptation of Radio to Education," "Educational Projects in Radio Broadcasting," and in the final chapter presents the "Role of the State in an Educational Radio Program." The proposal for a bureau of radio education in the state educational

**P**AUL C. REED, director of visual and radio education for the Rochester [N. Y.] Public Schools, is the author of the review in the adjoining column. Because the Rochester Public Schools have played such an important part in the development of radio in New York state, Mr. Reed was considered especially well qualified to review that portion of the report of the Regents' Inquiry having to do primarily with radio.

**I**HAVE NEITHER THE TIME nor the disposition to discuss program material in general, but I do want to suggest one character of program material that, in my opinion, has been and is now being given most thoughtful consideration by the listening public. I refer to what are called "bedtime," or children's programs. I do not believe anyone, whether a member of the industry or of the Commission, can be insensible to the fact that there has been increasing criticism of certain types of children's programs.—FRANK R. MCNINCH, chairman, Federal Communications Commission, in an address at the National Association of Broadcasters Fourth District Convention, White Sulphur Springs, W. Va., November 19, 1938.

**V**ARIETY, trade paper of the amusement industry, gave its 1938 showmanship award for a social service station to state broadcasting station WHA, University of Wisconsin, Madison. In its comment accompanying the announcement of the award, *Variety* states, "This college-owned transmitter performs a very broad service to education and to agriculture. History of noncommercial educational ownership has in general been characterized by more petulance than performance, but this station is commonly conceded to do a practical and commendable job. This station, by the way, will be 22 years old next spring."

**T**ITLE PAGE, Table of Contents, and Index for *Education by Radio*, Volume 8, 1938, 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.

<sup>1</sup>New York: McGraw Hill Book Co., Inc., 1938.

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UNLESS we do make radio and motion pictures and other modern means of communication and visualization serve the major need of understanding our common life and our complex problems, I doubt very much if education, depending largely upon such traditional tools as pictures and blackboards, can compete with these newer instruments. And if education cannot successfully compete for the time and attention of adults and young people alike, the very basis of democracy will be demolished.—JOHN W. STUDEBAKER, U. S. Commissioner of Education, in a radio address, November 6, 1938.

RADIO LEARNING, a guide for the use of radio in the classroom, has been prepared by a committee of Los Angeles, Calif., teachers and published by the Los Angeles City Schools. The booklet contains chapters on the weekly radio bulletin issued by the office of the superintendent of schools and how to use it to best advantage, a chapter on standards for the selection of radio programs, one on general types of preparation, and one on the guidance of home listening, as well as a brief bibliography and many other helpful suggestions.

DR. TRACY F. TYLER, former secretary and research director of the National Committee on Education by Radio, was appointed recently by President Clifford P. Archer of the Minnesota Education Association to serve as consultant to the radio committee of that organization. Dr. Tyler is in charge of the classes in radio education at the University of Minnesota.

department is specific and the functions of that bureau are clearly defined.

In order that schools may make more adequate use of radio for classroom instruction, programs prepared particularly for that purpose must be made available. Schools must be informed in advance about programs. They must have guidance in the intelligent application of radio to organized education—this guidance to be based upon sound experimentation and research. These are some of the functions proposed for the bureau of radio education.

In recommending a single centralized state bureau, Dr. Laine is not overlooking the importance of the local units in any state radio program. Utilization is a local problem. Production of radio programs in some cases can be handled best as a local problem. The place of the state bureau will be that of giving leadership to local schools in their use of radio. Information of advances and development in the field can best be adapted to the solution of local problems if adequately analyzed and interpreted by a state bureau. Information about available programs, the availability of broadcasting channels, and receiving equipment can best be analyzed and disseminated from a central state source. Also it is desirable that there be a clearinghouse of information about radio activities within the state. Teachers in New York state already alert to radio's potentiality will welcome this kind of guidance.

Shall there be a New York State School of the Air? In *Motion Pictures and Radio* this question is neither specifically asked nor answered. There is, however, a definite proposal that broadcasting be an important function of the state bureau of radio education and these activities may be called a school of the air. It is implied that these broadcasts should be transmitted in such a way as to reach all schools of the state. However the suggestion that a state-owned station could be used for this purpose, or that the three small university stations at St. Lawrence, Cornell, and Rensselaer Polytechnic Institute might be united in a network, is no adequate provision for such coverage.

Perhaps the most desirable system ultimately will be to install a chain of ultra-high-frequency stations. . . . Until more can be known about the value of such a system and until the cost factor can be fairly definitely ascertained, it will be more feasible to adopt some other plan.

It is also suggested that advantage might be taken of the facilities that already exist in Rochester where the commercial station WHAM is cooperating with the local schools in broadcasting the programs of the Rochester School of the Air.

A satisfactory network consisting of WHAM in Rochester, WGY in Schenectady, and perhaps one or two other stations, including the municipal station WNYC in New York City, might afford an admirable broadcasting set up.

A nice distinction is made in determining the kind of research and experimentation which should be carried on by the state radio bureau. Research in technological fields, the author says, belongs to the schools of technology and to commercial radio. Research into such matters as the effects of broadcasts on the learning habits of children and on mental processes such as memory and attention should be carried on by university research organizations and their findings carefully studied and applied by the state bureau.

The experimental field which belongs logically to a state is the practical application of broadcasts to teaching. In other words, the one task which a state is best fitted to do is to set up experimental units, the purpose of which is to demonstrate practically the value of radio as a teaching medium. Work of this character would involve clear definition of objectives, careful planning of programs, and accurate evaluation of results.



Research and experimentation, production of radio programs, and dissemination of information, then, are the primary functions of this new proposed bureau of radio education. The organizational plan for the bureau provides for a chief and four supervisors directly responsible to him. It also wisely recommends that the chief be guided by two committees. One, a committee of division heads and specialists from the state education department, is obviously proposed to provide for coordination within the department. The other, an advisory committee, is to consist of local teachers and supervisors.

One of the most important things in a school of the air is its plan of administration. Aside from securing the services of able persons to manage the project and to produce the programs, it is of utmost importance that teachers and educational authorities should be drawn into active participation. Cooperation from school people insures the preparation of usable broadcasts and insures enthusiastic reception by the schools.

In reading Dr. Laine's summary of existing important "Educational Projects in Radio Broadcasting," one is made aware of the extensiveness of her study preliminary to making recommendations. She has considered the important radio projects thruout the country, as well as the activities within the state. The number and variety of broadcasting projects already undertaken in New York state indicates a radio consciousness on the part of several school systems, privately endowed institutions, and civic organizations. The very fact that all of these projects are completely independent and carrying on without benefit from one another emphasizes the need for the kind of coordination and assistance that the State Radio Bureau could bring them. In Rochester there is the School of the Air administered by the public school system and serving 50,000 boys and girls in classrooms thruout central and western New York. Cornell University, thru the extension department of the New York State College of Agriculture and Home Economics, is broadcasting programs intended primarily for farm families. In New York City there are the radio projects of the WPA Adult Education Program of the Board of Education, and the broadcasts of the American Museum of Natural History, as well as the extensive educational broadcasting schedule of Station WNYC. Station WEVD and Long Island University maintain "universities of the air" and Syracuse University, the University of Buffalo, St. Lawrence University, and Rensselaer Polytechnic Institute are all actively broadcasting. The Seneca Vocational High School in Buffalo boasts of being the only high school in the country with its own longwave transmitter, and the Binghamton public school system operates a "night school of the air" in cooperation with Station WNBF.

Many of these broadcasting projects are primarily concerned with originating programs for the adult listener. Their activities should form the basis for the development of the state radio bureau's program in the adult education field. If the state radio bureau is to make its full contribution to the new educational program for New York state, it must be as concerned for the adult learner as for the young pupils in classrooms. In the general report of the Inquiry, there is emphasis upon the kind of adult education which should be carried on and the specific suggestion made that "the State Department should explore the possibilities of the radio as an instrument of adult education."

Those who have been most interested in the efforts of the National Committee on Education by Radio, under the chairmanship of Dr. Arthur G. Crane, to work out a constructive plan for developing educational and cultural broadcasts thru cooperation of various agencies

**THE MINNESOTA SCHOOL OF THE AIR** was inaugurated on September 26, 1938, by WLB, the University of Minnesota radio station in Minneapolis. These programs were designed for classroom reception in the schools thruout the service area of WLB. A bulletin describing these courses was sent to every superintendent within range of the station. The programs which were presented were: "Interesting Tales for Little Folk," designed for primary grades; "Countries and Cities Around the World," a geography series designed for junior and senior high schools; "Current Events," for grades six to eight; "Representative Authors," for highschool English classes; and "Guidance for the Future Worker," a program of vocational discussions designed to aid the senior highschool student who is faced with the problem of choosing a vocation.

After the programs had been broadcast for approximately seven weeks, questionnaire post-cards were sent to each of the school superintendents. The percentage of replies was 42. The questionnaire cards showed that a total of 17,241 school children had been listening regularly to the Minnesota School of the Air programs. There is no way of estimating how many more listened, but this number has been definitely reported by school administrators.

It was found that of the five programs which constitute the schedule of broadcasts for classroom reception, the "Current Events" program was slightly more popular than the others. Other programs which were used almost as often were "Countries and Cities Around the World," "Representative Authors," and "Guidance for the Future Worker." Nearly all the superintendents and principals who responded to the questionnaire stated that they felt the programs to be of educational value in supplementing the work of the classroom. E. W. Ziebarth is the program director in charge of school broadcasts at WLB.

**TELEVISION—A STRUGGLE FOR POWER** by Frank Waldrop and Joseph Borkin, published last year, is receiving increasing attention because of its bearing on some of the questions of monopoly control currently being investigated in Washington. The book has an introduction by Federal Communications Commissioner George Henry Payne. It is published by William Morrow and Co., New York, N. Y., at \$2.75.

**THE UNIVERSITY OF NEW MEXICO,** Albuquerque, plans to add to its radio activities a course in radio play production, to begin in February. The course will undertake to provide student and adult talent for the interpretation of worthwhile scripts submitted to the department of dramatic art. Carless Jones is in charge of the project.

**THE DEBATE-OF-THE-MONTH** in the November 1938 *Rotarian* is devoted to the question, Does Radio Harm Our Children? The affirmative is taken by Eleanor Saltzman, novelist and magazine writer, while Elmo Scott Watson, editor of *The Publishers' Auxiliary*, defends the negative.

**T**HE WESTERN NEW YORK SCHOOL OF THE AIR has been inaugurated by stations WBEN and WEBR, Buffalo, N. Y., under the direction of B. H. Darrow, former director of the Ohio School of the Air, who is now educational director of those stations. A publication called the *Announcer*, which is similar in content to the old Ohio School of the Air *Courier*, is being distributed to both school and home listeners. These pamphlets contain complete schedules of the School of the Air programs, as well as descriptive materials about the various series. Some of the series titles are: "The Why of World Events," "Better Speech," "Your Health," "Stories of American History," "Future Farmers," and "Inventors and Inventions."

**S**TARTING WITH DRAMATIZATIONS concerning our national parks and monuments, the University Extension Division of the University of Kansas is making a collection of radio scripts available for loans. The majority of manuscripts now available are offered primarily for educational programs but since each play is good drama and carries an element of suspense thruout, they are suitable also for programs planned for entertainment alone. To borrow any of these scripts, address the Bureau of General Information, University Extension Division, University of Kansas, Lawrence, Kans.

**W**OMEN OF AMERICA have certain positive opinions about radio programs, according to a report published in the February 1939 issue of the *Ladies' Home Journal*, as a result of a cross section survey of national opinion. Sixty-three percent said emphatically that some radio programs are too exciting for children. That it is the responsibility of radio stations to keep undesirable children's programs off the air was the opinion of 57 percent. Sixty percent said that too much time was given to advertising on radio programs. However, 67 percent felt that advertising within reasonable limits was not objectionable.

**T**OWN MEETING GOES TO SCHOOL, a mimeographed booklet prepared by the Town Hall Advisory Service, is a description of the various ways in which highschool students have used the "America's Town Meeting of the Air" programs. Teachers and students who are interested in projects which utilize these programs as a basis for discussion are invited to correspond with Arthur Northwood, Jr., advisor for high schools, Town Hall, 123 West 43d Street, New York, N. Y.

**R**ADIO AND THE RIGHTS OF RELIGION, a pamphlet published by the National Council of Catholic Men, 1312 Massachusetts Avenue, Washington, D. C., contains two articles by Edward J. Heffron, executive secretary of the Council, one entitled "The Positive Right," and the other, "The Negative Right." The price of the pamphlet is ten cents.

within state and regional districts will readily recognize how well the proposed radio bureau in New York State's Education Department could do this. The National Committee's plan has been discussed in three previous issues of this bulletin.<sup>2</sup> The objectives of the plan have been stated as follows:

To secure the cooperation, first between the producers of sustaining programs, and second, between this group and the transmitting group; to inventory the various kinds of resources of all cooperating agencies which can be mobilized for broadcasting purposes; and to set up an administrative organization and a technical staff to assist the cooperating organizations.

The proposed radio bureau of New York does "set up an administrative organization and a technical staff" which could assist cooperating organizations. It appears that if "the State Department should explore the possibilities of the radio as an instrument of adult education" just as, if established, it will be committed to a study of more effective radio utilization in the classrooms, the preliminary exploration of the possibilities of the National Committee's plan in the Rocky Mountain region and Texas should be of real assistance in meeting New York's needs.

In reviewing and considering the findings and recommendations of the Regent's Inquiry, it must be kept in mind constantly that this is not a program to be autocratically imposed upon the schools of New York state. It has been a sincere endeavor on the part of those charged with the responsibility for education in New York state to determine the effectiveness and efficiency of its present educational system. What action finally comes as a result of the Inquiry will depend upon the people of the state acting "thru the normal channels of our democratic processes."

The Inquiry staff members have attempted to determine the kind of schools the people of New York state want, and, based upon their findings, have proposed "A New Educational Program." They have said that it was hardly necessary to call attention to the importance of using new tools for education. But they do direct attention emphatically in a special study to the use of motion pictures and of radio as new tools for education for a new educational program.

To quote Dr. Laine,

The principal function of radio is to reproduce with striking efficiency spoken language, music, and all other forms of sound. Altho this instrument holds possibilities for creating new forms of expression, its power of instantaneous communication is in itself of tremendous importance in obliterating isolated remoteness, in removing frontiers, and in disseminating knowledge and culture. From the point of view of education, the important problem is to discover how the properties peculiar to radio may be made to serve the purpose of education.

There is an important implication in a part of Dr. Laine's report that radio could serve very effectively in initiating the new educational program.

Radio programs should be of special value in connection with those parts of the curriculum which are at any given time in transition, particularly when the syllabi are in need of, or are actually undergoing, revision. With the radio, improvements can be made immediately available without the long delays now caused by printing and distribution, and the training necessary for the teachers who are to use the new materials.

The adoption, then, of the "State Educational Radio Program" should be one of the first steps in the development of New York state's "New Educational Program."—PAUL C. REED.

<sup>2</sup> *Education by Radio* 6: 13-15, 45-48; May and December Supplement 1936; 7: 49-54; November 1937.

# Education

by **R A D I O**

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

Volume 9

FEBRUARY 1939

Number 2

## Toward a More Democratic Radio

**T**ODAY MORE THAN EVER BEFORE radio is a thing of wonder. During 1938 it enabled American listeners to sit in on a European crisis. It also, thru a single program, "The War of the Worlds," sent thousands of persons rushing from their homes in mortal fear of death at the hands of a nonexistent foe. What may it do in 1939? Will it open the ultra-high frequencies to new uses? Will it bring into our homes the television which is to be demonstrated this summer at the New York World's Fair? We can only wonder.

In education the workings of radio have been equally wonderful. Within two years Town Hall has been lifted out of New York City and made a national institution. Children in classrooms everywhere have been transported to scenes where history is being made. The finest of musical art from the great talent centers has been made available to little red schoolhouses from coast to coast.

Almost everywhere in the United States can be found local projects in educational broadcasting which have sprung up in response to the stimulus of radio. The form of these projects is as varied as the conditions under which they develop. In San Antonio, Texas, a "radio take-over day" has been instituted. On that day highschool students run a broadcasting station, taking over all the posts from manager down thru announcers, script writers, and advertising salesmen, to secretaries and page boys. In Newtonville, Mass., a very different kind of a project, designed as much for personality development as for familiarizing students with radio, has been conducted. There a broadcasting club has been organized thru which pupils receive training in script writing, in reading with intelligence and feeling, and in the planning and presentation of programs. In many other communities various kinds of projects have been developed.

Every one of these efforts is to be encouraged because out of them will grow many important contributions to the art of broadcasting. Their potentialities, however, should not obscure the fact that they are not the dominant forces in determining the future of radio. They represent the handicraft stage in the development of a medium of communication which is already being operated on a mass production basis.

Any speculation on the future of broadcasting must take into account the contributions of the commercial radio industry and the deliberations on questions of policy now being conducted by the federal government thru its legislative, administrative, and judicial agencies.

The contributions of the industry have been made not only thru the professional talent which has turned its attention to the improvement of programs but also thru the inventions which have done so much to give radio its present technical perfection. Regardless of

**P**RESIDENT ROOSEVELT sent a letter on January 24 to Senator Burton K. Wheeler, chairman of the Senate Committee on Interstate Commerce, in which he admitted the inadequacy of present FCC regulation of radio and called for correction thru Congressional action. The text of the President's letter follows:

"Altho considerable progress has been made as a result of efforts to reorganize the work of the Federal Communications Commission under existing law, I am thoroly dissatisfied with the present legal framework and administrative machinery of the Commission. I have come to the definite conclusion that new legislation is necessary to effectuate a satisfactory reorganization of the Commission.

"New legislation is also needed to lay down clear Congressional policies on the substantive side—so clear that the new administrative body will have no difficulty in interpreting or administering them.

"I very much hope that your Committee will consider the advisability of such new legislation.

"I have sent a duplicate of this letter to Chairman Lea of the House Committee on Interstate and Foreign Commerce, and I have asked Chairman McNinch of the Commission to discuss this problem with you and give you his recommendations."

**A** BILL to reorganize the Federal Communications Commission by reducing the number of Commissioners from seven to three is indicated as the first piece of legislation proposed in accordance with President Roosevelt's recommendations for Congressional action to correct present flaws in broadcasting regulation. The bill is said to have the approval of President Roosevelt, Chairman McNinch of the FCC, and Senator Wheeler. It will be opposed by some who believe that present personnel can function adequately if fundamental changes in policy are made.

**T**HE MAILING LIST for *Education by Radio* has now grown to such proportions that its careful revision seems necessary. We wish to send this bulletin to everyone who desires it, but with the high cost of publication and mailing, we want to be sure it is sent only to persons who care to receive it. For this reason, if you desire to continue receiving *Education by Radio*, it will be necessary to return the enclosed card to us promptly.

## EDUCATION BY RADIO

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THE NATIONAL COMMITTEE ON  
EDUCATION BY RADIO

S. HOWARD EVANS, *secretary*

One Madison Avenue, New York, N. Y.

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the source of these inventions, the industry has been largely responsible for their exploitation. The industry stands before the nation with all the prestige of its past accomplishments and asks, in return for the contributions it has made, that it be given an important if not a determining voice in deciding what radio is to do for the future. The industry is organized and financed to put great pressure behind its demands.

The government's position is that of an agency which, by regulation, has made possible the use of the naturally limited number of channels over which radio programs can be transmitted. A federal administrative body, the Federal Communications Commission, has been established to regulate communications and to see that these channels are used in the "public interest, convenience, and necessity." However, the law creating the Commission specifically denies it the right to exercise censorship over programs.

Washington is now the scene of a considerable conflict between the industry and the government. The trend over the last few years has been for the industry to lose what has been a dominant position in the face of increased governmental regulation. The industry is now fighting against that trend with all the force at its command.

A single incident will serve to illustrate the development of the conflict. Because Father Coughlin recently broadcast a speech believed by some to have the effect of creating racial animosities, certain stations subsequently denied him time for which he had contracted and for which he was prepared to pay. The owners of at least one of these stations took the position that they would not tolerate such programs. While Father Coughlin took no position which could be interpreted as conceding the truth of these statements, his supporters became very active and immediately raised the issue of free speech on the air. The industry rallied to the support of the station in question. The president of the National Association of Broadcasters, Neville Miller, issued a statement in which he said:

The right of free speech is a right which extends to every American citizen. It is a right which broadcasters interpret as one requiring that equal opportunity be available for the expression of honest divergence of opinion. But in administering this responsibility, we must also be cognizant of the fact that radio by its very nature reaches all classes of our fellow citizens, regardless of race, religion, or conviction, and that there is no obligation to broadcast a speech which plays on religious bigotry, which stirs up religious or racial prejudice or hatred. Such a speech is an abuse of the privilege of free speech and unworthy of American radio.

It must also be recognized that broadcasters are responsible under the law of our land for anything that may be said over their facilities which is libelous or slanderous. . . .

The responsibility for the content of programs rests upon the broadcaster; to determine what is in the public interest requires the exercise of an informed and mature judgment. He is well within his rights to demand an advance copy of any proposed radio talk. He is well within his rights to close his facilities to any speaker who refuses to submit it. He is well within his rights to refuse to broadcast a speech plainly calculated or likely to stir up religious prejudice and strife. . . .

The responsibility to accept or to reject broadcast material is one placed squarely on the shoulders of the American broadcaster. It is up to him to evaluate what is and what is not in the public interest. This responsibility the American people have delegated to him in his license to operate a radio station. The National Association of Broadcasters will defend his right to discharge that responsibility.

This statement was challenged immediately; not by the Federal Communications Commission, which is interested increasingly in programs altho it is hesitant about its jurisdiction in this field in view of the censorship prohibition in the law; but by Senator Burton K. Wheeler, chairman of the Senate Interstate Commerce Committee, thru which all radio legislation must pass. Without questioning the legal liability of station owners, Senator Wheeler made clear his op-

THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH is preparing to issue a volume on *Radio and the English Teacher*. This will replace the brochure with the same title issued by the Council about a year ago, the supply of which is exhausted. The most important section of the book will be one called "An Experience Forum: A Record of Experiments and Projects." Contributions are invited. Any experiments or projects which might be an addition to this volume should be reported to the chairman of the radio committee, Max J. Herzberg, Weequahic High School, Newark, N. J.

THE FEDERAL COMMUNICATIONS COMMISSION, thru a subcommittee consisting of Commissioners Norman S. Case [chairman], T. A. M. Craven, and George Henry Payne, has issued Part I of its report on proposed rules governing standard broadcast stations and standards of good engineering practise.

The two most important recommendations of the report are: [1] against the use of superpower in the regular broadcast band at the present time, and [2] in favor of standards for program service, altho such standards should not be rigidly defined.

TOWARD A MORE DEMOCRATIC RADIO, the article in the adjoining column, is an adaptation of an address delivered by S. Howard Evans on February 4 in Boston before the Massachusetts Civic League.

position to any claim by them, or presumably by any other group, to the right of determining in this free country what listeners should or should not receive over the radio.

The Senator's statement creates a situation which needs to be clarified. Certainly since radio is not a common carrier and cannot possibly broadcast all the messages that may be submitted, someone has to make a selection of what actually is to go on the air, or at least to determine the standards by which such a selection shall be made. At present no group is conceded the right to do this. The question then becomes, How is such a right to be established and who is to exercise it?

The industry seems to feel that the only alternative to giving complete authority to station owners is to have the government assume it. Broadcasters point out that under present law the government, or at least the Federal Communications Commission, cannot assume such authority and that under existing court decisions station owners cannot escape the responsibility for exercising it. They argue that every step towards increased governmental authority in radio is a step towards government ownership.

The government is moving into this question of authority over programs with a very different point of view. It is recognizing that the right to select programs or determine the standards for such selection carries with it the power to have a vital influence over public opinion in the United States. Therefore, the government, as the protector of the public interest in radio, must be concerned with programs and cannot leave the matter of their selection to any private or special interest group.

Of course attempts are being made to effect some sort of compromise between these opposing positions. That is the reason why American citizens generally should be concerned with them and should be making up their minds as to the solution they would want to see adopted. Do they want control to rest with either industry or government, or would they prefer some more democratic method?

As an alternative to strict governmental control which conceivably could make radio in this country follow the highly objectionable pattern of broadcasting in some of the European countries, or to the kind of industrial control which has been lax enough to permit objectionable commercial announcements and overstimulating children's programs, to mention only two of its faults, members of the listening audience may want a system of control thru which they can have some participation in determining program policies.

At the present time there are no adequate channels thru which public opinion can be organized and made vocal on such matters. Individuals and isolated groups can bring pressure on local stations or write to the Federal Communications Commission but these processes are at best only additional manifestations of the aforementioned handicraft stage in radio. They are out of date. If citizens are really to have a voice in determining program policies, the old channels must be abandoned in favor of some instrumentality designed to be more effective in dealing with current conditions.

Possibly there are several kinds of organization which might be developed for this purpose. The National Committee on Education by Radio has planned and is developing one of them. It has been called by a variety of names, such as the Public Radio Board plan and the Cooperative Radio Council plan.

Briefly, the idea behind the plan is this: to organize on a local, regional, or national basis those institutions and agencies interested in radio so that they may pool their resources for the purposes of [1] cooperating with broadcasting stations, [2] preparing and pro-

**A**N INTENSIVE DRIVE is being led by Chancellor F. M. Hunter of the Oregon State System of Higher Education to save state-owned station KOAC from the encroachment of commercial interests. Station KOY, Phoenix, Ariz., a CBS outlet, has applied for the wavelength of the Oregon state station.

KOAC has been serving the people of Oregon, particularly the 65,000 farm families of the state, since 1922. Its present license allows it to broadcast with 1000 watts power and unlimited hours of operation. The potential daytime audience is 64 percent of the population of the state, and even more of the citizens can be reached at night.

During 1938-39 KOAC is broadcasting programs for radio study clubs in six fields, which meet regularly to listen to the broadcasts. Supplementary mimeographed study aids are sent out by the station to enrolled groups in advance of each meeting date, and report blanks are mailed in regularly by listening groups. A school of the air is also maintained by KOAC.

Another interesting KOAC activity is an annual 4-H Club play-writing contest. Summer school scholarships and cash prizes are offered as awards for the most outstanding scripts.

According to the Market News Radio Broadcasting Schedule, 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 being released daily.

KOAC has been the training ground of such successful radio executives as Wallace L. Kadderly, director of KOAC from 1925 to 1933, western program director for the U. S. Department of Agriculture from 1933 to 1938, and now chief of radio service, U. S. Department of Agriculture, Washington, D. C. Cyrus R. Briggs, successor to Mr. Kadderly as western program director for the USDA, also received his training at KOAC. Many another "graduate" is doing successful work in the commercial or technical phases of radio.

Luke L. Roberts, present director of the station, was granted a fellowship in 1936 by the Rockefeller Foundation for three months' study of modern radio methods at the headquarters of the Columbia Broadcasting System in New York City.

Senator Charles L. McNary has informed Chancellor Hunter that he has been asked by the chairman of the Federal Communications Commission to prepare a report bearing on the application of KOY to use the KOAC wavelength, and that he is using for this purpose the communications he has been receiving from his own constituents.

**H**ON. FRANK R. McNINCH, chairman of the Federal Communications Commission, delivered one of the clearest statements yet made on the question of freedom of speech over the air, in an address before the Carolina Political Union at Chapel Hill, N. C., on January 26. Copies of Mr. McNinch's speech, which was entitled "Radio and the Bill of Rights," can be obtained by writing to him at the Federal Communications Commission, Washington, D. C.

**MUSIC EDUCATION BROADCASTS** directed to the intermediate grades of the public schools have been on the air for several months in Florida. These broadcasts are being originated in the studios of station WRUF at the University of Florida, where they are transcribed for use by other radio stations.

Beginning with the broadcast of January 23 a change in the programs has been inaugurated. The fifteen-minute music education program will consist henceforth entirely of classroom participation by pupils from the P. K. Yonge Laboratory School. The music will be directed particularly to the understanding of intermediate grade pupils and will be more adapted to this use than the half-hour broadcast which was used formerly. Following this fifteen-minute program of music education, WRUF will broadcast a music appreciation period directed to the younger listening groups. The latter program may be used in conjunction with the participation program if desired. The music education program is broadcast by WRUF at 9AM Mondays and the supplementary music appreciation broadcast at 9:15.

**THE AMERICAN SCHOOL OF THE AIR** began its tenth consecutive year of broadcasting on January 30. The programs are heard over the network of the Columbia Broadcasting System daily except Saturday and Sunday, from 2:30 to 3PM, EST. Among the national educational organizations collaborating in the presentation of programs are: the National Education Association, the Progressive Education Association, the Association for Arts in Childhood, the American Library Association, the National Council of Teachers of English, and the American Museum of Natural History.

**MOUNT HOLYOKE COLLEGE** plans to go on the air thruout the winter term with a weekly collegiate quiz program between faculty and students, the faculty asking questions, many of them submitted by students in class, in unrehearsed half-hour programs over station WSPR, Springfield, Mass. The programs will be heard on Wednesday from 4:30 to 5PM, EST, from February 8 thru March 22. Modern drama, the family, the solar system, American government, weather [as connected with geography], and the history of art will be among the subjects discussed.

**THE BISMARCK PUBLIC SCHOOLS** began on January 15 a new series of historical radio sketches which are broadcast Sundays at 4:30PM, CST, over station KFYZ. "Sod Shanties and Saddles" is the title of the series. Ten settlements which played an important role in the development of North Dakota will have their past reenacted in dramatic form. The scripts have been written by teachers in the Bismarck schools and are presented by a cast of highschool students under the direction of Myron H. Anderson, school radio director.

ducing better radio programs, and [3] representing a cross section of organized public opinion on any questions of public policy in radio about which the cooperative body may be consulted.

The administrative organization thru which to implement such a plan is very important. It should be entirely democratic. Every institution or agency accepted as a constituent member should have an equal voice with every other member. Each should be free to send a candidate of its own choosing who would be the representative of the institution or agency to serve during its pleasure.

In case there are participating in the plan in any given area so many organizations that, as the board of directors, they cannot be called together conveniently to pass upon all questions requiring attention, an executive committee may be created with such authority as the group sees fit to give it. Members of any such committee should be elected rather than appointed.

The administrative machinery for carrying out the decisions of such a group will vary with circumstances. It should be put together in such a way that it is capable of performing ably several different functions. Most of these will have to do with radio programming because that will be the chief practical concern of any cooperative radio group.

One of the chief functions would be that of script writing and production. Professional assistance at this point frequently makes the difference between an amateurish program to which few persons will listen and a finished production with wide audience appeal. The goal would be to have every program broadcast under the auspices of the cooperative radio board prepared so carefully that it would compare favorably in production with commercial programs.

Another function would be that of making recordings. This would involve the ownership of high quality recording equipment and the availability of a skilled operator. With such equipment programs could be prepared by any organization at its convenience and made available for use by stations anywhere.

A third function would be that of supplying an information service thru which members would be kept in touch with the work of the cooperative radio board and listeners could secure advance notification of programs. A fourth would be the preparing of supplementary information for broadcasts to schools and to adult education groups. A fifth, and a very important one, would be research to study the effect of programs and to discover ways in which they could be improved.

How can such a plan be financed in a given area? Only the people of the area can answer that. The beginnings of such a plan can be very small. A start may be made thru the contribution of materials and services or perhaps a small amount of money on the part of member organizations. Another possible source of assistance is the securing of a similar contribution of services or funds from broadcasting stations which may find the plan of benefit to themselves. There is always the possibility that philanthropic funds can be secured. There is also the possibility of securing an appropriation of funds by some public body in recognition of the plan as a public service, because that is what it is above everything else.

While the plan offers a very specific method of dealing on a mass production basis with the preparation and production of noncommercial radio programs in any given area, it also offers a more representative and democratic method of selecting programs for radio than either governmental or private commercial control have been able to produce. This democratic service to be rendered by the plan is the most compelling reason for its adoption.

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*Education*  
by **R A D I O**

A Bulletin to Promote the  
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Volume 9

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Number 3

## More Radio Panorama

**T**HE JULY 1937 ISSUE of *Education by Radio* contained a lengthy discussion of the situation then existing in radio. Since that time changes in the broadcasting picture have been occurring with lightning-like rapidity. A summation of them seems to be in order altho no trends have developed as yet which would justify extensive predictions about the future and no leadership has appeared which seems strong enough to dictate the final outcome.

The most complete and possibly confusing change was that brought about by President Roosevelt in his recent letter sent jointly to Senator Wheeler and Representative Lea. Writing about the Federal Communications Commission, he said in part:

... I am thoroly dissatisfied with the present legal framework and administrative machinery of the Commission. I have come to the definite conclusion that new legislation is necessary to effect a satisfactory reorganization of the Commission.

New legislation is also needed to lay down clearer Congressional policies on the substantive side—so clear that the new administrative body will have no difficulty in interpreting or administering them.<sup>1</sup>

This constituted an about-face for the Administration. It seemed to concede much of the argument advanced by those who have been advocating a Congressional investigation of radio. Indeed some believe that it opened the way for, if it did not necessitate, such an investigation.

Before the letter was written, the President was in the position of insisting that whatever was wrong with radio could be corrected by action from within the Commission. While he had thus avoided an investigation, he had taken upon himself a burden of responsibility which made his administration vulnerable to the kind of criticism employed by Stanley High in the *Saturday Evening Post*, February 11, 1939.

President Roosevelt, by his letter, washes his hands of the entire matter and places the problem back on the doorstep of Congress.

That Congress is poorly prepared to deal with radio is indicated by its recent record in radio legislation and by the generally admitted fact that only one qualified expert on wireless communication is to be found in its two branches. Altho numerous bills dealing with radio have been introduced, Congress has not passed an important piece of such legislation since 1934. Senator White, conceded to be the Congressional expert on radio, has been rather inactive in legislation dealing with this specialty and has failed to press for enactment the bill he introduced in 1937 calling for a broad investigation of all phases of radio regulation.

While the record of actual accomplishment by the Senate in radio is confined almost entirely to the confirmation of members of the Communications Commission and the passage in 1938 of a resolu-

**I**N THE PASSING OF POPE PIUS XI radio lost a real leader. Pope Pius XI placed Mar-chese Marconi, the inventor of radio, among the seventy immortals of the Pontifical Academy of Sciences. His Holiness personally made wide use of radio and on at least two occasions spoke at length and wisely of the advantages and dangers of radio for humanity.

**T**HE NATIONAL COMMITTEE ON EDUCATION BY RADIO met in New York, N. Y., February 4 and 5 to complete its plans for 1939. The Committee turned down a number of requests to expand its program in various directions, preferring instead to continue its established services and to concentrate on the promotion of its plan for the establishment of cooperative radio councils.

**A** FORUM IN RADIO EDUCATION was established in Chicago, February 9 at a dinner meeting attended by nearly 170 teachers and principals from Chicago and suburban schools. The forum is to meet regularly to discuss educational broadcasting problems. A program committee has been set up to coordinate suggestions and to make plans for future meetings. The forum is part of the program of the Radio Council, Chicago Public Schools, of which Harold W. Kent is Director.

**I** HAVE SEEN CHILDREN victims of radio psychosis, run around the streets mowing each other down with imaginary machine guns or imitating the bloodcurdling and unearthly yells of some of the "favorite" radio characters. None of the old-time novel thrillers had anywhere near the power and influence over children which radio, dramatic, has today.—CARL ALPERT in the *Jewish Advocate*, February 10, 1939.

**H**OW TO USE RADIO IN THE CLASSROOM, a pamphlet compiled by a committee of teachers and radio educators in association with the project on the evaluation of school broadcasts at Ohio State University has been published by the National Association of Broadcasters, 1626 K St., N. W., Washington, D. C. Copies of the pamphlet can be obtained free by writing direct to the Association.

<sup>1</sup> For complete text of letter see *Education by Radio* 9:5; February 1939.

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tion expressing the "sense" of the Senate against superpower, the prospect is that 1939 will see a great increase in activity. Senator Wheeler has already introduced a bill drafted by Chairman McNinch of the Federal Communications Commission for the abolition of that seven-man body and the transfer of its powers to a three-man federal communications and radio commission. This is one of the changes suggested by the President's letter. It deals entirely with the reorganization of the Commission. It is to be followed with other bills having to do with matters of policy.

The bill to reorganize the present Commission became at once a center of controversy. At the time of its introduction, Senator Wheeler issued a statement, part of which follows:

My observation over a long period of years convinces me that big commissions are a mistake. Personal responsibility is lost. Often we know that matters are badly handled, but we can't tell where or how the mishandling starts, or where to put the blame. Commonly, too, a big board lacks cohesion and morale. It is very likely to be an aggregation of individualists, each working too much in his own way and to his own ends, with too little common purpose of serving the public interest.

In the Communications Commission such conditions have been aggravated because the Commission for years has been plagued by politics—not simply party politics alone but the politics of big business too. The best way to eliminate politics is to center responsibility, carefully, definitely, and appropriately limited, in a small group, where it cannot be dodged or divided. That way I think we can get results.

Senator White took a very different point of view. He said:

When the Communications Act of 1934 passed the Senate it provided for five commissioners. This reflected a second judgment by the Senate that a smaller commission than five was not desirable. The House amended this Senate bill of 1934 by increasing the number of commissioners to seven. . . . This House judgment as to the minimum number of commissioners was later accepted by the Senate and made its judgment. The pending McNinch bill now asserts both houses of Congress to have been wrong in their judgments and proposes to reduce the number from seven, to which the Congress had increased it from five, to three members. So far as I am advised neither the Commission as a whole nor the communications interests affected, nor other informed or affected persons, have ever recommended such a reversal of policy.

Altho the House of Representatives is allowing the Senate to have the first chew at the reorganization bone of contention, it can point with pride to a more aggressive recent history in radio legislation. One channel of action has been the Appropriations Committee thru which pass the annual budget requests of the Communications Commission. Another channel has been created by the Connery resolution for an investigation of the Commission.

The Connery resolution was introduced originally in 1937 by the late Representative William P. Connery. It was reintroduced and pressed for passage in 1938 by Representative Lawrence J. Connery, brother and successor to the original sponsor, with the help of Representative McFarlane. It was referred to the Rules Committee where hearings were held in which personalities were emphasized more than questions of policy. It was approved by the Rules Committee and brought to a vote in the House on June 14. Every possible pressure was used by the Administration to defeat the measure with the result that even Mr. McFarlane, one of its sponsors, voted against it. The ballot was 234 against the resolution; 101 for it.

Since the President's letter was written, the prospects of favorable action in the House of Representatives on some resolution for an investigation of radio are bright. However, action is certain to be delayed until the proposal for a three-man commission has been debated and until the additional proposals for changes in Communications policy have been received.

The part played in radio by the Appropriations Committee of the House needs some explanation. Each year a subcommittee is appointed to examine in detail the budgets of the so-called "Indepen-

**WEST VIRGINIA UNIVERSITY** has been broadcasting educational programs since May, 1938, when, through the generosity of Station WMMN, Fairmont, a remote-control studio was built on the University campus. By arrangement with this station three programs are broadcast regularly each week. Programs are of an educational, informative, or entertainment nature. The hours are from 8:05 to 8:30PM on Mondays, Wednesdays, and Fridays. Other programs are broadcast from time to time.

**THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS' CONVENTION** in Cleveland, Ohio, February 25 to March 2 was made increasingly radio conscious by twenty-two broadcasts about the work of the convention which were carried over the four national networks.

**THE THIRD AMERICAN EXHIBITION** of recordings of educational radio programs will be held at Ohio State University, May 1-3, as part of the Tenth Institute for Education by Radio. Entries for the exhibition must be filed by March 15 with I. Keith Tyler, Bureau of Educational Research, Ohio State University, Columbus, Ohio.

**EDUCATION ON THE AIR, 1938**, proceedings of the Ninth Institute for Education by Radio, has been published recently by the Ohio State University Press, Columbus, Ohio. It contains 234 pages and sells for \$3 a copy.



**HIGH-SCHOOL DEBATING BECAME AIR-MINDED** on December 1 when debate teams in two high schools thirty miles apart engaged in a debate which was aired over two stations and in which the contestants heard each other's arguments by radio. The high schools in Olympia and Centralia, Washington, engaged in the unique debate. Each team debated before the assembly of its own school in its own auditorium. Radio stations KGY in Olympia and KELA in Centralia were linked together to carry both sides of the debate which was passed on to listening audiences of the two stations as well. The intricate switching necessary to handle the debate was carried out without a hitch and instantaneous switches were made. Managers of the two radio stations reported an excellent listener response and report that plans are under way for further debates to be similarly staged between high-school teams in cities where radio stations are in operation.—*School Life*, March, 1939.

**THE SYLLABUS** for a teacher training course in education by radio, of which more than five hundred copies have been distributed by the National Committee on Education by Radio during the past two years, has been revised and enlarged by Dr. Tracy F. Tyler, formerly research director and secretary to the Committee and now associate professor of education at the University of Minnesota. The revised syllabus is now available and can be obtained from the office of the National Committee on Education by Radio, Room 308, One Madison Avenue, New York, N. Y.

**THE RADIO INDUSTRY** is the most recent frontier discovered that opens a field for college or university students, no matter what subject they major in. Radio needs the conscientious business administration student; radio needs trained engineers; radio needs the research ability of a history student; and the creative ability of the English student.—**ELLIOTT ROOSEVELT**, president, Texas State Network, in a statement to the radio class of Trinity University, Waxahachie, Texas.

**THE UTAH STATE SENATE** has before it a bill proposing a \$50,000 appropriation to finance the study of a plan to broadcast elementary education to children in the five lower grades. Incomplete information available indicates that the desire of the sponsors is to secure for the remote schools of Utah the same quality of curriculum materials now available in the best school systems of the state.

**DR. C. S. MARSH**, vice-president of the American Council on Education, has been certified as the representative of that organization on the National Committee on Education by Radio. Dr. Marsh succeeds Dr. George F. Zook who is retiring after four years service as a member of the Committee.

dent Offices." Before this subcommittee, representatives of the Federal Communications Commission appear to explain their budget estimates and to answer any questions which members of the subcommittee may see fit to ask. During the last few years, largely thru the efforts of Representative Wigglesworth, a member of the subcommittee, the appearance of Commission representatives has been the occasion of some penetrating inquiries about the qualifications of individual members of the Commission and about the work of that body. At the most recent hearings in January 1939 the reorganization effected from within by the Communications Commission was scrutinized carefully.

While this unimpressive record was being accumulated by Congress, the Federal Communications Commission was busy winning for itself an unenviable notoriety as a governmental agency. This reputation began to develop when Commissioner George Henry Payne found impossible, thru action by his colleagues, the accomplishment of what he considered to be necessary reforms. Mr. Payne took his case to the people and secured for himself a wide personal following among those advocating higher cultural standards for programs. His action has forced the adoption of some of his proposed reforms but he is still too much at variance with the majority of his fellow commissioners to work in harmony with them.

During 1937 in an effort to avoid the impending Congressional investigation, President Roosevelt, with the consent of the Senate, transferred Chairman Frank R. McNinch from the Federal Power Commission to the Federal Communications Commission. Mr. McNinch was expected to take the "kinks" out of the Commission and make it work. His first important act was to abolish the three divisions under which the Commission was then operating, thus making every commissioner equally responsible for all activities of the Commission. Further important changes were made in the legal procedures of the Commission and later in some of the Commission personnel.

To secure information on which to base certain decisions on matters of policy, the Commission decided a little more than a year ago to conduct two investigations: the first, under a committee consisting of Commissioners Case, Craven, and Payne, to be concerned with proposed rules and regulations governing the operation of broadcast stations; and the second, under Commissioners Brown, Sykes, and Walker, to investigate the possibilities of monopoly in radio. Chairman McNinch was a member *ex officio* of both committees. The first investigation got under way in June 1938. The monopoly hearings did not start until November.

The chief question before the June hearings was what to do about superpower. Station WLW in Cincinnati was operating on an experimental license with 500,000 watts power. WLW, along with several other stations, was asking for the permanent assignment of that power. Perhaps equally significant but less widely recognized was the question of whether or not the Commission should undertake the development of program standards as part of its function of regulation.

The report on these hearings was completed and released to the public in January 1939. It directly opposed grants of superpower to any station. It recommended the development of program standards altho it took the position that such standards could not be rigidly defined.

While these specific recommendations were important, they may have less of a place in debates on future regulatory policy than the position which the Committee seemed to take on the question of how to stabilize the business of broadcasting. It appears that the author or authors of the report have become convinced that no new

regulations should be imposed until, thru study and experiment, all of its possible effects upon the industry have been determined. This position seems based on the belief that maintenance of the industrial *status quo*, with all its instability, is more essential than the establishment of a sound basis of regulation to which the industry can adjust itself and on which alone the industry can build a stable and secure future. This question seems destined to receive much attention in Congress before any new radio laws are passed.

The monopoly hearings of the Communications Commission, which should be distinguished carefully from the monopoly hearings being held simultaneously by the Temporary National Economic Committee, were scheduled to begin much earlier. The hope was to have the hearings completed and a report prepared before Congress convened. In this report there were to have been definite recommendations of changes in the present Communications Act and requests for additional authority where needed to make regulation effective. All these hopes were dashed by certain practical considerations which delayed the start of the hearings and extended their duration until they may not be completed before next April.

Meanwhile dissension continues among the members of the Commission. It was brought into the open again on February 10, when in a speech at Baltimore Chairman McNinch said:

It is notorious that for several years before I became Chairman of the Commission it was handicapped by dissension and division, carried beyond reasonable differences of opinion to a point that precluded effective regulation. This condition has persisted and, while I am glad to testify publicly to the cooperation of most of the Commissioners with each other, I would be less than candid did I not say that these efforts on their part have been discounted or even cancelled at times by the hostile tactics of other members.

No house that is divided against itself can stand. No family that engages publicly in criticisms and detraction of its own members can win or hold the respect of its neighbors.

This dissension is said to have had a direct bearing on the proposal for the creation of a three-man commission as a substitute for the present seven-man body.

What comes after the proposal for the three-man commission? This question is vital to all those interested in the future of broadcasting. President Roosevelt's letter suggested that Congress must go on beyond reorganization to lay down policies "so clear that the new administrative body will have no difficulty in interpreting or administering them."

The value of any policies which may be proposed to Congress will depend not on the kind of political pressure which can be marshaled in support of them but on the accuracy of the analysis on which they are based. To date there has been no complete analysis of what causes the present unsoundness in the structure of broadcasting. Presumably such an analysis will be forthcoming from the Communications Commission as a result of its current investigation. Until that report appears, the most comprehensive discussion of conditions which need to be corrected in radio seems to be that presented by the National Committee on Education by Radio thru the bulletin *Education by Radio* and thru appearances at hearings before the Communications Commission.

To answer the questions raised by the National Committee, Congress will have to find ways, [1] to end the present unfairness created by the Communications Commission when it licenses high- and low-powered stations to compete directly for advertising revenue; and [2] to provide a more democratic method of control over programs than that represented by either complete commercial domination or concentrated federal control.

WBAL, BALTIMORE, has organized a Traveling Educational Radio Show. Since November 1, 1938, thirty-nine performances have been given before more than 27,000 students in school auditoriums and in WBAL's studios.

Educators and radio-station operators from many cities thruout America have investigated the WBAL show and have adopted it in their communities. It shows students what happens to voice and music between microphone and radio set, the difference between microphones, how "sound effects" are created, about the gathering and broadcasting of news, the serious and humorous "goings on" in radio studios, and other wonders and sidelights of broadcasting.

WHEREAS, Miss Virginia Sheffield has been in the employ of the National Committee on Education by Radio for almost five years during which time she has rendered outstanding service and has shown great personal loyalty to the work of the Committee, and,

WHEREAS, Miss Sheffield is voluntarily retiring from her position as Assistant to the Secretary of the Committee,

NOW THEREFORE BE IT RESOLVED that the members of the National Committee on Education by Radio officially tender her their appreciation for her past services and their best wishes for her future happiness.—Resolution adopted by the Committee at its February 4, 1939, meeting, upon the resignation of Miss Sheffield, now Mrs. Tracy F. Tyler, who goes to make her home in Minneapolis.

THE UNITED STATES OFFICE OF EDUCATION now has available a comprehensive report on the use of the ultra-high frequencies recently set aside by the Federal Communications Commission for the exclusive use of education. The report discusses fully the kind and cost of equipment needed to make the best use of these frequencies. Copies are available free of charge from the Radio Project, Office of Education, U. S. Department of the Interior, Washington, D. C.

RADIO WRITING, a book written by Max Wylie, director of script and continuity writing for the Columbia Broadcasting System, is comprehensive in its treatment, chapter by chapter, of the standard problems and difficulties which beset radio writers in the field of script and continuity alike. The book is published by Farrar and Rinehart, New York, N. Y., at \$3.75.

THE APRIL ISSUE of EDUCATION BY RADIO will be sent only to those whose names appear on the revised mailing list, as announced in the February bulletin. If you wish to continue receiving this publication and have not notified us to that effect, please do so immediately by writing to the National Committee on Education by Radio, Room 308, One Madison Avenue, New York, N. Y.

# Education

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

by **R A D I O**

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Number 4

## Radio Program Standards

**I**F THE PRESENT METHOD OF GRANTING BROADCASTING LICENSES does not guarantee the universal right of free speech, it should be changed. It does not provide this guarantee, because: (1) it does not provide opportunity for the general public to broadcast its views, since it reserves no radio frequencies for that purpose; (2) in granting licenses to private agencies, it reserves no time for the public use; (3) it forces the licensees to be Censors of speech, without conferring upon them the necessary authority to do so.

The Federal Communications Commission has spoken frequently of the wonders of the "American system of free competition in the field of radio." But this "Free Competition" is a myth, because: (1) many who would wish to compete cannot obtain licenses; (2) they who receive licenses do not get them for operation of stations of equal power or even of equal time. The present method is therefore very faulty and should either be discarded or improved. Let us look at the fundamental principles which enter into the proper solution of the question.

The right to use the air waves belongs to every man, since it is impossible for them to be owned by anyone. But practically, if everyone tried to use them, there would be little effective use. So international agreements are made by which each nation agrees to use certain limited frequencies and leave others for international needs. If a nation fails to observe the agreement, there is no adequate sanction, since there is no world court with power to punish transgressors, so reliance must be placed on the natural law, which requires nations as well as individuals to fulfill legitimate contracts.

There is a difference with respect to the use of a nation's allotment of wave-lengths. Each nation can determine how it will use the bands at its disposal, but in doing so, it must attend to the common good of its nationals and the preservation of their rights.

Radio broadcasting is essentially a means of communication. *Who* transmits *what*, and *for what purpose*, are essential to the question of the proper use of this means and must be planned for reasonably by government.

Government has two main duties: one positive, to work for the temporal welfare of all of its citizens; and one negative, to prevent injury to their physical, mental, and moral integrity. A good government should not restrict the rights of its citizens more than is absolutely necessary, but when the common good requires some restriction of private rights, that restriction should be made by the government, and by no agency without government authority.

There is no moment when the government is free from the obligation of protecting the rights of citizens to their physical, mental, and

**C**HARLES A. ROBINSON, S. J., a member of the National Committee on Education by Radio is author of the article which begins in the adjoining column.

The subject of program standards is certain to receive increasing attention and is worthy of most careful study. Those interested in keeping abreast of current developments can consult the following sources: (1) Federal Communications Commission, Washington, D. C. Ask for (a) Press Release 31703 which is Part I of "Proposed Rules Governing Broadcast Stations and Standards of Good Engineering Practice"; and (b) Press Release 32592 which includes both majority and minority reports of the FCC Committee on Complaints; (2) National Association of Broadcasters, 1626 K St., N. W., Washington, D. C. Ask for NAB Code of Ethics (now in process of revision); (3) National Broadcasting Company, Rockefeller Center, New York, N. Y. Ask for NBC Program Policies (2nd edition), March, 1936; (4) Columbia Broadcasting System, 485 Madison Ave., New York, N. Y. Ask for (a) "New Policies," May 15, 1935; (b) "Children's Radio Programs" by Arthur T. Jersild; and (c) Annual Report of the Columbia Broadcasting System, 1938; (5) Mutual Broadcasting System, 1440 Broadway, New York, N. Y. Ask for statement on program standards; (6) Radio Station WHA, Madison, Wisc. Ask for statement of policy as developed by the State Radio Council; (7) Write to any station in which you are interested. Many of them have no published statements of standards but they must have definite standards which they follow in practice.

**P**ROCEEDINGS of the Second Annual School Broadcast Conference, held in Chicago December 1, 2, and 3, 1938, have just been published in mimeographed form and can be secured by sending twenty-five cents (25¢) to the Radio Council, Chicago Public Schools, 228 N. La Salle Street, Chicago, Illinois.

The Proceedings emphasize problems in the utilization of programs now on the air.

**T**HE ROCHESTER SCHOOL OF THE AIR has issued an interesting summary of the enrollment of regular classroom listeners to its programs. The report shows that the out-of-town schools listening outnumber Rochester schools three to one. For some programs the majority of the listeners are in the out-of-town schools.

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moral integrity. Existing laws and general radio practice provide fairly well for adequate protection of the physical welfare. But more important than physical well-being are mental and moral well-being. These are impaired not only by lies and misinformation, but also by jokes and innuendos about the very things necessary for good citizenship and good government; namely, respect for the authority of God, of rulers, and of parents; the sanctity of the home, and the validity of contracts. Yet the government, through its official agency, the Federal Communications Commission, continues to ignore these infringements of the rights of citizens by its present practice in granting and renewing radio licenses without consideration of, and sometimes in spite of, the contents of radio programs.

A Report in re: Program Complaints was adopted by the Federal Communications Commission on February 27, 1939. The Committee drafting it consisted of Commissioners Sykes, Payne, and Craven, the last named writing a Minority Report as of February 14. The main Report listed the complaints the Commission received, under two headings: (a) complaints concerning violations of law or regulations, and (b) complaints concerning programs contrary to the public interest. In all there are twenty-eight types of complaints listed, fourteen under each heading, and yet nineteen of them refer to program contents. They are well worth reading. The astonishing thing is that although there are laws covering many of these complaints, the Commission does not wish to use the power, which the Minority Report shows the Commission to possess, of revoking licenses. Commissioner Craven maintains that the Commission should judge of the work of a licensee over a long period of time and not take action on any one infringement, since in doing so it might run counter to the guarantee of free speech in the First Amendment to the Constitution, and the prohibition against censorship or any interference with the right of free speech in Section 326 of the Communications Act. Yet the Act in question assigns, besides other penalties, that of revocation of license for one infringement. Read the references given in the Minority Report on pages 2 and 3. Let me take just one example.

The prohibition against the uttering of any obscene, indecent, or profane language by means of radio communication. (Section 326) . . . Violation . . . is a crime punishable under Section 501 of the Act by a maximum penalty of a fine of \$10,000 and imprisonment for two years . . . Violation is also ground for revocation of license under Section 312 (a) of the Act.

From the same Minority Report, page 1:

In many cases there is no real intention of inflicting the extreme punishment of failing to renew the station's license, even if the charges are proved true . . . Furthermore, the foregoing procedure, since it involves dealing *ex post facto* with applications and applying previously unknown standards after the alleged offenses have been committed . . .

How can these standards be called "unknown" when they are contained in the Communications Act? "Ignorance of the law excuses no one." Yet in spite of this, Commissioner Craven states on page 6 of his Minority Report:

. . . it is my opinion that the Commission should refrain from any attempt, direct or indirect, to force stations to broadcast programs which the Commission thinks best for the public; in other words, to attempt to substitute its judgment as to the needs and desires of the listening public for that of the broadcaster. It should confine the exercise of whatever regulatory powers it may have over program service to particular evils as they develop . . .

Further comment on this would be superfluous.

The first and paramount duty of government is to seek the temporal welfare of the community by offering equitable opportunity to all to exercise their initiative and abilities. This temporal welfare includes

FREDERICK I. THOMPSON, militant editor and publisher of the Montgomery, Alabama, *Journal and Times*, has been nominated by President Roosevelt and confirmed by the U. S. Senate as a member of the Federal Communications Commission to fill the vacancy recently created by the resignation of Eugene O. Sykes.

Judge Sykes leaves the Commission after a record of almost twelve years of continuous service in radio regulation. He was appointed to the Federal Radio Commission when it was created in 1927. At various times he has been chairman of both the Federal Radio Commission and its successor, the Federal Communications Commission.

Mr. Thompson, whose newspaper campaigns against private power companies have been outstanding examples of aggressive journalism, is no stranger to the federal service. In 1920 he was appointed to the U. S. Shipping Board by President Woodrow Wilson. He was reappointed by two Republican Presidents, Warren G. Harding and Calvin Coolidge.

"RADIO REGULATION AND MONOPOLY," a statement made before the Federal Communications Commission hearings on monopoly by S. Howard Evans, representing the National Committee on Education by Radio, was put into the *Congressional Record* of March 20 by Senator Burton K. Wheeler. Reprints are being distributed with this issue of *Education by Radio*.

not only material welfare, but also educational, cultural, and social opportunities for betterment. This opportunity for temporal welfare is the only thing that forces men to live in society; so it must be the paramount aim of government to work for this purpose.

In Part I of the Report of Proposed Rules Governing Standard Broadcast Stations and Standards of Good Engineering Practice, Commissioners Case, Craven, and Payne have avoided the main issue. In Section I, page 4, we find two acceptable definitions:

1. "Social": Service, both physical and program to the people of the United States, including the extent to which broadcasting assists in the development of national, community, and individual well-being.
2. "Economic": The aspects of radio broadcasting with relation to its activities as a business.

In Section II, page 4, we read:

While it is impossible to divorce the social use of broadcasting facilities from engineering and economic limitations, and while the first consideration of the Commission must be that of securing the finest radio transmission facilities possible, the second responsibility of the Commission is that of making radio service operate in such a manner that the structure of broadcasting is sound economically and technically.

Here we have an agency of government doing what it has just declared to be impossible, by placing technical perfection first; economics second; and divorcing the social implications from consideration altogether. "The finest radio transmission" is not that which is merely technically perfect, but that which produces the greatest good for humanity. But "the social implications" are brought back again on page 5:

Therefore, a dispassionate common-sense application of sound business principles, coupled with the objective of an ideal social service to the public is necessary in the proper consideration of the broadcasting problem of the United States.

The admission that "the objective of an ideal social service is necessary in the proper consideration of the broadcasting problem" would indicate that the problem will not be properly solved, so long as program standards are left out of consideration. This follows likewise from the Commission's definition of "Social", already quoted.

It is quite evident from a study of the Report as a whole, that the Commission does not intend to consider any fundamental changes in its present procedure. Section II, page 2:

We believe that the best method to safeguard the American system of broadcasting is, so far as it is practicable, to encourage and require full and free competition.

This is mere camouflage. Although it may be impracticable to equalize the licenses with respect to station power and broadcasting time, there is nothing truly American in refusing to recognize the principle that they who are most in need have the first call for aid, and that regions that are backward in culture and education should be provided with adequate radio facilities for their well-being as citizens.

Except in words, the Commission has not shown proper interest in the well-being of the citizens. Read the damning admission in Section II, page 5:

It has been the practice to deny applications on the grounds of insufficient economic support, and it is also true that a frequent ground in favorable decisions has been that there is sufficient economic support.

What of the moral probity of the licensee and his fitness to judge what communications shall be sent into American homes? Small matter, these, so long as he can show "sufficient economic support".

Section II, pages 21 and 22, contains some suggestions of policies which, if adhered to by a licensee, "might be considered" (not "would

**T**HE FEDERAL COMMUNICATIONS COMMISSION last month established what may become a strong precedent for the democratic determination of program standards when it voted to hold a public hearing in Allentown, Pa., on an application for the merger of the only two radio stations in Allentown.

The two stations in Allentown are: WSAN, owned by local newspaper interests, and WCBA, owned by a local minister. Neither is doing well financially nor rendering a widely acceptable program service. It is argued that, by taking over WCBA, WSAN will be able to strengthen its position and improve its public service.

The Commission has been reluctant to permit consolidation of the stations because a complete local monopoly of both radio and newspapers would result. Certain members of the Commission hold that such a concentration in control over channels for the communication of ideas is dangerous. They have the strong support of Senator Burton K. Wheeler of Montana, Chairman of the Senate Interstate Commerce Committee.

At the same time the Commission is not sure of its ground in refusing to let the stations combine. Some of the Commissioners believe that denying the application because a newspaper is involved, constitutes a kind of discrimination for which there is no legal authorization and from which a precedent may grow to endanger the licenses of more than two hundred stations now owned or controlled by newspapers.

The decision to hold a public hearing in Allentown may have been made to avoid the dilemma in which the Commission found itself. While it does not relieve the Commission of responsibility for making the final decision, it should fortify the position of the Commissioners with the kind of popular support which must be given great weight in a democracy.

Whatever the result in this particular situation, the practice of decentralizing control over radio by inviting local public opinion to help decide matters of policy is to be encouraged. It is certain to become increasingly strategic as questions of program standards arise. It may be the most effective method of preserving democracy in a means of communication which, by nature, is monopolistic.

**I**T IS INDEED REMARKABLE AND HEARTENING to note the spread of organization for the cooperative production of programs. The wide adoption of the principle of cooperation shows that the soundness of this principle is gaining wider and wider acceptance. Cooperation between institutions, between great public agencies, cooperation in faculties through advisory committees and councils, are examples of cooperating between producers of broadcasts. There are also additional gains in cooperation with commercial broadcasting stations. A deliberate effort to create machinery for cooperation also implies a keener realization of the importance of the program itself.—Excerpt from the report of Dr. A. G. Crane, President, University of Wyoming and Chairman, National Committee on Education by Radio, in his report to the National Association of State Universities.

**M**AINE SCHOOLS ON THE AIR, a state-wide program sponsored by the Department of Education of the State of Maine, is more elaborate this year than it has been in all its six previous years of operation. Says Harrison C. Lyseth, Director of Secondary Education, "We broadcast Sunday afternoon from three to three-thirty, and feature on each program a prominent speaker in a short address, with band, orchestra and vocal music, dramatic sketches, debating, spelling matches, and the like. It has been part of our publicity program and is broadcast over the four stations of the Yankee Network in Maine—WCSH in Portland, WLBS in Bangor, WRDO in Augusta, and WCOU in Lewiston. These broadcasts emanate from the auditoriums of the various high schools and are presented before audiences in every case. It is not unusual to have more than a thousand people in the audience. Thus we publicize education to the auditorium audience as well as to the radio audience."

**T**HE EDUCATIONAL DUTIES OF ANY RADIO STATION or network are its most important function, and heaven help the backward that leaves that important function to the charity of its commercial sponsors. While it is true that many advertisers have shown foresight in sponsoring programs of outstanding educational merit, where one firm tells its listeners instructive fact, fifty will dish up pure fiction. This fiction may pull box tops today, but I believe that fact, while pulling fewer box tops today, can raise more sensible customers for tomorrow, and pay more dividends the day after.—Elliott Roosevelt, President, Texas State Network, in the March issue of *Advertising and Selling*.

**N**EW YORK CITY has just completed the studios and begun final testing of its new ultra-high frequency broadcasting station, WCNY, second station in the United States to be licensed for use of the frequencies set aside by the Federal Communications Commission for the exclusive use of education.

Any one interested in these frequencies, their possible uses, necessary equipment, and costs, should write to the U. S. Office of Education, Washington, D. C., for the recently published brochure, "*Ultra High Frequency Educational Broadcasting Stations*."

**T**HE TENTH INSTITUTE FOR EDUCATION BY RADIO will be held at Ohio State University, Columbus, May 1, 2, and 3. As part of the Institute, the third American exhibition of recordings of educational radio programs will also be held.

The program of the Institute this year places great emphasis on small group meetings where extended discussion of specialized subjects will be possible.

The officers of the Institute are: Dr. W. W. Charters, Director, and I. Keith Tyler, Executive Secretary.

be") by the Commission as sufficient grounds for the renewal of license. The best of these suggestions, numbers 5 and 12, are nicely vague. The fifth suggests a "sufficient time for education, cultural subjects, etc.," but says nothing as to the quantity of time that would be considered "sufficient". The twelfth requires that no listener would be obliged to tune out a station because of doubtful effect on youth. This is good, but it would be better if the word "citizens" were used instead of "youth".

Let us try to be fair. There is some good effected by all radio stations, but it is incidental to increasing the number of listeners for advertising purposes. Listening to radio is not necessarily good for the public unless what is broadcast is of benefit to the listener. The NBC Program Policies (pages 1 and 2) makes "in the public interest" mean "things the public will like". Likes and dislikes can never be a proper standard for anything relating to the public good. A person may like things that are not good for him, as a diabetic may like sugar, while even a healthy man may like his neighbor's wife. The CBS follows the same practice, as may be seen from the Annual Report to the Stockholders, presented by its president, Mr. William S. Paley, April 5, 1938. I don't know why Mr. Paley expects "public-spirited men and women to help make that program effective" which would seem to be designed for the chief purpose of making money. The financial data contained on page 17 of the FCC Report already referred to shows the joint profits of the 629 stations and network companies.

"While the net income of \$18,883,935 represents 34.4% of the total investment of \$55,061,008 in equipment, building, etc. . . ."

Even the standards of educational stations are faulty. For example: the University of Kentucky excludes topics like evolution and religion; but the State College of Washington, while admitting non-sectarian religion, excludes politics. The University of Wisconsin assumes that only State Agencies have the right to use the air for educational purposes. Others may use the privilege by invitation. The University of Iowa assumes that it is legitimate to use state taxes for entertainment when it divides its time half and half between entertainment and instruction.

Has any licensee the right of censorship which all of them without exception exercise, at least in the form of prohibition? What then is the use of prating about "Freedom of the Air" as so many licensees do? I haven't any. My freedom of speech should be restricted when it interferes with the general good. But if I am to be restricted, it must be done by law and not by private individuals or corporations. So let the government act, or fail in both its duties of protecting the rights of citizens and of affording to all citizens equitable opportunities for social betterment by the proper use of radio.

Space will not allow more detailed citations of various standards of program practice. Sufficient evidence has been adduced to show that since the air-frequencies are means of communication which cannot be owned by anyone their use must be regulated for the general good, by the one charged with the furtherance of the general good, that is, the government. In this regulation attention must be paid to the social aspects of broadcasting by (1) establishing means for the public to exercise its right of free speech; and (2) by establishing program standards, (a) to protect the private rights of listeners, and (b) to insure the furtherance of the public good in the use of this means of communication.

CHARLES A. ROBINSON, S.J.

# Education

by **R A D I O**

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

Volume 9

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Number 6

## Technical Changes in Broadcasting

**T**ECHNICAL DEVELOPMENTS NOW LARGELY PERFECTED promise to bring about greater changes in radio during the next few years than have occurred since broadcasting for the general public began. These developments have such far-reaching implications, not only for education, but also for society as a whole, that it seems important to suggest some of their possibilities to the readers of *Education by Radio*.

While television is the most widely discussed of the new developments in broadcasting, two others, facsimile and frequency modulation, may prove to be just as important. Indeed both of these developments are further advanced than television. Frequency modulation is completely perfected and ready for immediate use. The strictly radio aspects of facsimile have been perfected, but the machines for translating pictures into electrical impulses and back into print are not quite satisfactory. In television nothing seems to be final and the prospect is that very considerable changes may take place before the new art achieves stability.

For purposes of this article it seems well to consider each of these developments separately, giving attention both to its technical aspects and some of its social implications.

When regular television broadcasts began in New York City in connection with the opening of the World's Fair, many jumped to the conclusion that finally it had "arrived". And in one sense it had. For two years the British Broadcasting Corporation had been demonstrating that television was practicable. Here was the first proof that the American industry was ready to promote television and to carry the financial burden until some basis of self-support is found. Likewise it was an invitation for those living in or near New York City to buy receiving sets (prices range from \$190 to \$600) and to participate in this new form of entertainment and enlightenment.

Actually, television in the United States is doing no more than entering upon a new period of experimentation, the end of which is not in sight. It will not "arrive" officially until the Federal Communications Commission issues regular licenses to the broadcasting stations in place of the present experimental permits under which all television in this country is being done.

Why is the American brand of television so highly tentative? In the first place, there is the patent situation. Several different systems of sending images are now in existence. Perhaps others will be perfected. The Federal Communications Commission is trying to protect the future purchasers of television receiving sets by waiting until it knows what the performance of the various systems may prove to be. Ultimately, the Commission through its licensing power will dictate the kind of television to be done. To make such an important

**T**HE GEORGIA EDUCATION ASSOCIATION has launched a BETTER EDUCATION FOR GEORGIA campaign, the purpose of which has been stated as follows: "All the educational forces of the state are committed to the policy that education must accept its responsibility in developing the whole life's interest of the people in the state."

Radio is playing a large part in the work. Committees have been appointed in various communities to prepare programs of local and state-wide interest. The script is localized as much as possible and is written in dramatic form. One station, WSB in Atlanta, is presenting a quiz type program patterned after "*Information, Please.*" On this "*Education, Please*" program experts from all over the state and sometimes from distant points are questioned about Georgia, her resources, her educational opportunities, her people. Even the older folk are learning things they never knew before about their home state. Wit and humor interspersed here and there liven the programs considerably. One member of the Radio Committee of the Association has stated: "Each time a civic group takes part in a radio program, we have not only reached thousands of listeners, but also joined hands with laymen of great influence in helping to solve state problems."

Not only is radio being used for this purpose but also the press. Through the combination of these two media, every corner of the state is being reached and the prospects of stamping out illiteracy in Georgia are brighter than they have ever been before.

**L**OCAL BROADCASTS TO SCHOOLS, edited by Dr. Irvin Stewart, Director of the Committee on Scientific Aids to Learning, has just been published by the University of Chicago Press at \$2.00 a copy.

This book presents the experiences of Detroit, Cleveland, Akron, Rochester, Portland, Oregon, and Alameda, California, six representative cities which have been broadcasting to schools over a period of years. There is a wide variation in the method of approach used in the different cities, a variation which will give any school administrator a foundation on which to base his decisions about programs and will suggest ways in which he may best take advantage of local talent and opportunities.

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Represent**ARTHUR G. CRANE, *CHAIRMAN*, president, University of Wyoming, Laramie, Wyoming, *National Association of State Universities.*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.*C. S. MARSH, vicepresident, American Council on Education, 744 Jackson Place, Washington, D. C., *American Council on Education.*CARL MENZER, director, radio station WSUI, State University of Iowa, Iowa City, Iowa, *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.***MEMBER EDUCATIONAL PRESS ASSOCIATION  
OF AMERICA**

decision too early might discriminate against some new inventor or encourage the public to buy the present receiving sets only to have them scrapped by technical developments which even now may be in the laboratory stages of development.

In the second place, important economic problems remain to be solved. How is television to be paid for? Probably by advertising. But the answer is not as simple as that. Television is expensive, so expensive in fact that advertisers in the smaller cities cannot afford it. And there is no such secondary coverage in television as exists in regular radio broadcasting to enable distant listeners to enjoy programs put on by advertisers over big city stations.

The financial problem is not that of giving television to the great metropolitan areas, but of making it available to the nation. Not only do individual stations serve a smaller area, but also they can be connected into chain broadcasting systems only with much more difficulty and much greater expense. At this writing there seems to be no visible means of giving anything like a complete national coverage with television.

The third complicating factor is that of politics. A majority of members of Congress represent districts which are predominantly rural. Most of them will want television for their constituents. Many can be expected to attack any system of licensing adopted by the Federal Communications Commission which does not make provision for reaching a large part of the nation with the outstanding programs which can originate only in such talent centers as New York, Chicago, and Hollywood.

In the fourth and fifth places there are two vitally interested rivals, the press and motion pictures. Television is a real threat to the advertising revenues of the press. What department store would be interested in using cold black type to picture its new fashions if there was a large enough television audience to make it worth while to send the images of living models into milady's parlor! The danger was suggested recently by Dr. W. R. G. Baker, director of radio and television for the General Electric Company, in a speech before the Association of National Advertisers, when he said:

"Advertising men know to what extent advertising funds have been diverted in recent years from magazines, newspapers, and billboards into radio. As soon as the ownership of television receivers becomes sufficiently widespread to constitute a mass audience for advertisers, we may expect a new shifting of budgets to accommodate this new medium."

The motion picture situation is not so clear. Television may be a vast new market for the use of films because at present they seem to be the best available source of supply for programs. Likewise, it may be installed by theaters and may prove to be a valuable new stimulus to attendance. On the other hand, neither of these possibilities may materialize. Use of films for television may be discouraged in the same way that recordings were discouraged in radio broadcasting. And the public may rush to buy home receiving sets which will compete so successfully with the theaters that box office attendance will diminish and perhaps disappear.

While all this speculation goes on and the date of any final decision by the Federal Communications Commission seems to recede into the distant future, the experimental television broadcasts continue and experience accumulates against the day when the new system shall reach its maturity. Perhaps the best evidence that it will hurdle every barrier is contained in a report recently prepared for the Motion Picture Producers and Distributors of America by Courtland Smith. Mr. Smith considers numerous aspects of television and concludes:

**T**HE UNITED STATES OFFICE OF EDUCATION has been strengthened greatly in its radio activities by the second of two plans for the reorganization of the federal government which become effective July 1. As part of the first plan the Office of Education is transferred from the Department of the Interior to a newly created Federal Security Agency. In the second plan the Office of Education gets all the radio and motion picture activities formerly conducted by the National Emergency Council.

Transfer of these functions to the Office of Education not only consolidates governmental activity, but also emphasizes the educational character of these services.

**T**HE NATIONAL COUNCIL FOR THE SOCIAL STUDIES through its executive committee has recently decided to create a committee to survey the possibilities of radio in the social studies. Dr. Tracy F. Tyler, Associate Professor of Education at the University of Minnesota and formerly Secretary and Research Director of the National Committee on Education by Radio, has been selected as chairman of the committee. The first project to be undertaken is that of studying radio programs now on the air to determine those which can be used effectively either during school hours or as out-of-school listening to be discussed in the classroom.



"None of the big interests who are responsible for television would dare to let it out if it faced failure. Several of the companies sponsoring television rank among the most important in this country; several others are major companies, and all are of importance. Seldom, if ever, has a new business started with such powerful and determined backing, or with such competent engineering. For once the engineers are ahead of, rather than behind, the commercialization of a new product. For example, electrical interference from automobiles will be a problem soon, but the cure has been known for some time and automobile manufacturers are prepared to equip their new cars with interference prevention devices."

The story of facsimile is less exciting although in some ways just as important as television. It can be operated on all radio frequencies with the result that, by attaching special equipment, any kind of receiving set may be transformed into a facsimile receiver. Experimental work with this device is now being done on the west coast, in the middle west, and in the east. Facsimile receivers are being offered for sale more widely than are television sets and at prices of less than \$100.

In appearance facsimile is very much like the wireless and wire-photo pictures which are seen regularly in many daily newspapers. The best facsimile is fully as good as the best of these rapidly transmitted pictures which appear in newspapers.

What are the uses of facsimile? The most obvious one of course is that of disseminating a written record of the news faster than has been possible heretofore. Facsimile then becomes a threat to every newspaper in the land. The danger is not to news as such. Actually the demand for news will be greater and the news gathering agencies will have to expand rather than contract their facilities. It is the great printing plants with the tremendous capital investments which are threatened with loss. They may be required to make severe adjustments if they are to survive.

There are other uses of facsimile which have special significance for education. With this device it is possible to make a written record of anything which may be needed for reference in connection with a radio or a television program. This includes not only program schedules and background materials about actors and events, but also maps and other supplementary materials which may be used as work sheets in the classroom or at home.

Both facsimile and television have been discussed in the public press and over the air for some time and so are rather well known. Frequency modulation, which is a new system of transmitting regular radio broadcast signals, is almost unknown. And yet it may prove to be the most significant of all new developments. It may open the way for a much greater degree of freedom of the air than has been enjoyed or has seemed possible up to now.

Frequency modulation is very different in both methods and results from the kind of radio transmission used with regular receiving sets. Regular broadcasting uses a narrow band of frequencies which under certain circumstances can be broken up or interfered with to such an extent that static and various other bothersome noises are often reproduced on listeners' receiving sets. Frequency modulation uses a broad band of frequencies, so broad in fact that it seems to smother all interference noises and to give the listener a program reception so perfect as to be almost unbelievable.

This new system of transmission was invented by Major Edwin H. Armstrong, Professor of Electrical Engineering at Columbia University, and inventor of the almost universally used superonic heterodyne receiving set. It requires transmitting and receiving equipment totally different from that now in use. It operates on the ultra-high frequencies.

One transmitting station of 40,000 watts power has been built by

**W**RUF, the radio station of the University of Florida, reports that it has been conducting a series of documentary radio programs during the past few months. Major Garland Powell, Director of the station, has sent the following comments in connection with the series:

"It would seem to the listeners that the casual easy handling of the program by the announcer as he describes a commercial process, such as the manufacture of tung-oil, precludes any extensive preparation, but this instead illustrates careful planning and direction. From the moment that the announcer is assigned to a remote program until the time that it goes on the air, extensive and complete preparations are made. The first thing, of course, is to search for any possible reference which might be found in the station's library or in the University's library regarding the particular process which is to be covered.

"To take an example, the broadcast which was made last month from the tung-oil plant in Brooksville was preceded by research on the entire tung-oil industry. With complete material obtained, the next step was to contact the manager of the plant in an effort to get any information which he might have to offer. To facilitate further research, a trip was made to the plant and a tour of the entire building made. Accompanied by an experienced tung-oil worker, the announcer closely observed the entire process and made sure that it was familiar to him. Other preparations made at the plant included arrangements for a direct telephone wire to the radio station from the plant.

"Back at the station a rough draft of the broadcast was written and checked by the manager of the plant to prevent any mistakes. The WRUF operator checked all transmission facilities.

"With these preliminaries out of the way, the announcer built his final program on the information he had gotten from the library, from the plant itself, and from his own observations. The factor of time was closely watched so that the broadcast would go off the air at exactly the right time.

"Then came the actual broadcast. Right in the midst of the machines and equipment which crowded the plant, the announcer made his way and above the roar of the motors commented on what he saw. Carrying a portable microphone, he questioned foremen and workers with a background of the actual sounds of the tung-oil process, such as the noise of the terrific suction of the hydraulic press.

"Some of the programs which have been presented this year on remote wire are the broadcasts from the tobacco market in Live Oak, a citrus packing plant in Lake Wales, a dairy farm in Duval County, and the strawberry packing sheds in Starke."

**M**ORRIS HICKS, WIRE production director, was scheduled to address two vocational guidance classes at the Lebanon, Indiana, high school on "Radio as a Vocation." Public interest in radio was so great that more than 1,000 pupils and parents turned the talk into a community affair. Hicks finally spoke before all comers packed into the school's gymnasium.

**D**ISCUSSION OF CHILDREN'S PROGRAMS is again very much in the news. An educational point of view is presented in the May, 1939, issue of the *Minnesota Journal of Education* as follows:

"If there is to be reform on commercially produced children's programs, parents and teachers must see the problem as a whole, not from their own isolated little peep-holes at life. Last week, in New York City, groups involving the General Federation of Women's Clubs, the United Parents Association, the American Legion Auxiliary, and the National Society of New England Women met with the advertisers to consider the problem of children's programs. The sponsors in the past have shown themselves indifferent to social and family aspects of these programs for they are primarily out to sell, and goosepimple technic is their prime mode of approach.

"These club women met to consider the possible solutions of the problem of the advertiser and the child consumer. Since big business apparently ignores the protests of parents and teachers, shall there be government regimentation of radio? We believe there is another solution. We believe that children's programs in the hands of those who know children and are neither too smug nor too complacent to learn radio from the radio viewpoint can attract children listeners and can meet the standards of script and production established by the highest ranking adult programs."

What seems to be the most realistic industry point of view has been expressed recently by *Variety*. In its April 19th issue, that magazine says: "Neither NBC nor CBS has done much to mollify or even acknowledge clubwomen, parent-teacher and group pressure generally as regards kid programs. On the contrary, the tactics of buck-passing network officials possibly aggravate rather than appease. This week alone civic personages in St. Paul-Minneapolis are on a rampage. It so happens part of their ire is directed at film-dom's '*Dead End Kids*.' But there's fire left over for radio kid shows which are lumped together. The chief of police of Toronto has just called juvenile radio serials a menace. A group in Connecticut raps '*Dick Tracy*' and '*Little Orphan Annie*' by name. But the networks do nothing."

The following excerpt taken from the May 10th issue of *Variety* presents an industry comment on another educational approach:

"The old attitude on children's programs was to criticize some of them, or all of them, as injurious to the child. We now believe this was an unwise approach to the problem. We weakened our case by talking about the evils because, quite frankly, most people thought we were exaggerating. In consequence we were merely considered fussy and impractical intruders into the harmless pleasures of other people."

"The above statement, loosely rendered, sums up the expressed thought of some of the critics of radio kid shows who are now veering away from the extreme view that children are influenced toward burglary and arson by what they hear over the air. New attack is not that the typical programs do any specific harm, but that they consume time and money to disseminate inferior entertainment and thereby constitute squandered opportunities."

Major Armstrong personally at Alpine, N. J., overlooking New York city. An amateur, C. R. Runyon of Yonkers, N. Y., has built another station of 600 watts power which operates successfully on the frequency of 110 Megacycles. Results indicate that the 40,000 watts station can be heard up to distances of about 100 miles with very low noise level and no fading. The transmitter has been heard consistently on a receiver located at the top of Mount Washington in New Hampshire, an air line distance of 275 miles. At this distance fading is experienced but without distortion.

Receiving sets, easy to tune and equipped with a loud speaker of much higher quality than those used on ordinary receiving sets, will be on the market soon at a price expected to be about \$100. A demonstration of their reproduction of both music and sound effects, received about 50 miles from the point of transmission, was reported in "*Electronics*" for March, 1939, as follows:

"The piano music was extremely good since there was no background noise whatever. The sound effects consisted of tearing a piece of paper, lighting a match and a cigarette, pouring water from a bottle into a glass, and similar noises in which high frequencies predominate. This was the most perfect example of sound reproduction the writer has ever witnessed . . . if the slightest background noise had existed the crispness of the reproduction would have suffered. The absence of distortion was shown by the ringing of a bell and of a set of chimes. The dissonant upper partials in the bell tone were correctly reproduced without 'overhang' or blurring."

Whereas television and facsimile were threats to other media of mass communication, frequency modulation is a threat to radio itself. It seems certain to lessen the value of more than seven hundred transmitting stations in the regular broadcasting band and of the millions of receiving sets now owned by listeners throughout the nation. This does not mean that the kind of broadcasting now being done will become entirely obsolete. It simply means that a better type of broadcasting service will soon be available and that in order to enjoy the new service entirely different receiving sets must be secured.

Frequency modulation seems to lend itself particularly to local broadcasting as distinguished from regional and national service. So far as coverage is concerned, it cannot compete with clear channel stations. However, stations using it can be joined into networks and thus can be enabled to render a national service.

Frequency modulation on the ultra-high frequencies does not create interference beyond the range of good program reception. It is possible, therefore, to place on a single frequency a number of stations, each serving a different community. Where the services of two such stations overlap, it is possible for listeners to use a directional antennae and pick up either program without interference from the other. This phenomenon seems to promise that every city in the United States may be able to have as many stations as its citizens may desire. While each station will still be subject to a federal license, the possibility of existence for so many of them must be hailed as a great step toward freedom of the air.

What new radio wonders will be perfected and what they will do for the world in the next few years are beyond comprehension. To emphasize in conclusion that still other developments are on the way, it is only necessary to note that Major Armstrong publicly predicted in 1935 that by his method of transmission it would be possible to broadcast simultaneously over a single station multiplex signals such as those of television, telegraphy, telephony, and facsimile. Certainly it is no fantastic dream to envisage the well-equipped home of 1950 with a single master receiving set from which can be produced at will sight, sound, or print.

T. 61

# Education

by **R A D I O**

Public Library  
Kansas City, Mo.  
Teachers Library

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

Volume 9

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Number 7

## A Comparison of Codes

SINCE 1931 when the National Association of Broadcasters promulgated its first code of ethics the members of the industry have seen fit to make several revisions of this basic document. The first occurred in 1935. A second and third occurred during the summer of 1939. Each of these revisions offers an interesting contrast with the others. No comparison is more significant, however, than that between the two most recent revisions.

Presumably the purpose behind these two revisions was stated by David Sarnoff, president of the Radio Corporation of America, in his testimony before the monopoly hearings of the Federal Communications Commission. Mr. Sarnoff's statement was discussed at length in the December, 1938, issue of *Education by Radio*. Nevertheless, its importance requires that at least a portion be repeated here. He said in part:

"The fate of broadcasting in other nations and the attacks on democracy throughout the world clearly indicate the necessity for finding a democratic solution for the problems of the American system of broadcasting—a solution which on the one hand will enable us fully to meet the social obligations of radio and on the other will protect our traditional freedoms.

"I would therefore like to take this opportunity to advocate to the broadcasting industry that it establish a voluntary system of self-regulation in its field of public service and that it take the necessary steps to make that self-regulation effective."

Early in 1939 the National Association of Broadcasters, trade association for the industry, appointed a committee to prepare a code which would constitute at once an instrument of self-regulation for the industry and a protection to the listening public. The membership of the Committee was representative and able. It held numerous meetings and consulted with a wide variety of organizations and interests. It prepared a document which was printed and distributed in advance of the Atlantic City Convention of the NAB and which was recognized generally as an important contribution to the development of radio broadcasting in the United States.

Probably the best way to appreciate the merits of this document is to consider some of the problems with which it dealt. Take the subject of children's programs as an example. The Committee seemed to be of the opinion that certain minimum standards had to be established and that stations should not broadcast programs which fell below those standards. This position in favor of standards deserves nothing but commendation even though in the form stated it left room for argument about the exact level of performance which minimum standards should meet.

Another important example can be taken from the recommendations of the Committee for the broadcasting of controversial public discussion. This has been one of the consistently weak spots of chain

WAR may bring about great changes in the American system of broadcasting. The Communications Act provides that upon proclamation by the President that war or other national emergency exists or for the purpose of preserving neutrality in the United States, the President may suspend or amend rules and regulations prescribed by the Communications Commission and may cause the closing of any radio station or authorize its operation by the government.

Anticipating possible difficulty the chain broadcasting companies which gave practically continuous coverage of events leading up to the declaration of war have adopted a new and much more conservative policy for coverage of the actual conditions of war. In a memorandum of agreement reached by the three major networks and submitted for the consideration of the Communications Commission, the following provisions appear among others:

"Every effort consistent with the news itself is to be made to avoid horror, suspense and undue excitement. . . .

"Broadcasters will make every effort to be temperate, responsible, and mature in selecting the manner in which they make the facts of war and its attendant circumstances known to the audience.

"Broadcasters will, at all times, try to distinguish between fact, official statement, news obtained from responsible official or unofficial sources, rumor, and matter taken from or contained in the foreign press or other publications, so that by reporting and identifying these sources, we can help the radio audience as much as possible to evaluate the news brought to it.

"The radio audience should be clearly informed that the news from many sources, whether it be press bulletins or direct broadcasts, is censored and must be appraised in the light of this censorship."

**JAMES LAWRENCE FLY**, newly appointed chairman of the Federal Communications Commission, is one of the most highly qualified persons ever to have held that office. He is a graduate of the United States Naval Academy and Harvard Law School. His career in public administration began in 1929 when he was appointed Special Assistant U. S. Attorney General to handle anti-trust cases. Appointed General Solicitor of the Tennessee Valley Authority in 1934, he became General Counsel to the Authority in 1937. He enters upon his new duties under most favorable auspices.

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- H. J. UMBERGER, VICECHAIRMAN, Kansas State College of Agriculture and Applied Science, Manhattan, Kansas, *Association of Land-Grant Colleges and Universities*.
- L. A. WOODS, state superintendent of public instruction, Austin, Texas, *National Council of State Superintendents*.

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broadcasting. Under existing practice it has always been possible for a representative of one side of a controversial issue to receive a better opportunity for reaching and influencing the radio audience than may be given to representatives of the other side. For instance, labor leaders protest particularly against some of the speeches of Mr. Cameron on the Ford program Sunday evenings. It is claimed that Mr. Cameron has been critical of labor in some of his speeches and under circumstances which make his statements more effective than any response can be when given at another time and under other circumstances.

The Committee drafted a provision for dealing with controversial issues which would have eliminated any possibility of further continuation of such unfairness. Their proposed rule required that time for such discussion be given rather than sold and that if controversial issues were discussed on sponsored programs at least two representative and opposing points of view should be presented.

One practical effect of such provisions was this: when considered in relation to the recommendations for religious broadcasts, they seemed to be forcing Father Coughlin either to change the character of his recent broadcasts or cease to use radio. The very fact that such results could be anticipated is an indication of the care with which the proposed code was drawn. The meaning of such a document would have been clear. Protest could have been made about specific provisions in it and changes could have been effected without destroying the value of the code.

The code actually adopted by representatives of the various stations at the National Association of Broadcasters Convention in Atlantic City is a totally different thing. While well worded, its meaning is not clear. Its provisions are not specific. Its objectives seem to be not so much meeting the social obligations set for radio by Mr. Sarnoff as making the acceptance of a code an end in itself. This is said, not as a criticism of industrial self regulation, but as a comment on this particular effort of commercial broadcasters to win public confidence. Self regulation is to be encouraged, but its objective must be public service, not industrial public relations.

The proposed code was in two sections which were printed in a pamphlet of twenty pages. The first section contained a basic code which dealt with the following subjects: (1) the Yardstick of Good Taste; (2) Religious Broadcasts; (3) the Broadcasting of Controversial Public Discussion; (4) Political Broadcasts; (5) News Broadcasts; (6) Propaganda; (7) Educational Broadcasting; (8) Children's Programs; and (9) Acceptance of Commercial Programs and Announcements. The second section under the same nine headings dealt with standards of practice which constituted an interpretation of the basic code.

The code which actually emerged from the convention was printed in a pamphlet of eight scant pages and made reference only to the following titles: (1) Children's Programs; (2) Controversial Public Issues; (3) Educational Broadcasting; (4) News; (5) Religious Broadcasts; and (6) Commercial Programs and Length of Commercial Copy. To let the reader judge whether the revisions serve to strengthen or weaken the code, the following extensive quotation is made of some of the provisions from both the preliminary and final drafts.

Here is what appears in the proposed code on the subject of Children's Programs:

"Programs designed exclusively for children, reaching impressionable minds, and influencing social attitudes and approaches, require the closest supervision of broadcasters in the selection and control of material, characterization and plot.

STATION WBIG, GREENSBORO, NORTH CAROLINA, has been conducting a series of programs in cooperation with the public school system and is reported to have made a valuable contribution to education in that city.

In one series, thirty-five were public relations programs which presented both various school activities and pertinent problems of vital concern to parents. A second series of twelve weekly broadcasts was sponsored by the Vocational Educational Department for the purpose of presenting to students important factors in choosing a vocation.

To stimulate better club programs and at the same time to give more students the educational experience of appearing before the microphone, a third series of sixteen inter-club broadcasts was presented by remote control from the senior high school. An inter-class series of twenty-one broadcasts designed to develop creative thinking among students and to enrich classroom work in various departments of study was given.

A local evaluation has indicated the following results of the series: first, it tended to make administrators, teachers, and students more radio-conscious, thus paving the way for program expansion; second, it involved all the school units, thus making the radio project one which gave opportunity to pupils of all age levels; third, it proved that a local school system might prepare and present radio scripts which would help to meet the needs of an inadequate curriculum; and fourth, it indicated what would be required in order to make the most effective use of radio throughout the entire school system.

"This does not mean that the vigor and vitality common to child adventure and imagination be removed. It means simply that programs be based upon sound social concepts and presented with a superior degree of craftsmanship.

"To establish acceptable and improving standards for children's programs, the National Association of Broadcasters will continually engage in studies and consultations with parent and child study groups. The results of these studies will be applied to all children's programs as a basis of minimum requirements necessary before any program becomes acceptable for broadcasting by member stations."—*from first section of the code as proposed.*

\* \* \* \* \*

"It is worth noting that the literature for children which continues to find their favor through many generations offers heroes worthy of the child's ready impulse to hero worship, and of his imitative urge to pattern himself after the hero model. Such literature, whether created one hundred years ago or written today, succeeds in inspiring the child to socially useful and laudable ideals such as generosity, industry, kindness and respect for authority; it opens doors into wide worlds that may be reality or fantasy, but are in neither event ugly or repellent in aspect; it serves, in effect, as a useful adjunct to that education which the growing and impressionable child is absorbing during every moment of its waking day.

"Through the continuous studies and consultations as outlined in the Basic Code, it is our hope and purpose to stimulate the creation of a better standard in children's programs than has yet been achieved.

"Pending the outcome of these studies, the following additional requirements will be made of children's programs by member stations:

#### PROGRAM CONTENT

1. Scripts must be based upon sound social concepts and must be especially written for the child audience.
2. Programs must reflect respect for parents, adult authority, law and order, clean living, high morals, fair play and honorable behavior.
3. Programs must not contain sequences involving horror, torture or suspense, or the use of the supernatural or superstitious in a way which might reasonably be regarded as likely to over-stimulate the child listener to a dangerous or unhealthy degree.

#### ADVERTISING APPEAL

1. No advertising appeal through the voice of a program character will be permitted.
2. No contest or offer which would encourage a child to enter strange places for the purpose of collecting wrappers, box-tops and other evidences of purchase will be allowed.
3. No premium that depends upon its 'luck-bearing' powers or in any fashion appeals to superstition will be permitted.
4. No premium or gift may be offered which is harmful to life or property.
5. When promises are made as to the benefits to be derived from the use of the product advertised, it will be necessary for the advertiser to furnish member stations with adequate proof that such promises can be kept.
6. Full details concerning the formation of radio children's clubs must be approved by the member station before the announcement of such clubs may be broadcast."—*from second section of the code as proposed.*

\* \* \* \* \*

Compare these specific provisions with the following statement adopted at Atlantic City:

"Programs designed specifically for children reach impressionable minds and influence social attitudes, aptitudes and approaches, and, therefore, they require the closest supervision of broadcasters in the selection and control of material, characterization, and plot.

"This does not mean that the vigor and vitality common to a child's imagination and love of adventure should be removed. It does mean that programs should be based upon sound social concepts and presented with a superior degree of craftsmanship; that these programs should reflect respect for parents, adult authority, law and order, clean living, high morals, fair play and honorable behavior. Such programs must not contain sequences involving horror or torture or use of the supernatural or superstitious or any other material which might reasonably be regarded as likely to over-stimulate the child listener, or be prejudicial to sound character development. No advertising appeal which would encourage activities of a dangerous social nature will be permitted.

"To establish acceptable and improving standards for children's programs, the National Association of Broadcasters will continuously engage in studies and consultations with parent and child study groups. The results of these studies will be made available for application to all children's programs."

THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS met at Ames, Iowa, September 1 and 2. The record of the member institutions was examined very critically. The progress which many stations had made in the securing of better facilities and in the improvement of plant and equipment was balanced against three particularly unfavorable developments.

The Ohio School of the Air which was reinstated only last year had to be dropped because of lack of an appropriation by the State Legislature. In Florida, Station WRUF was forced to discontinue broadcasting as a strictly non-commercial station because the item in the state budget for its maintenance and operation was vetoed by the Governor after it had been given approval by the State Legislature. In Wisconsin, the state radio station was compelled to ask for a postponement on its application to the Federal Communications Commission for a clear channel because of the failure of the state administration to set aside the necessary funds.

The Association voted to lend its support to the application of the Honorable Fiorella H. La Guardia, Mayor of New York City, to the Federal Communications Commission for permission for non-commercial stations to pick up and re-broadcast short wave programs. It was felt that the granting of this application would pave the way for experimentation which in time might make possible a network of educational broadcasting stations.

The new officers of the Association were elected as follows: president, Harold G. Ingham, KFKU, University of Kansas; vice-president, M. Reid White, KWSC, Washington State College; executive secretary, Frank E. Schooley, WILL, University of Illinois; treasurer, W. I. Griffith, WOI, Iowa State College; Executive Committee—Carl Menzer, WSUI, M. S. Novik, WNYC, Harold A. Engel, WHA, Luke L. Robert, KOAC, M. C. Jensen, WCAL, and Homer Heck, WNAD.

HARVARD UNIVERSITY sponsored a conference on THE USE OF RADIO FOR THE PUBLIC WELFARE as part of its regular summer school program. One result of the Conference was the authorization of an investigation of the possibilities of establishing a New England Radio Council. A committee is to be appointed by Dean George H. Chase of Harvard University to make an inquiry as to the extent of interest in such a plan and to make an inventory of the possible resources of educational and civic organizations which might be capitalized by such a council. Definite organization of the council will depend upon the results which the committee produces.

THE UNIVERSITY OF ILLINOIS appears to be the first institution of higher learning to make a comprehensive statement of conditions under which any and all radio stations can pick up programs from its campus. Copies of this statement of policy can be secured by writing to Jos. F. Wright, Director of Public Information, University of Illinois, Urbana, Illinois.

THE NEW YORK STATE BOARD OF REGENTS, through Mr. Warren W. Knox, head of the examining division, has granted pupils the right to substitute consistent listening to approved radio programs for part of the reading of books hitherto required in preparation for certain Regents examinations. Mr. Knox ruled that reports on twenty radio programs would be accepted in place of reviews of three authors.

Pupils in the Buffalo schools were reported to have chosen the following programs on which to report: Town Meeting of the Air, Cavalcade of America, Lowell Thomas, The World is Yours, Brave New World, Farm and Home Hour, and the University of Chicago Round Table Discussions.

WESTERN NEW YORK'S first Institute on Education by Radio was held at Buffalo State Teachers College in connection with the summer school course on radio given by Ben H. Darrow, educational director of Station WBEN. More than three hundred persons attended and took part in the conference. Among the principal speakers were Harold W. Kent, Radio Director of the Chicago schools, and Dr. Frederick Moffitt, Superintendent of Schools at Hamburg, New York. Several demonstrations were given of methods of utilizing radio programs in the classroom.

COLUMBIA BROADCASTING SYSTEM recently announced the appointment of three regional directors for its educational activities, as follows: Lloyd G. del Castillo for New England, Mrs. Lavinia S. Schwartz for the Middle West, and Mrs. Frances Farmer Wilder for the Pacific Coast. According to the announcement these directors will correlate network and local programs, promote utilization of educational broadcasts, and effect further cooperation between broadcasters and educators throughout the country.

THE NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS, meeting in Kansas City, Missouri, July 9 to 14, passed a resolution asking President Roosevelt to name a business or professional woman to membership on the Federal Communications Commission.

The resolution received widespread public attention and was reprinted in the *Congressional Record*.

THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS announces that results are now available from its testing of machines for instantaneous recording of programs. A limited number of copies is available. They can be secured at fifty cents each from the secretary of the Association, Frank E. Schooley, Radio Station WILL, University of Illinois, Urbana, Illinois.

The difference in the treatment of the subject of controversial issues in the two codes may be illustrated by a similar comparison. First is given the proposed statement on controversial issues:

"Carrying out their mission as instruments of democracy in providing avenues for the discussion of public matters, member stations shall at all times hold their facilities in readiness, consistent with proper program balancing, for the free and open discussion of public questions of general interest.

"Because listeners possibly in no other way could be assured of the opportunity to hear the opposing views on any controversial subject discussed, time will not be sold for such discussions, nor will such discussions be permitted on sponsored advertising programs unless representative spokesmen from at least two clearly defined and different sectors of public opinion participate in the same program at the same time.

"The right of a speaker to express his opinion shall be modified only by conformity with existing laws, including the laws of libel and slander and the standards of good taste."—*from the first section of the code as proposed.*

\* \* \* \* \*

Throughout the country, there has grown up, of late, the practice of restoring something akin to the Colonial 'town hall' meeting, wherein the clash of opinions and ideals are broadcast in a radio-forum debate so that the greatest number of citizens may hear the issues, evaluate the different opinions advanced, and act upon them. Such forum practice is recommended.

*Fair Consideration to All.* 1. Without prejudice, radio stations will consider, fairly, the request for time of every responsible individual or organization. Should time be secured for a speaker or program through the request of some group or organization, the identification of such group or organization shall be clearly stated before and after the broadcast period.

*Diferent Points of View.* 2. In presenting discussions of a controversial public question, stations will make every effort to provide fair and equal opportunity for each responsible point of view to be heard. However, the failure of an opposition viewpoint to avail itself of this opportunity should not, in itself, preclude any discussion of a given question.

*Handling of Discussions during Strikes.* 3. No time may be sold for the discussion of issues arising from a strike. If time is given for such discussions, it will be given on a fair and equal basis to all interested parties. If time is denied, the broadcaster will determine in his own mind that he has attempted faithfully to serve the public interest in such an action."—*from the second section of the code as proposed.*

\* \* \* \* \*

In definite contrast to these statements is the provision on controversial issues in the code finally adopted at Atlantic City. Its statement on this subject follows:

"As part of their public service, networks and stations shall provide time for the presentation of public questions including those of controversial nature. Such time shall be allotted with due regard to all the other elements of balanced program schedules and to the degree of public interest in the questions to be presented. Broadcasters shall use their best efforts to allot such time with fairness to all elements in a given controversy.

"Time for the presentation of controversial issues shall not be sold, except for political broadcasts. There are three fundamental reasons for this refusal to sell time for public discussion and, in its stead, providing time for it without charge. First, it is a public duty of broadcasters to bring such discussion to the radio audience regardless of the willingness of others to pay for it. Second, should time be sold for the discussion of controversial issues, it would have to be sold, in fairness, to all with the ability and desire to buy at any given time. Consequently, all possibility of regulating the amount of discussion on the air in proportion to other elements of properly balanced programming or of allotting the available periods with due regard to listener interest in the topics to be discussed would be surrendered. Third, and by far the most important, should time be sold for the discussion of controversial public issues and for the propagation of the views of individuals or groups, a powerful public forum would inevitably gravitate almost wholly into the hands of those with the greater means to buy it.

"The political broadcasts excepted above are any broadcasts in connection with a political campaign in behalf of or against the candidacy of a legally qualified candidate for nomination or election to public office, or in behalf of or against a public proposal which is subject to ballot. This exception is made because at certain times the contending parties want to use and are entitled to use more time than broadcasters could possibly afford to give away.

"Nothing in the prohibition against selling time for the presentation of controversial public issues shall be interpreted as barring sponsorship of the public forum type of program when such a program is regularly presented as a series of fair-sided discussions of public issues and when control of the fairness of the program rests wholly with the broadcasting station or network."

# Education

by **R A D I O**

Public Library  
Kansas City, Mo.  
Teachers Library

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

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## Educational Broadcasting Needs Implementation

CERTAIN IMPLICATIONS of the first report rendered by the Committee on Implementation of Studies in Secondary Education seem to have a significance for educational broadcasting which entitles them to consideration by those interested in the social aspects of radio. They raise pertinent questions not only about the past participation of educational and civic groups in broadcasting, but also about the attitude with which such groups should approach the possibility of future participation.

The purpose of the Committee was to inquire into the effect upon educational practice of the large volume of research studies and reports which have been produced by various agencies in the field of secondary education and to find ways in which the usefulness of the studies and reports can be increased. Dr. E. D. Grizzell of the University of Pennsylvania was director of the inquiry. The Committee itself consisted of the following persons: Dr. J. B. Edmonson, chairman; Dr. Willard W. Beatty, Dr. Karl W. Bigelow, Dr. Will French, Dr. Luther Gulick, Dr. Carl A. Jessen, Dr. Homer P. Rainey, Dr. William G. Carr, Dr. C. S. Marsh, Dr. Floyd W. Reeves, and Dr. George F. Zook.

The implications of the Committee's report which have most significance for radio grow out of a questionnaire sent by the Committee to the more than four thousand members of the American Association of School Administrators. The questionnaire listed twenty published studies in education, including such titles as *CARDINAL PRINCIPLES IN SECONDARY EDUCATION*, *HOW FARE AMERICAN YOUTH*, and *THE PURPOSE OF EDUCATION IN AMERICAN DEMOCRACY*. Those receiving it were asked to check for each study the most nearly accurate of the following responses: (1) never heard of it, (2) have heard of it, (3) have examined it, (4) have read it, and (5) have made use of it.

The response was surprising. It constituted anything but flattering evidence of the practical effectiveness of many of the studies. It implied that members of the American Association of School Administrators, who are for the most part local superintendents of schools and who largely determine what gets into school curricula, are not acquainted with and are not accustomed to make use of important studies bearing on their work.

The response to the questionnaire indicated: that only one of the twenty studies listed had been put to use by as many as fifty percent of those reporting; that in five cases the studies had been used by less than ten percent of those reporting; that in two cases the studies had never been heard of by more than forty percent of those responding; and that six others of the studies were unknown to at least twenty-five percent of those who answered the questionnaire.

FREQUENCY MODULATION is now emerging from the experimental stage and promises soon to be operating on a regular commercial basis. Two applications for that purpose have already been submitted to the Federal Communications Commission. One station will serve the New York City area, while another has been built to cover a large portion of New England. The applications indicate that the two stations will secure their program service from New England's Yankee Network.

Frequency modulation is the system of staticless radio perfected by Major Edwin H. Armstrong, inventor of the supersonic heterodyne receiving set and Professor of Electrical Engineering at Columbia University. It requires a totally new kind of radio receiving set.

SUFFICE IT TO SAY that we of the Radio Council feel less responsibility for content of the programs that we broadcast than we do for the development of objectives for their use; for safe-guarding utilization in every conceivable way or manner; and providing that color and showmanship in the programs which will not allow them to suffer in comparison with the best commercial programs. The content is normally a matter for curriculum and content committees.—From a speech by Harold W. Kent, Director, Chicago Radio Council, at the recent Convention of the National Association of Educational Broadcasters, Ames, Iowa.

THE SOUTHERN CONFERENCE on Audio-Visual Aids will hold its regular fall meeting at the Biltmore Hotel, Atlanta, Georgia, November 16, 17, and 18. Open forums, round table, and panel discussions will be prominent features of the program. Full details about the Conference can be obtained from Dr. J. C. Wardlaw, Director, Division of General Extension, University System of Georgia, 223 Walton Street, N. W., Atlanta, Georgia.

THE ARTICLE beginning in the adjoining column will be followed next month by a companion piece on implementation under the title, "How to Implement Educational Broadcasting".

## EDUCATION BY RADIO

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### THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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MEMBER EDUCATIONAL PRESS ASSOCIATION  
OF AMERICA

THE WOMEN'S NATIONAL RADIO COMMITTEE has launched a movement to curb "hysterical and unsubstantiated" broadcasts of war news. Its action has been prompted by many protests received from women's organizations against the spreading of hysteria among listeners, particularly by the smaller stations.

At a recent meeting of the Committee in New York, resolutions were formulated asking that ways and means be devised to safeguard news broadcasts. In commenting on this effort, Raymond Moley, editor of *News Week*, said: "Even the better radio commentators editorialize to a point that is really indefensible. Nothing is reported in the newspapers that would terrorize a reader; that bridge has been crossed long ago in journalism; but when I turn on the radio, I hear things that are hot and moist and should not be put on the air."

RECENT EVACUATION of British cities in the face of European war dangers has emphasized the importance of radio in the English educational system. When the children were moved out into the country, they left behind them their libraries, museums, picture galleries, and motion picture facilities. The most readily available means of filling this gap is the radio. The city teacher who had some skepticism about the value of radio is now coming to understand why the rural schools, cut off from educational facilities available in cities, have been benefited particularly by the broadcasts of the BBC.

There was some indication that the time factor is important in implementation. The best known and most widely used study listed on the questionnaire had been out for twenty years. The least known and least used studies have made their appearances within the past two years. While this fact may modify the indictment of implementation in education, it cannot change the record.

In view of this state of affairs, it seems reasonable to assume that educators are even less familiar with and less accustomed to make use of studies in education by radio. Perhaps this is to be expected because radio is not an integral part of the regular school curriculum and, therefore, does not concern directly school administrators. However, it serves to emphasize the absolute necessity of special efforts to implement radio studies if they are to make any adequate impression on those who might profit most from them.

Possibly the best way to show specific opportunities for this kind of implementation is to ask and to answer a series of simple questions suggested largely by the items for check on Dr. Grizzell's questionnaire. The first one is this: *are you familiar with radio?* The answer obviously will be almost one hundred percent in the affirmative. Certainly all city dwellers are familiar with radio either through receiving sets in their homes or through the loud speakers in public places. While the same degree of availability of radio service does not exist in rural and remote areas, every indication is to the effect that people in these outlying regions can receive and actually enjoy listening to some of the programs which are popular in cities.

*Are you concerned about the effect of radio programs on listeners?* On this question the response might not be as divided as would at first appear. Professional educators and parents of school pupils, noticeably affected by children's programs, would be expected to indicate an extensive concern. But the same concern in lesser degree might be registered by casual listeners, particularly if such broadcasts as "The War of the Worlds" were called to their attention and the possible consequences of an extensive radio censorship were made clear. Certainly anyone who is concerned about the kind of propaganda now emanating from the governmentally owned radio stations of Europe cannot fail to be disturbed by the prospect of similarly concerted effort on the part of either the government or the commercial broadcasters in this country to propagandize for any cause.

*Have you used radio?* This question would find an increasingly affirmative answer among educational groups at almost every level. Generally speaking, station owners have been generous in the amount of time made available for non-commercial purposes and have given encouragement to civic and educational groups to make use of such time. This encouragement has come from both national chain broadcasting organizations and from local stations. The result has been that most civic and educational groups of any importance have been represented on radio programs in one way or another.

*Has any careful planning preceded your presentation of radio programs?* Here the percentage of negative responses would be high. Most of the educators and civic leaders who have participated in broadcasts are frank to say that they could have done a better job if they had taken the trouble to prepare themselves better or if they had had more help in planning and presenting their programs. Planning becomes one of the items on which great emphasis must be placed in any study of how to implement educational broadcasting.

In the first place, much more attention must be given to planning the objectives for this type of program. Are the organizations which participate interested primarily in advertising themselves or in rendering a public service? Should they consider themselves competitors



of similar organizations which may have time on the air or should they assume that all educational and civic organizations are expected to cooperate to render the best and broadest possible service to the listener? If all such groups are to cooperate, what part can each play and how can each discharge whatever responsibility it assumes?

If the broadcasts are to be prepared for a specific audience such as organized school classes, a different problem in the planning of objectives presents itself. Should the broadcasts be designed to give direct instruction, or should the aim be that of enrichment of the lives of listeners? Should it be used as a tool of supervision to establish model patterns of teaching performance or should its purpose be to arouse an interest in a particular subject with the hope that such an interest would lead to further educational experience on the part of individual listeners? How should a series of programs be designed to insure that each one contributes to whatever set of objectives has been accepted for the series as a whole?

Organizations and individuals not only have failed to plan the objectives of their programs, but also have neglected to select and train the talent which is to participate in those programs. All too frequently, when asked to put on a program these groups are content to ask one of their members to make a speech. Usually the person selected is chosen because of some official position and not on the basis of ability to do a good job over the radio. His voice or manner of speech may be unsuited to this particular medium of communication. Surely the need for more intelligent planning in this phase of educational broadcasting should require no further argument.

There is also need for planning of various aids which should be built around a broadcast in order to give it additional implementation. Recent research seems to indicate that special attention must be given to the building of a listening audience and that, after a certain perfection has been reached in the presentation of programs, effort spent on audience building is more productive than further emphasis on the refinement of program. Research likewise has supplied evidence to the effect that visual aids have an important contribution to make to the utilization of broadcasts. The British Broadcasting Corporation seems to have done more in the preparation and use of such aids than has been done in the United States.

Much more might be said about planning in relation to the need for implementation. Before returning to additional questions suggested by Dr. Grizzell's questionnaire, one point should be made clear. No amount of planning can ever establish a list of general principles or practices which could be applied arbitrarily to all broadcasting in this country. There are too many differences in geographical areas and in population groups for any pattern to be uniformly acceptable. Objectives must change with different sections of the country and with changing conditions of life. Provision should be made for continuous planning in order to keep objectives abreast of the times.

*Have you had technical help in preparing your programs for skillful presentation over the air?* Here again the answer in most cases will be negative. There are a number of reasons for this. In the first place, the very absence of planning has interfered with the giving of assistance so essential to effective radio presentation. In the second place, script writers who understand the problems of radio and know how to write skillfully for it have not been available generally to education. In the third place, there have been too few rehearsals of programs before broadcasts.

Like motion pictures, the press, and every other medium of mass communication, radio has its own peculiar advantages and limita-

**WHILE THE COMMISSION** was largely occupied, in its earlier years, with finding qualified licensees and controlling electrical interference; now a new problem has developed, which is just as important as electrical interference and which the Commission must meet and solve. The rapidly increasing number of stations and the resulting competition for advertising as well as program "talent" has just as dangerous possibilities as electrical interference. The public interest requires not merely that a maximum quantity of minimum quality service shall be given. If competition is permitted to develop to that extent, then "the larger and more effective use of radio in the public interest" cannot be achieved.—From the opinion of United States Court of Appeals for the District of Columbia in the so-called WMEX case. This decision is being appealed to the United States Supreme Court by the Federal Communications Commission. If the decision is sustained, the Communications Commission will be compelled to develop economic standards for the regulation of stations and may have to go even farther and establish standards of minimum quality for program service.

**WHILE RADIO WAS IN USE** in communications in the World War, it was not as a weapon. Now it is beginning to show itself as the most powerful weapon that could be devised. The length of the war depends upon how early radio will prove effective; that it will lengthen or shorten the war, in my opinion, can be counted upon. We have witnessed since the invasion of Poland every day how it has been used to disseminate not only upon native populations but neutrals including America, just what the warring powers wish us to know or to believe.—Statement by Dr. Lee de Forest, inventor of the audion tube and often called the "father of radio."

**THE COMMITTEE ON SCIENTIFIC AIDS TO LEARNING**, of which Dr. Irvin Stewart is Director, has published a ninety-five page pamphlet dealing with the selection of receiving sets and phonographs for school use. The title of the pamphlet is *Broadcast Receivers and Phonographs for Classroom Use*. Copies can be secured free from Dr. Stewart, 41 East 42nd Street, New York City.

**WHA**, Wisconsin State Station, has begun a series of broadcasts on "World Youth Speaks". In preparation for this series, Mr. James C. Flint, of the station staff, spent the summer in Europe making recordings of interviews with young people in a number of foreign countries.

**THE UNIVERSITY OF MINNESOTA** has approved a problems course in radio education, open only to graduate students who have had preliminary work in the field of radio education. Dr. Tracy F. Tyler will direct the course.

**T**HE RADIO COUNCIL OF WESTERN MASSACHUSETTS, a new venture in co-operation between the listening public and the radio industry, has been organized in Springfield, Massachusetts. Its membership is drawn from various sources, including women's clubs, education, men's civic organizations, churches, social agencies, and the radio industry. It attempts to voice the opinion of a representative section of the general public.

The avowed purposes of the organization, as stated in its charter, are as follows: (1) to provide a medium whereby persons and organizations interested in radio programs may confer; (2) to develop mutual cooperation between radio stations and the general public; and (3) to consider the effectiveness and desirability of local and network programs, and to encourage types of broadcasts best suited to the community.



**T**HE UNIVERSITY OF AKRON is this fall undertaking a new project in the field of adult education by radio. It is to broadcast over the facilities of Station WADC a series of sixteen lectures by Dr. Harlan W. Hamilton on "Contemporary American and British Poetry". College credit will be granted to students who register formally at the beginning of the series and who complete the requirements of the course. A special feature of the series will be the use of electrical transcriptions of certain modern poems as read by the poets themselves.



**R**ADIO ROADS TO READING containing twenty scripts that have successfully stimulated interest in reading among school children, has just been published by the H. W. Wilson Company. The editor, Julia L. Sauer, has had five years of experience in preparing and presenting for the Rochester, New York, Public Library weekly broadcasts for children from the fifth to the eleventh grades. The book contains 236 pages and is priced at \$2.25.



**E**ducational Radio in Action will be the theme of a conference to be held under the auspices of the radio committee of the National Council of Teachers of English, Friday afternoon, November 24, in New York City during the organization's annual meeting. Max J. Herzberg, Weequahic High School, Newark, New Jersey, is chairman.



**N**EW YORK UNIVERSITY, through Dean Ned H. Dearborn of the Division of General Education, has announced the formation of the New York University Radio Players to afford students in the University's Radio Workshop an opportunity to have their original scripts rehearsed and occasionally broadcast through local stations.

tions which must be understood by those who would make the most of it. Such operations as the writing of scripts, the making of recordings, and the handling of sound at the microphone require specialized techniques which must be learned through actual experience in broadcasting. The institution or organization which presumes to use radio without previously having acquired a familiarity with the essential tricks of the trade, is accepting an unnecessary handicap.

*Have you tested results from the programs you have broadcast?* The preponderance of answers would be negative. The affirmative answers would reflect mostly an evaluation in terms of fan mail or the comments of interested persons who might have listened to the programs. For most broadcasts, no other easy means of testing exists because no standards have been established against which to measure performance. Where objectives have not been established in advance, there is no basis for evaluating programs in terms of what they can be expected to accomplish. Where no alternate forms of presentation have been developed and used experimentally, there is no way to contrast the effectiveness of the program used with other program methods for accomplishing the same result. Under such circumstances, how can anyone prove that the methods used were right or that some other and perhaps totally different use of radio time might not have been more in the public interest and might not have contributed more to public enlightenment.

Recognizing that research has its limitations and that it can never be the creative agent which is needed for the radio art, the point still needs to be made that it has an essential contribution to make to educational broadcasting. Research can tell which of a number of possible methods of presentation of a subject seems to offer the greatest return. Research can tell whether or not some of the supplementary procedures with which educational programs are accompanied should be continued or discarded in favor of other more effective procedures. Finally, research offers the only method of accumulating the kind of evidence which will show the value of educational broadcasting in relation to other types of educational effort and either justify or repudiate requests for funds with which to do better radio work.

Studies of educational broadcasting which have a bearing on most of the questions raised in this article are available. They help to show to what extent, if any, various radio programs by educational institutions and civic organizations deserve the criticism which has been leveled at them so profusely. They also point the way towards improvement. They constitute a means of implementation which needs only to be accepted and used. Most of what has been said has emphasized the need for implementation of individual programs. Such an emphasis should not be allowed to obscure the need for implementation with regard to educational and cultural programs as a whole. Without criticizing any individual program, it is both possible and pertinent to suggest that if the sum total of programs put on the air by educational and civic organizations is any true reflection of American culture, the nation is in a very precarious state. There is no adequate reflection of the best which non-commercial groups in this country can produce. There is not sufficient contribution being made to the preparation of citizens throughout the nation for the kind of democratic living which is necessary if traditional institutions of government are to survive. The immense resources which could be brought to bear for the purpose of producing such programs are lying undiscovered and unused. Their very existence creates vast opportunities for implementation and places upon those interested in public welfare a heavy responsibility to see that such implementation takes place.

# Education

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

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

Volume 9

DECEMBER 1939

Number 10

### Freedom in Radio

THE USE TO WHICH RADIO HAS BEEN PUT in European countries leaves no doubt about the necessity of maintaining, so far as possible, a system of broadcasting in the United States which is free from control by either the government or any monopolistic group. The only questions for debate are these: 1. How much freedom is possible? and 2. What can be done to protect it?

There is no complete agreement about the answer to either of these questions. However there is an interesting history of the development of thought about them which may contribute to their clarification. It begins with a speech made by David Sarnoff, President of the Radio Corporation of America before the so-called First National Conference on Educational Broadcasting, held in Washington, D. C. in December 1936. Mr. Sarnoff summed up most of the thinking which had been done up to that time when he said:

I believe that a free radio and a free democracy are inseparable; that we cannot have a controlled radio and retain a democracy; that when a free radio goes, so also goes free speech, free press, freedom of worship, and freedom of education.

In November 1938 Mr. Sarnoff, either in elaboration or modification of his earlier position, appeared before the monopoly committee of the Federal Communications Commission and said:

But the time has come for more positive action.

The fate of broadcasting in other nations and the attacks on democracy throughout the world clearly indicate the necessity for finding a democratic solution for the problems of the American system of broadcasting—a solution which on the one hand, will enable us fully to meet the social obligations of radio, and on the other, will protect our traditional freedoms.

I would, therefore, like to take this opportunity to advocate to the broadcasting industry that it establish a voluntary system of self-regulation in its field of public service, and that it take the necessary steps to make that self-regulation effective.

In response to Mr. Sarnoff's suggestion, the National Association of Broadcasters, in convention at Atlantic City July 11, 1939, not only adopted a code of self-regulation but also made provision for a Code Compliance Committee to assist in the interpretation and application of the Code. On October 3, 1939, the chairman of the Code Compliance Committee issued a statement for the committee in which he said:

While the Committee realizes that the American people thru the delegation of the radio franchise, have placed upon the broadcaster final responsibility to accept or to reject program matter in 'the public interest, convenience and necessity,' it nevertheless recognizes that NAB member stations in the 17th Annual Convention, July last, shared their program and operating experiences in the adoption of a new Code so that a more uniform and higher level of public service might result thruout the length and breadth of American radio.

The Committee has taken these into consideration in its deliberations, which have chiefly centered around problems involving the Religious and Public Controversial sections of the new Code.

THE NATIONAL COMMITTEE ON EDUCATION BY RADIO at its meeting in Washington on November 11, adopted the following program for 1940:

1. To continue its sponsorship of the development of cooperative radio councils.

2. To continue the publication of *Education by Radio*, changing it from a monthly to a quarterly publication, and making provision for possible increase in its size.

3. To continue efforts to stimulate educators to study the uses of radio in education and to learn the skills of radio production.

4. To continue to assist educational broadcasting stations in all possible ways and to watch closely the processes of radio regulation as they develop in Washington.

5. To stimulate and encourage the holding of another national conference on educational broadcasting, this to keep faith with the organizations which participated in two previous conferences.

This work is to be done so far as possible in cooperation with the Federal Radio Education Committee.

This program with the exception of item number 5 is a continuation of the regular program of the Committee. Its modification, so far as the publication of *Education by Radio* is concerned, seemed timely and will not in any way interfere with the effectiveness of the Committee's program.

The Committee voted to give all aid in its power to the Rocky Mountain Radio Council where a demonstration is now being conducted of the possibilities of cooperation between citizens' organizations and commercial broadcasters.

The present officers of the Committee were re-elected.

TEXAS STATE TEACHERS ASSOCIATION has established a new section on Education by Radio. The first meeting was held in connection with the regular meeting of the Association. The chairman of the section for the coming year is John W. Gunstream, a deputy State Superintendent of Public Instruction.

THE UNIVERSITY OF ALASKA is now on the air. Arrangements have been completed with station KFAR, Fairbanks, under which the University puts on two or three programs each week. The station is more than five miles from the University campus.

### EDUCATION BY RADIO

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THE NATIONAL COMMITTEE ON  
EDUCATION BY RADIO

S. HOWARD EVANS, secretary

One Madison Avenue, New York, N. Y.

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L. A. WOODS, state superintendent of public instruction, Austin, Texas, *National Council of State Superintendents.*

MEMBER EDUCATIONAL PRESS ASSOCIATION  
OF AMERICA

SYRACUSE UNIVERSITY, through its radio workshop, recently began a series of poster displays which will be distributed to hotels, libraries, and schools in its listening area to call attention to the programs which are broadcast by the University.

First program to be so advertised is *Ask the Scientist*, a fifteen minute broadcast in which six university professors answer questions on science submitted by listeners. This publicity by the workshop is to supplement the regular publicity work of the two local stations, WFBL and WSYR, which transmit various workshop programs.

DR. HARLEN M. ADAMS of Chico State College, California, reports a very interesting experiment in which colored lights to suggest various moods were played upon a white wall in front of an audience listening to a student production of the Orson Welles script of the broadcast, *War of the Worlds*.

Dr. Adams reports that the attention of the audience never wavered, that the emotional effect of the script was heightened by the use of color, and that conversation about the experiment for days afterward indicated real depth to the impression which had been made upon the audience.

WIKAR, MICHIGAN STATE COLLEGE station, reports that its program, Farm Service Hour, has been broadcast daily since 1925. This is the longest continuous record of service for any program over the station.

In approaching the Public Controversial section of the Code, which bars the sale of time for such discussions, but which provides that such discussions be placed on the air without cost, the Committee emphasizes the underlying principles involved.

There is a limitation to the number of radio channels now available for broadcasting in this country.

There is also a limit as to the number of hours available per day for broadcasting. Newspapers may add any number of extra pages to accommodate their overflow news and advertising columns. No comparable opportunity exists in the daily schedule of a radio station, which must adhere to the hands of the clock.

In the absence of any self-imposed policy to the contrary, it is conceivable that some individuals or groups with financial means to do so could buy all the available time necessary to monopolize, dominate or control the discussion of public issues thru the radio medium, precluding a fair opportunity for an opposition without financial resources to present its case to the radio audience.

Such a situation would pervert the function of American radio as a forum of democracy, and would irreparably shatter the confidence of the public in the American system of broadcasting.

In order to assure the American people for all time that such an intolerable misuse of radio facilities cannot happen, the Code states that "Time for the presentation of controversial issues shall not be sold."

THE CODE DOES NOT BAR ANYONE OR ANY GROUP FROM USING RADIO. IT SIMPLY DENIES THE RIGHT TO BUY TIME, FOR THE REASONS STATED.

Representative spokesmen of groups in the field of public controversial issues have a perfect right to request time on the air, from a network or station, in accord with the public interest therein as outlined in the Code. "Broadcasters shall use their best efforts to allot such time free of charge, with fairness to all elements in a given controversy."

The handling of public controversial issues by radio stations is a matter of principle and not one of personalities.

Here was a recognition on the part of the commercial broadcasters that radio was different from other media of communication and had to be treated differently. This view was challenged immediately. Perhaps the best summary of the opposition was contained in the following editorial from *Editor and Publisher* for November 4, 1939, under the caption "Censorship by Code":

Sober second thoughts are coming to the front on the code recently adopted by the National Association of Broadcasters. The NAB believed it was moving soundly toward ending abuse of the air by propagandists when it ruled against the sale of time for debate of controversial issues. In the mind of David Lawrence, a veteran Washington writer who is certainly no alarmist, the broadcasters have established a censorship by concerted action of station owners and they have taken a long step toward government regulation.

While the broadcasters seemed at the time to have taken a "practical" road out of the troubles of finding time for free discussion of controversial issues, and a convenient reason for barring trouble-makers from the air, they really solved no problem. Mr. Lawrence's reasoning is based on the fundamentals of democratic philosophy, and he quotes the immortal Holmes-Brandeis dictum:

"If there is any principle of the Constitution that more imperatively calls for attachment than any other, it is the principle of free thought—not free thought for those who agree with us, but freedom for the thought we hate."

Distasteful as the execution of that truth must be to all of us at times, it must keep its vital force. Without it, democracy easily fades into dictatorship. In the broadcasting situation, as Mr. Lawrence pointed out, we have an association legislating a code of doubtful constitutionality which infringes both on the right of the station owner to dispose of his licensed facilities as he wishes, and on the right of the public, which owns the air, to hear all sides of disputed questions. The discontent so far voiced has been mainly for causes which do not command general sympathy (which brings them within the Supreme Court dictum just quoted) but that fact does not and cannot for long affect the basic principle. Mr. Lawrence's conclusion, we think, is in line with that principle:

"Let each and every radio station management be the judge of what it shall not carry on its programs and let no group of owners attempt in concert to foist on the American people a form of censorship of radio. The only censorship we should ever tolerate is the censorship imposed by the listeners themselves. In any other direction lies the end of precious civil liberties and the introduction of government control over all mediums of communication whether spoken or written."

The first question raised by this conflict of opinions is one of fact. Is radio so different from other media of communication that it needs to be treated differently? The Code Compliance Committee of the National Association of Broadcasters in its statement suggested certain very concrete reasons for believing that it is different.

A much stronger set of reasons was included in the statement made by the author of this article when he appeared before the monopoly hearings of the Federal Communications Commission during the week of March 14, 1939. His statement, which was printed in the *Congressional Record* of March 20, 1939, at the request of Senator Burton K. Wheeler, said in part:

However, the former Federal Radio Commission and the present Communications Commission might have made a more complete study of the results of their actions, both positive and permissive. Had they done so they would have discovered long ago that there is a fundamental conflict between two basic practices in broadcasting. One of these practices was instituted by the Commission. The other was allowed to develop privately with the blessing of the Federal Radio Commission, as will be indicated later. Each practice, considered by itself, is perfectly sound and defensible. Between the two a conflict has developed which, in my judgment, is responsible for most of the current charges of unsoundness, unfairness, and monopoly.

The first of these practices is the procedure established by the Commission in connection with the allocation of facilities. While details of this procedure have been changed, the allocation continues to be made in accordance with a classification of stations recommended by engineers in 1928. That classification divided the 90 available broadcasting frequencies into 3 types of services, namely—

(1) Forty frequencies were set aside for use by high-powered stations on cleared channels. This was in order to serve rural and remote areas.

(2) Forty-four frequencies were set aside for use in regional areas.

(3) Six frequencies were designated for strictly local stations.

From a technical point of view, all the inequalities made possible by this classification of stations and by its modifications are entirely justifiable. It is only when they are considered in connection with the uses to which radio has been put that the unsoundness in the present system of regulation becomes evident. These uses constitute the second set of practices to which reference has been made. The theory behind them seems to have been built on four fundamental principles, which may be stated somewhat 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.

Now, let us consider where the conflict develops between what is admittedly a sound system of allocation and what seems to be a sound and reasonable theory of commercial competition in the use of facilities. The conflict grows out of the fact that the Communications Commission allocates the facilities to be used but has no adequate control over the use to which they are put. For example, it licenses a broadcaster to operate a high-powered station, technically designated for the service of rural and remote areas, and then, under the theory of private competition, is powerless to prevent him from using that station to sell advertising to listeners in the immediate vicinity of his transmitter.

Perhaps such commercial use of broadcasting facilities is desirable. Perhaps it is the only way or the best way to finance American radio. Nevertheless, it puts this Commission, as the representative of the Federal Government, in the position of giving 50,000 watts' power to one person and 100 watts' power to another person with the knowledge that these two stations are going to compete directly for advertising revenue. By making these unequal grants of power the Commission—the Government—is favoring one station owner as against another. It is helping to determine the outcome of commercial competition before it begins and thus is destroying the principle of fair competition on which the system of American radio is supposed to rest.

A second question is this: Assuming that radio is different enough to deserve distinctive treatment, what is necessary to establish and maintain its freedom? Must a totally new concept of freedom be developed to meet the needs of radio?

Few persons have done any real thinking about this problem. Among those who have given consideration to it, perhaps none has made a more penetrating analysis than that stated by Frank R. McNinch, then chairman of the Federal Communications Commis-

THE TEXAS SCHOOL OF THE AIR, formation of which was recently announced by State Superintendent of Public Instruction L. A. Woods, has a background of preparation unprecedented in educational broadcasting.

In 1934, Dr. Arthur G. Crane as chairman of the National Committee on Education by Radio went to Texas for a meeting of school administrators and aroused a continuing interest in a school of the air.

In 1937, largely through the efforts of Mrs. J. C. Vanderwoude, state radio chairman of the Texas Congress of Parents and Teachers, and with subsidy from NCER, Ben Darrow, educational director of station WBEN and radio chairman of the National Congress of Parents and Teachers was sent to Texas to give teacher training courses at Southern Methodist University and at the University of Texas. Mr. Darrow's efforts added greatly to the state-wide interest in the project.

The next step was to train the leaders who were to have charge of the school of the air. This was made possible by five fellowships granted by the General Education Board to Dr. T. H. Shelby, Dr. A. L. Chapman, and Mr. Howard J. Lumpkin of the University of Texas, Dr. Emory Herger of Texas State College for Women at Denton, and Dr. Hugh B. Masters of North Texas State Teachers College at Denton.

The Texas School of the Air is to consist of programs developed cooperatively at three points: Austin, Dallas, and Denton. Scripts are to be prepared by professional writers. They will be presented only after extensive rehearsal. The entire project is sponsored by the state department of public instruction. Mr. John W. Gunstream, deputy superintendent, is in direct charge of the programs.

CONFERENCES on education by radio are increasing in both number and quality. They are beginning to deal specifically with the problems encountered when attempts are made to use radio in the classroom.

Two of the most important conferences held last month were:

The Northwest Conference on Educational Broadcasting conducted at Minneapolis by station KSTP. Broadcasters from six states were present at the conference where the products of 16 radio workshops organized by KSTP were on display.

The School Broadcasting Conference at Chicago where more than 300 people gathered to watch actual demonstrations of utilization of radio programs in the classroom. Probably a better set of demonstrations never has been produced.

THE UNIVERSITY OF KENTUCKY has made application to the Federal Communications Commission for a license to build and operate a broadcasting station on one of the ultra-high frequencies set aside for the exclusive use of education. These frequencies already are being used by the public school systems of Cleveland, Ohio, and New York City.

“**E**DUCATION” is one of those umbrella words that casts a wide or a narrow shadow, depending on whether you keep it open or closed. In the open sense of the word, it is an educational experience to listen to a beautiful piano concerto. In the closed sense the concerto becomes educational only when the listener practices it on the piano, or studies its construction from a score.—From a speech by David Sarnoff at the 75th Annual Convocation of the University of the State of New York at Albany, October 13, 1939.

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**T**HE RADIO SCRIPT EXCHANGE of the U. S. Office of Education, Washington, D. C., announces its new catalogue which contains listings of about 250 new programs that have been added to the Exchange since the last catalogue was issued. The entire collection of selected scripts now numbers more than 500. They represent sufficient variety in type of subject matter and in method of presentation so that any producing group can find among them patterns for almost any kind of program.

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**F**OR SOME TIME I have been concerned, as I imagine, perhaps you have been, that daytime commercial radio has become a matter of one continued serial story program after the other . . .

We believe it would be to the interest of the radio industry and to our stations if a larger percentage of daytime advertisers would use vocal and instrumental musical programs, variety and comedy entertainment.—Excerpts from a letter by John Patt of WGAR Cleveland, reprinted in *Variety*, November 29, 1939.

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**T**HE UNITED STATES SUPREME COURT has accepted for review one of the cases in which the powers of the Federal Communications Commission in dealing with competition between commercial broadcasting stations will come in for review. The decision of the court, whichever way it goes, will do much to clarify the powers of the Commission and to reveal to broadcasters the kind of competition with which they are apt to be faced.

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**T**RANSCONTINENTAL BROADCASTING SYSTEM will begin operation shortly after the first of the year as a new national chain. The system claims to have approximately one hundred participating stations. It is said to have enough commercial business to insure its profitable operation from the start.

Elliott Roosevelt, son of the President, is considered generally to have been one of the prime movers in the establishment of the system.

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**S**CHOLASTIC, a national magazine for high school students, has announced the creation of a new department, *Sight and Sound*.

sion, in a speech at Chapel Hill, North Carolina, January 26, 1939. Two selected paragraphs from that speech follow:

With respect to broadcasting, the one thing that every person in the United States possesses in common with every other person is the ability to hear radio programs. In the sense that this is something common to all persons, it meets one test which is met by the rights which are recognized and protected by the Bill of Rights. I have no hesitation in saying that if the need for protecting the right to hear had been as apparent to those people who insisted on a Bill of Rights as it is today, to us who observe conditions in countries where its existence is denied and in some of which, indeed, instead of a right to hear there is imposed upon the people an obligation to listen, they would have taken steps to include a guarantee protecting their rights as listeners. Perhaps it would have been an 11th Amendment, and would have embraced adequate safeguards against the enactment of any legislation abridging the right of the people to hear all sides of any important public controversy. . . .

In my judgment, there is profound confusion of thought in the minds of many whose honesty of purpose in seeking to protect civil liberties of the American people I do not question. Many well-intentioned persons hold to the mistaken notion that the right of free speech, which is protected by the first amendment, is involved in problems arising from a demand made for time on the air by persons or organizations. The problem is not one of free speech, but rather one of free and open discussion of all controversial subjects which may be discussed at all. In their zeal to protect what they consider to be individual rights, they overlook the rights of every individual as a listener in asserting the supposed right of a particular individual to talk. In so doing they are advocating, unwittingly I am sure, a theory which in its implications is subversive of all of our traditional American principles of individual rights and civil liberties.

Efforts to devise a plan adequate to give radio its freedom are in their infancy. The next step forward may well be the one advocated by the Department of Research and Education of the Federal Council of Churches of Christ in America, and reported in *Education by Radio* for November 1938 as follows:

The principle of regulation by codes cooperatively formulated, with the sanction of government, has been found to be fruitful. We believe that it might well be used, under federal auspices, in the radio industry. A prime requirement, of course, is that the building of codes shall be a process in which every agency capable of representing a valid social concern shall participate. On the side of the industry this means owners of stations and networks, management, labor, and the commercial sponsors. On behalf of the community it means the schools, the churches, the libraries, and voluntary cultural associations of all types that can represent a “consumer” interest. . . .

We cannot fairly demand that the industry be responsive to public need without making provision for the intelligent and considered expression of that need. We believe the most effective way to achieve equity and to maintain liberty is to provide for cooperative action on the part of disinterested groups of educators, social workers, religious leaders, and other cultural associations looking toward the enrichment of radio programs thru the assignment of frequencies to those applicants who are most responsive to public opinion and most sensitive to social needs. This would seem to be most effective means of securing nonpartisan, uncorrupted control. Unprejudiced testimony, well documented, publicly given as a matter of right and made a matter of public record, furnishes, we believe the best basis for responsible democratic administration of the law in the assignment of broadcasting rights. By such means the administrative process of granting and renewing licenses may become, not an arbitrary procedure, but an important means of selection among factors seeking to mold American culture.

This, we believe, would be the best approach in a democracy to the building of standards. The continual evolution of standards that reflect the intellectual, esthetic, and moral judgment of the community and bear testimony to a will on the part of the industry to be responsive to the demands of the community—this is the heart of the problem of social control in a nation which deliberately rejects an unlimited concentration of power in the hands of government. . . .

What we are proposing is not a quick panacea. The methods of democratic control are evolved slowly. The initiative must rest with the organized forces of American community life. Our proposal requires the assumption of responsibility on the part of these forces for an educational task. It will not be sufficient that self-appointed or arbitrarily selected spokesmen of various community interests shall undertake to appear at occasional hearings. There is already too much of irresponsible and unconvincing utterance on the part of individuals who fancy that they speak for large constituencies.

What is needed is that the permanent associations representing business, labor, and professional life and other permanent bodies of citizens having a cultural purpose shall regard it as one of their functions to evaluate broadcasting as a community service. There should be continual interchange of opinion between official, intelligent, and public-spirited representatives of such groups and the broadcasters themselves.

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# **Education by Radio**

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**Numbers I-IV Inclusive, 1940**

## **Volume Eleven**

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**1941**

# Estimation by Statistics

1947

1947

1947



Number	Date		Page
1	First Quarter	Another National Conference Needed? .....	1
		Training for Radio: A Report .....	5
2	Second Quarter	The Rocky Mountain Radio Council .....	7
3	Third Quarter	The Monopoly Investigation .....	15
		New Program Possibilities Created by Frequency Modulation .....	17
4	Fourth Quarter	Radio and National Defense .....	19

**VOLUME XI**

**1941**

1	First Quarter	Radio Builds Democracy .....	23
		Can Radio Educate? .....	25
2	Second Quarter	Educational Recordings: A Symposium .....	27
3	Third Quarter	The Radio Workshop .....	31
4	Fourth Quarter	The National Committee on Education by Radio, 1930-1941 .....	35

1871  
1872  
1873  
1874  
1875  
1876  
1877  
1878  
1879  
1880

1881

1882

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# Education

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

by **R A D I O**

Volume 10

FIRST QUARTER 1940

Number 1

## Another National Conference Needed?

TO RAISE THE QUESTION of another national conference on radio broadcasting is to run into a hornet's nest. From every direction objections to the proposal come flying. One group says too many conferences have been held already. Another group insists that such conferences are futile. Another contends that this very year so many radio conferences are being held that no one can attend all of them. Another asks what has happened to justify the holding of a national conference. And so on.

Obviously a number of radio conferences are being held each year. But most of them are for specialized groups. The engineers have meetings of their own. The commercial broadcasters, the educational broadcasters, the classroom teachers, the opponents of censorship, the manufacturers of equipment and other radio groups do likewise. But there is no meeting and has been none since 1937 at which a layman, concerned about the social implications of broadcasting, can learn what's new in radio and how the new developments are helping to determine the stature and influence of this great medium of mass communication.

Has anything happened in radio's recent past significant enough to justify the holding of another national conference? This column answers in the affirmative. The ensuing paragraphs will outline a few of the more interesting developments and suggest the need for a general public awareness of their import.

### SCIENTIFIC PROGRESS

In the first place fundamental scientific and technical changes have taken place in radio. Frequency modulation has proven to be so successful that applications for licenses to use it are pouring in upon the Federal Communications Commission. For the moment it overshadows both television, which is now a reality although the immediate prospects of its development are somewhat in doubt, and facsimile, which is also on the air although still in the stages of experimentation. All three of these developments were discussed at some length in the June 1939 issue of *Education by Radio*.

As an indication of the possible significance of these inventions it may be worth while to speculate a bit about frequency modulation. The Communications Commission will be holding a hearing about it on March 18. If as a result of the hearing the Commission decides to make available for this new method of transmission one of the bands of frequencies now earmarked for television, the reality of an almost complete freedom of the air may be achieved. According to experts this particular band of frequencies added to those now set aside for frequency modulation will make possible as many as forty broadcasting stations in any given community and this with the

I WELCOME THIS OPPORTUNITY to congratulate the Rocky Mountain Radio Council on the occasion of its initial broadcast in the "Rocky Mountain Civic Series," and to wish a deserved success to this cooperative approach to educational and civic broadcasting.

Credit must be shared by the twenty-seven educational institutions and the seventeen commercial broadcasting stations which are coordinating in the commendable effort. It is a high tribute to your region's interest and concern in the use of the air channels in the public service.

I do not have to remind you that the basic consideration of the Federal Communications Commission in licensing standard broadcast stations is public service, or, as the Communications Act states it, "public interest, convenience, or necessity."

As the Commission pointed out in a recent case: "Just as it may be a powerful instrumentality for public good, so a broadcast station has potentialities of causing great public harm, and it is accordingly imperative that the limited broadcast channels belonging to the public should be entrusted to those who have a sense of public responsibility."

This public responsibility seems to be particularly well recognized in your region. The Rocky Mountain Radio Council is setting a worthwhile example in the collaboration of educational, civic, and commercial interests for mutual and public advancement.—A letter of December 12, 1939, from James Lawrence Fly, Chairman, Federal Communications Commission.

MISS DOROTHY M. JOHNSON, assistant editor, *The Business Education World*, has made an extensive investigation of the possibilities of using radio in the field of business education and has reported her findings in a series of four articles appearing in the four most recent issues of that publication.

Miss Johnson readily establishes the fact that business education is not making effective use of radio. Then she proceeds to show how this subject can be put on the air and what needs to be done to make broadcasts of it alive and forceful.

The pattern of reporting which Miss Johnson has developed could be used profitably by other editors in pointing out the opportunities offered by radio to the fields of education about which they write.

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HAROLD G. INGHAM, radio station KFKU, University of Kansas, Lawrence, Kansas, *National Association of Educational Broadcasters.*

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C. S. MARSH, vicepresident, American Council on Education, 744 Jackson Place, Washington, D. C., *American Council on Education.*

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

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.*

L. A. WOODS, state superintendent of public instruction, Austin, Texas, *National Council of State Superintendents.*

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**I**N THE RADIOBROADCAST FIELD public interest, convenience and necessity is served *not* by the establishment and protection of monopolies, but by the widest possible utilization of broadcast facilities. Competition between stations in the same community inures to the public good because only by attracting and holding listeners can a broadcast station successfully compete for advertisers. Competition for advertisers which means competition for listeners necessarily results in rivalry between stations to broadcast programs calculated to attract and hold listeners, which necessarily results in the improvement of the quality of their program service. This is the essence of the American system of broadcasting.

Experience has shown that the addition of a competitive station in a community does not bring about disastrous results sometimes predicted by the licensee of an existing station in the community. More often the protests of the existing station to the establishment of a new station spring not from a desire to insure its continued operation in the public interest, but rather from the purely private interest of seeking a monopoly in a field in which the interests of the public are best served by competitive operation.—Excerpt from a recent decision of the Federal Communications Commission, defending a theory of competition which the Commission is trying to enforce, and which is now being reviewed by the courts.

**N**ET INCOME of the commercial broadcasting stations in the United States for 1939 was \$130,800,000, a 12% increase over 1938, the best previous year in the history of the industry.

prospect that the same channels can be used over and over again for similar stations in every other part of the nation. If these claims are proven to be correct any interested person should be able to go into the business of broadcasting as easily as he now can go into newspaper publishing. There should be enough licenses to accommodate everyone willing and able to undertake the commercial risk involved.

To continue the speculation a little farther, may it not be possible for frequency modulation to upset the entire theory of federal radio regulation? At present federal authority is based upon court decisions to the effect that, although a broadcasting station may not be heard beyond the borders of a particular state, it creates a kind of interference which is interstate and therefore subject to federal regulation. Because frequency modulation is based upon a different system of transmission, it may be able to operate without such interference. For example a frequency modulation station located in the center of Texas might be able to broadcast without, in effect, entering interstate commerce. If so, could it refuse to submit to the licensing procedure of the FCC?

However technical these questions about the effect of new inventions may sound, they have implications of the utmost significance to the future of broadcasting. Another conference could help to make people aware that they exist and could assist in the popular interpretation of their meaning.

**LEGAL DEVELOPMENTS**

Quite apart from changes due to new technical developments are the changes being forced upon broadcasting by new legal interpretations of federal authority and responsibility for radio regulation. In general recent decisions of both the United States Court of Appeals for the District of Columbia and the Supreme Court have tended to strengthen the authority of the Federal Communications Commission. A committee of the Department of Justice, which has been investigating administrative procedures in the various independent agencies of the federal government, recently issued a lengthy report on the FCC in which its new innovations in administrative procedure were given support. The trend therefore seems to be towards strengthening rather than weakening the power of the Commission.

**COMMISSION ACTION**

So far as the Commission itself is concerned the evidence seems to indicate clearly that at least a majority of the present members favor more strict regulation. Apparently the majority believes that the Commission must: 1. show more concern about the character and quality of programs, 2. stimulate a greater degree of competition between stations, and 3. supervise more carefully the relationships between broadcasting chains and their member stations. Each of these moves is in the direction of defining more exactly the meaning of the terms "public interest, convenience, or necessity" as used in the Communications Act.

What is behind this increasing strictness on the part of the Commission? Is the majority grasping for power? Is it merely taking steps to right previous wrongs of regulation? What new problems of control are apt to be faced by the Commission and how are they likely to be decided? What trends in regulation should have the support of the American people and to what trends should they be opposed? Certainly these questions are both timely and significant. They alone might justify another conference.

Another subject for discussion at any conference is the value of the self-regulation practices which have been developed by the commercial broadcasting industry. The Code of the National Association of Broadcasters has been in effect now for nearly six months. What has it accomplished? What are its weaknesses? What are the next steps, if any, to be taken for its improvement?

The Code should be scrutinized most carefully in its effect upon the operation of local stations. The operation of the great chain broadcasting systems has been affected but slightly by the Code. With the small stations it is different, particularly in the handling of controversial issues. Prior to the adoption of the Code any speaker with the means of buying time could get access to the air over these stations. The test was, "Have you the money." With the adoption of the Code a very different situation developed. These small stations no longer could sell time for the discussion of controversial issues. Moreover, if they allowed one point of view to be expressed they were under obligation to have opposition arguments presented on the same program. To select questions for discussion, and to secure speakers who would give balance to the program, proved to be tasks for which many stations were prepared inadequately. The result was that some of them chose to have no discussion at all.

How have the smaller stations met this problem? Have they found any satisfactory solution? Are they handling controversy in a manner acceptable to the public? Do citizens groups have any adequate voice in the decisions which are being made?

So far as the chain broadcasting systems are concerned a very different aspect of self-regulation is the focus of attention at the moment. The chains have been devoting their time increasingly to the production of serialized dramatic stories. The practice has been carried so far that it has aroused criticism from within the industry. Likewise it has stirred the opposition of women's club groups. A controversy of significant proportions has resulted.

The argument of those who defend the use of serials one after another is that the broadcasters are giving the public what it wants. They say that the critics represent a small minority with tastes which are not shared by the majority. They claim that their task is not to elevate the tastes of the people but rather to serve them democratically. They suggest that this is the only way to insure a continuation of the advertising revenue upon which the American system of broadcasting depends.

Such an argument ignores the readily established fact that radio listeners constitute, not a single mass audience, but an agglomeration of many minority audiences and that the way to satisfy the majority is to serve as many as possible of the minorities. It raises a number of questions which deserve consideration at any national conference. Is it in the public interest for all stations to endeavor continually to reach the largest possible audience? Can self-regulation be developed to a point where stations will agree to adjust their program schedules so that at various times in the day minorities may find programs designed for their entertainment and enlightenment?

#### COOPERATION INSTEAD OF CONFLICT

These very questions raise the problem of cooperation instead of conflict, a problem which has been under official consideration for at least five years. In 1935 the Federal Communications Commission created the Federal Radio Education Committee with two specific purposes as follows:

**L**AMBDA LAMBDA MU, an honorary radio fraternity, has just been formed at Baylor University, Waco, Texas. The founders are persons now engaged in radio work at the college. Membership is to be limited to twenty members. Before any new member can be accepted he must have been on the air for a total of five hours. Miss Sara Lowrey, head of the university speech department, has been elected sponsor of the society.

The primary purpose of the fraternity is to preserve and add to the spirit of cooperation which exists between all departments of the university in relation to the radio department and to establish good will between the personnel of commercial radio and that of educational radio workers.

According to Greek authorities at Baylor, Lambda Lambda can be used to signify wavelength while Mu is Greek for micro. Thus the derivation of the name.

Miss Lowrey is ready to receive petitions from other institutions for the establishment of chapters of the fraternity. She suggests that each chapter might designate its own call letters. For instance the Baylor chapter might be known as UBAY.

**G**EORGE E. ABERNATHY, first graduate student of radio speech at the University of Iowa, has begun an internship at radio station WBBM, Chicago. This work will be counted as part of the requirements for a Master of Arts degree at Iowa. Mr. Abernathy is working under the supervision of Dr. H. Clay Harshbarger who teaches speech at the University of Iowa and has charge of dramatic production for station WSUI.

**T**HE POINT MARION BOROUGHS-SPRINGHILL TOWNSHIP SCHOOLS are developing a somewhat unique series of programs which originate in the Point Marion High School studio and are broadcast over station WMBS, Uniontown, Pa., by remote control. Accompanying the broadcasts is a manual designed particularly for use in rural schools. It contains many suggestions for the utilizations of programs.

**T**HE UNIVERSITY OF MINNESOTA held a three-day institute on the classroom use of radio during the latter part of January. Those in attendance consisted of teachers, administrators, supervisors, and students. Their instruction was given by staff members of WLB, University-owned station, and by Dr. Tracy F. Tyler, associate professor of education.

**F**ORUMS ON THE AIR, a pamphlet by Paul H. Sheats, gives a national survey of radio forums and describes many successful techniques for forum operation. Copies can be secured from the U. S. Office of Education, Federal Security Agency, Washington. Price, twenty-five cents.

**T**HE UNITED STATES OFFICE OF EDUCATION recently has announced two new series of live educational broadcasts and one series of recorded programs. The latter, produced in collaboration with the Bureau of Census, Department of Commerce, is designed to explain various aspects of the 1940 census. The series is entitled "Uncle Sam Calling". It consists of eight fifteen-minute records which indicate not only why the census is being taken but also the kind of questions that citizens can expect to be asked. The entire series has been distributed to 662 broadcasting stations and gives promise of having the widest use of any set of recordings ever produced for radio.

The two series of live broadcasts are to go out over the Columbia Broadcasting System. One deals with the relation of the federal government to American labor while the other, entitled "Roof over America," explores the subject of housing. In connection with the latter series the Government Printing Office will bring out a special booklet on housing and government sponsored exhibitions will be displayed before school classes and conference groups.

**T**HE ELEVENTH INSTITUTE FOR EDUCATION BY RADIO, with which is combined the Fourth American Exhibition of Recordings of Educational Radio Programs will be held at Ohio State University April 29, 30 and May 1. Primary emphasis at the Institute will be placed on the planning and production of educational radio programs.

The exhibition of recordings will be open only to those programs broadcast between March 15, 1939 and March 15, 1940. Entry blanks should be secured immediately.

For entry blanks or further information write to I. Keith Tyler, Bureau of Educational Research, Ohio State University, Columbus.

**T**HE FAIRFIELD, CONNECTICUT, COUNTY COUNCIL of Parents and Teachers has been particularly resourceful in the development of its radio programs. In addition to a series of lecture-discussion programs, a series for the enjoyment of the whole family has been arranged. Sources of talent from different phases of the life of the community have been drawn upon. They include: local libraries which have supplied dramatic stories, high school dramatic groups putting on prize plays, and a local artist selecting, playing and commenting on musical stories.

**T**HE TWENTIETH CENTURY FUND, one of the educational foundations which has undertaken directly to implement its research findings, announces a new series of programs to be broadcast over the red network of the National Broadcasting Company under the title, "The Next Step Forward." This series is the outgrowth of three programs produced last fall under the same title. The new series will be on the air for thirteen weeks.

1. To eliminate controversy and misunderstanding between groups of educators and between the radio industry and educators.
2. To promote actual cooperative arrangements between educators and broadcasters on national, regional, and local bases.

While the Committee was handicapped at first by lack of funds, it has been operating actively and effectively for the past two years under the chairmanship of John W. Studebaker, U. S. Commissioner of Education. It has concluded a number of important investigations and is in process of making public reports about them. A conference next fall should make an excellent forum for the consideration and evaluation of the results achieved by the FREC.

Another experiment and demonstration which will be ready for critical review at such a conference is the project being operated by the Rocky Mountain Radio Council. It represents a cooperative effort in which twenty-seven citizens organizations and institutions of higher education in the states of Colorado and Wyoming are working hand in hand with all seventeen radio stations of that region to improve the quality of the non-commercial programs put on the air by representatives of the cooperating groups. This project was begun in 1936 and has progressed through the stages of organization, selection and training of the administrative staff, and preparation of sources of programs, to the actual presentation of broadcasts. By next fall preliminary results of this experiment will be available. If they prove the project to have been successful, the pattern developed may be copied widely as one effective means of bringing together broadcasters and civic groups for the elimination of conflict and the establishment of cooperation.

#### RESEARCH

Never has an equal volume of research reports on radio been in process of production. Most of them, certainly the most significant, are being done under the auspices of the Federal Radio Education Committee. The subject matter ranges from reasons why the Orson Welles broadcast, War of the Worlds, had such a profound influence on listeners, and the relationship between print and radio programs, to studies of the most effective ways to use radio in classroom teaching. Preliminary findings of some of these projects seem destined to influence all broadcasting. For instance research has proven that once a fair degree of perfection has been achieved by a program, effort spent on building an audience for the program is apt to be more productive than emphasis on increasing the degree of perfection. The findings of research in radio deserve to be popularized and promoted. Another conference would offer an opportunity for both.

Such a conference would not be a place for the development of any program of action. It would be a meeting for purposes of sensitizing people to some of the basic problems of broadcasting and giving them the kind of information which will be helpful in working toward constructive solutions. The objectives of the conference might be identical with those adopted for the so-called Second National Conference on Educational Broadcasting. They were as follows:

- To provide a national forum where interests concerned with education by radio can come together to exchange ideas and experiences.
- To examine and appraise the situation in American broadcasting as a background for the consideration of its present and future public service.
- To examine and appraise the listeners' interest in programs that come under the general classification of public service broadcasting.
- To examine the present and potential resources of education through radio.
- To examine and appraise the interest of organized education in broadcasting.
- 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.

# Training for Radio—A Report

**H**OW SHALL WE TRAIN FOR RADIO? WHAT KIND OF TRAINING?  
HOW MUCH?

I have on my desk a letter from a teacher asking; "Where can I work for a master's degree in radio?" She explains that she needs the degree in order to satisfy the schoolboard but she really wants the work; she is already a leader in education by radio and hopes to carve out a career in this field.

To this ambitious teacher I must write that I know of no well-rounded graduate course in radio. I shall send her a list of 350 colleges and universities which offer courses in radio. One institution I can check as offering a four year undergraduate course specializing in radio. Others have gone far in building courses in radio. But I can direct her to no institution which offers instruction in radio comparable to journalism offerings in Columbia, Illinois, Northwestern and many other universities; or to drama offerings at Yale.

But let us suppose that great centers for training for radio rise in our country, as they surely will. What kinds of instruction shall they offer? And how much?

Tentative answers to these questions were supplied by a group of school radio directors at a round table meeting held during the Tenth Institute for Education by Radio at Columbus, Ohio, last May. This group of leaders of a new profession gathered to discuss the kinds of training and experience they would recommend for the leaders who are following in their footsteps; the kinds of training and experience from which they would have profited. Working with blackboard, chalk and eraser the round table group agreed after two hours on a minimum plan of training.

To whet your interest, I may say that the minimum pattern of training and experience acceptable to the group cannot be found today, to my knowledge, in any institution here or abroad.

To reach a concert of opinion the round table considered and found answers to three questions:

1. What are the present duties of school directors of radio?
2. What changes, if any, will trends in development of educational broadcasting bring to allocation of duties?
3. What kinds of training and experience and how much does a person need to become an able school director of radio?

## PRESENT DUTIES

Even the directors of school broadcasts present were surprised at their answer to the first question. They were unaware of the wide range of their duties until they saw the lengthening list on the blackboard. Yet they were in agreement that most of the following tasks were common to the radio director positions in both school systems and colleges:

*Planning programs:* developing, outlining, checking general plans for series of broadcasts.

*Research:* gathering data for scripts.

*Script writing:* handling problems of great variety from talks and interviews to dramatic scripts; checking scripts with authorities.

*Program directing:* scheduling, casting, rehearsing, arranging for sound effects, engineering service, etc.

*Handling music problems:*

*Acting:* giving talks, conducting interviews, etc.

*Writing and editing:* news announcements, publications, radio logs, etc.

**R**OTARY INTERNATIONAL is becoming increasingly radio minded. Two of its recent activities deserve special mention.

Through a connection established by amateur radio station members of the Rotary Club of Wahiawa-Waiialua, Hawaii, were able to put on a regular Wednesday-noon program for the Rotary Club of Alamogordo, New Mexico. Two weeks later the program was reversed with the New Mexico Rotarians providing the program for Hawaii.

In Buffalo, New York, the local Rotary Club is undertaking a carefully planned program of counseling young people on their life work. The unusual aspect of this program is that the broadcast is followed two evenings later with an opportunity for any boy or girl desiring it, to have an interview with the radio speaker at which questions are answered. This series of programs is to run for twenty-six weeks over station WBEN, and is widely publicized through the efforts both of Ben Darrow, educational director of the station, and of the Rotarians who act as sponsors.

**T**HE CENTRAL INTERMEDIATE SCHOOL of Honolulu, Hawaii, with 2800 students, utilizes radio and motion pictures for instructional purposes. This school is equipped with a school-wide two-way broadcasting system with a loudspeaker in each room and several silent and sound projectors for classroom and auditorium use. The motion pictures, slides, and other visual aids are considered an integral part of the instructional program. The Standard School Broadcast is being utilized for the third successive year and the American School of the Air for the first time this year.

**B**EST BROADCASTS OF 1938-39, selected and edited by Max Wylie, Director of Script and Continuity for the Columbia Broadcasting System, has just been published by the McGraw-Hill Book Company, New York. Thirty-two selections ranging from spot news reporting to the best historical drama and the best public discussion are included. As a collection of model scripts the book offers an unsurpassed variety and quality. These scripts are not for performance but for pleasure, study and emulation. The price is \$3.50.

**T**HE NEW YORK UNIVERSITY RADIO PLAYERS recently recorded two radio adaptations of "The Violin Maker of Cremona" and "Evangeline" to be used by the Porto Rican School of the Air in a program designed to acquaint Porto Rican children with American and European classics.

**W**ILLIAM DOW BOUTWELL, Chief, Division of Radio, Publications, and Exhibits, U. S. Office of Education, is the author of the article which appears in the adjoining column. He was chairman of the round table at the Tenth Institute for Education by Radio at which the subject of training for radio was discussed.

**T**HE SYRACUSE UNIVERSITY RADIO WORKSHOP places the function of co-operating with civic and governmental bodies almost on a par with its primary objective of producing educational programs and training students for radio careers.

New evidence of willingness to cooperate with civic groups is contained in the series of courses now being given to New York State health officers and to local medical men interested in radio as a medium for public health promotion.

The radio work with the state health officials is incorporated as part of a larger course in health administration which includes public relations, reporting, public speaking, and public administration. The full course is given by the University during the entire school year.

Local physicians from Syracuse and Onondaga County are given a separate course which roughly parallels the work given to state health officials. This course is given in the workshop studios every Thursday night.

**T**HE SECOND ANNUAL SCRIPT-WRITING CONTEST for original radio dramas, sponsored by the Wayne University Broadcasting Guild was announced in January by Garnet Garrison, Guild director. In the undergraduate division of the contest, Arch Obler, author-producer of the weekly NBC red network series of experimental dramas, will be the final judge. In the graduate division which is also open to part-time students, the judges will be Mel Wissman, program director, and Myron Golden, educational director of radio station WWJ.

**T**HE FIRST NON-COMMERCIAL EDUCATIONAL BROADCASTING STATION to produce a series of lectures significant enough to be published in book form is WNYC, owned and operated by the City of New York. The programs, published under the title, *How Government Regulates Business*, were broadcast during the fall of 1938. The publisher is the Dynamic America Press, New York.

**N**EBRASKA STATE TEACHERS COLLEGE, Kearney, has devoted the fall issue of its *Quarterly Bulletin* to the subject of radio and speech activities. In a foreword President Herbert L. Cushing credits radio station KGFV with much of the impetus for the broadcasting efforts of the college. The bulletin contains articles by Professors Calvin T. Ryan, Dean Nichols, and John T. Hansen.

**T**ITLE PAGE, Table of Contents, and Index for *Education by Radio*, Volume IX, 1939, will be supplied free to those wishing to bind or preserve permanently sets of this publication. Please send stamped, self-addressed envelope to Room 308, One Madison Avenue, New York, New York. Back issues of the bulletin wanted to complete sets for preservation will be supplied free while they last.

*Negotiating:* with station managers, school committees, school officials and civic organizations.

*Research:* on program effectiveness.

*Promotion:* utilization of programs.

*Teaching radio:*

An impressive list, indeed! But, how shall we train for such a Jack-of-all-trades job?

#### CHANGES ANTICIPATED

Of course, in any new field such as radio the pioneers have to do everything. Specialization comes later. How soon will it come to educational broadcasting? How will specialization affect training? That brought the smoke-filled room to question number two, "What changes can be anticipated in educational broadcasting?"

Cheerfully heedless of the perils of prophecy, the round table agreed that more and more school systems would establish radio departments; that these departments would create radio producing units; that at first the supervisors of music, English, social sciences, electrical engineering, and other fields would be called on to devote part-time to radio; that the part-time would lengthen to full time; and that eventually the typical large school system will have a small full-time staff for administration, production, script writing, utilization, information and promotion, and music. Work of this small full-time staff will be supplemented by part-time work of supervisors, instructors and student radio guilds.

That is the graph of the rise of radio in our schools and colleges as etched in by practicing educational broadcasters. Having agreed on what is and what will be, they now came to the final and vital question, "What kinds of training and how much?"

#### SUGGESTED TRAINING

Broad general education, they agreed, was never more needed by any craft. In addition a leader should have teacher education, mastering both philosophy and methods. He should know something about all the major phases of radio listed above and much about his radio specialty, be it script writing, production or music. And he should have practical working experience both in teaching and radio.

And so with these agreements the round table began to build a study plan for the youth who seeks a career in educational radio. Here it is:

- General education.....2 years
- Professional training in education . 2 years
  - a. Subject fields
  - b. Methods
  - c. Radio education
- Teaching internship
- Graduate course .....2 years
  - a. Radio [general courses]
  - b. Radio [special field chosen by students]
  - c. Curriculum methods
- Radio station internship

No institution, so far as I know, has yet been able to offer the pattern of learning opportunities listed above. Yet it is the plan of training which present school directors of radio agree to be minimum. Radio will improve as its personnel improves. Here is a prescription for personnel up-grading. To leaders in radio, to college and university presidents and to station managers, the round table offers this report.

WILLIAM DOW BOUTWELL.



# Education

by **R A D I O**

JUN 22 1940

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

Volume 10

SECOND QUARTER 1940

Number 2

## The Rocky Mountain Radio Council

**A**N ORIGINAL CHRISTMAS PLAY, *The Frontier Magi*, was broadcast over KOA in Denver the evening of December 23, 1939. There was nothing unusual in that, but the announcer signed off with the words, "This has been a presentation of the radio department of Regis College, produced in cooperation with the Rocky Mountain Radio Council." On Christmas eve the University of Colorado Workshop Players presented, over KFEL and again under the sponsorship of the Council, another play, *The Christ of the Andes*.

These productions marked an important milestone in the development of the Rocky Mountain Radio Council, a coordinating body composed of educational institutions and civic organizations in Colorado and Wyoming, and designed to act as a clearing house for educational broadcasting in those states. They initiated what now has become not only an extensive program of educational broadcasts but also a pattern of cooperation which seems to have created harmony among all the diverse elements which must be given consideration in any comprehensive educational broadcasting service.

The Council grew out of a recognition of need on the part of three distinct groups: the owners of commercial radio stations in the area; the educational and civic organizations of the two states; and radio listeners. Each was in need of services which the Council could render. The educational institutions and civic organizations had vast facilities for giving information and promoting cultural development but were without techniques for successful broadcasting. The broadcasting stations, eager to put their important new means of communication at the service of the public, naturally were unable to carry on investigation of source materials or to devote a large part of their time to the training of individuals and groups in elementary methods of broadcasting. Listeners had expressed time and again their desire that information be broadcast about their own region, its history and natural resources, its leaders and their achievements. Those in the region who frequently listened in wanted more interpretation of significant happenings in the world at large in terms of their impact on the region itself. It was to satisfy the wants of all three groups that the Council was created.

The history of the Council goes back several years. It began when Edgar A. Burton, radio columnist for the *Colorado Labor Advocate*, voiced the needs of the various groups and called together in Denver a number of interested persons to see what could be done to improve conditions.

The meeting resulted in the formation of a committee to investigate broadcasting in Colorado and Wyoming for the purpose of finding ways of establishing cooperation between the different groups and of making available the services which were desired by all.

**T**HE ROCKY MOUNTAIN RADIO COUNCIL, which has made a remarkable record during the past nine months, owes much of its success to the ability and loyalty of its officers and staff. They are: Arthur G. Crane, Chairman; C. B. Hershey, Vice-Chairman; Harriet E. Howe, Secretary; J. E. Hutchinson, Treasurer; Robert B. Hudson, Director; Raymond Dickenson, Ruth L. Goodnough, Jack W. Lewis, T. E. Paynter, Edwin W. Smith, Staff Members.

The office of the Council is located at 509 Seventeenth St., Denver, Colorado.

**S**IXTEEN STATIONS in Colorado and Wyoming have cooperated fully with the Rocky Mountain Radio Council in the development of its program. They are: KLZ, Denver; KVOD, Denver; KOA, Denver; KFKA, Greeley; KFEL, Denver; KFXJ, Grand Junction; KGEK, Sterling; KVOR, Colorado Springs; KGHF, Pueblo; KIUP, Durango; KWYO, Sheridan; KQRS, Rock Springs; KOKO, La Junta; KIDW, Lamar; KGIW, Alamosa; KDFN, Casper.

**C**OLLEGE RADIO WORKSHOPS, a pamphlet published by the Federal Radio Education Committee describes the organization and operation of a workshop program at four institutions doing outstanding work in radio: Drake University, the University of Kentucky, Indiana State Teachers College, and Syracuse University. The pamphlet can be secured for fifteen cents by writing to the FREC, at the U. S. Office of Education, Washington, D. C.

**T**HE COMMITTEE ON SCIENTIFIC AIDS TO LEARNING has recently released two new pamphlets, *Central Sound Systems for Schools* and *Sound Recording Equipment for Schools*. The titles give an accurate description of the contents of each pamphlet. Copies can be secured by writing to Director Irvin Stewart at 41 East 42nd Street, New York, N. Y.

**T**HE LIBRARY OF CONGRESS has recently received a grant from the Carnegie Corporation for the installation of a complete sound laboratory for the Music Division of the Library.

## EDUCATION BY RADIO

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S. HOWARD EVANS, secretary

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Chairman of this committee was Dr. Arthur G. Crane, president of the University of Wyoming and chairman of the National Committee on Education by Radio. The selection of Dr. Crane was due to his recognized leadership in radio education and his known enthusiasm for developing practical methods by which public service organizations and commercial broadcasters could work together harmoniously for the solution of their common problems.

## THE FIRST CONFERENCE

Preliminary investigations led to a conference, held in Denver July 9 and 10, 1937 and participated in by representatives of forty-one organizations. Discussion centered on such topics as the following: What is a Socially Desirable Public Program?; What Could a Cooperative Regional Plan Offer?; How Could a Cooperative Council Appeal to Broadcasting Stations?; What Specific Broadcasts Might Be Presented?; and What Would be the Services Rendered by the Central Staff of a Council?

The most valuable result of this conference was a general agreement that information on which to base an effective program was lacking. The representatives present were quick to see that many additional questions had to be gone into—questions such as: Just what did the educational institutions and citizens organizations have to offer the public?; How could the various institutions train their students and faculty for broadcasting?; and What basis could be developed as a satisfactory working arrangement between the organizations and the broadcasters?

A simple plan of action was devised. The first step was the making of an inventory of resources possessed by the institutions and organizations in Colorado and Wyoming, this to give some idea of the sources from which non-commercial programs might be drawn. As a pattern for this type of inventory Dr. Crane made a survey at the University of Wyoming. He listed his local radio organizations and personnel, radio workshop and recording facilities, actual and potential talent available for broadcasts of high merit, publicity channels for advertising programs, and general facilities for the preparation of broadcasts.

The second step was to prepare a plan of organization for a cooperative council. As consultants in the formulation of this plan Harold A. Engel of Station WHA, University of Wisconsin and the writer of this article were brought to the region for varying periods of time. A definite plan was formulated which reflected the thinking of many persons. The plan was distributed for discussion, revised, and finally adopted. It represented a basis of agreement on which ultimately the Rocky Mountain Radio Council was established.

## ADVANTAGES OF THE PLAN

The plan seemed to have definite advantages to the listeners, the broadcasters and the interested agencies and institutions.

To the listening public the advantages were: [1] A wider variety of educational programs and more programs of regional interest; [2] Programs more responsive to the needs and desires of minority groups not heretofore adequately represented on the air; [3] Better organized channels for letting listeners know about programs to be broadcast; and [4] More direct assistance to the listener than he was receiving at the time, particularly in the utilization of programs to satisfy his personal needs.

To institutions and agencies the benefits appeared to be: [1] Aid from the Council in selecting broadcast materials and talent to produce them; [2] Assistance in preparing programs for presen-

**SHOWING WHAT A LITTLE PRESSURE** CAN DO, it's interesting to note that the Radio Council on Children's Programs of Waterbury has forced radio sponsors and broadcasters to drop at least five programs that were included in the so-called "horror" or "blood-and-thunder" group . . . those which not merely heightened children's imaginations, but also gave them rather outlandish ideas of how normal people behave in the world.—*Waterbury Democrat*, Waterbury, Conn.

**THE ROCHESTER, N. Y. SCHOOL OF THE AIR** reports an increase of more than 16,000 regular, enrolled listeners who made use of its programs during the past year. There was also an increase in the number of schools outside of the city which listened in. More than eighty schools in the surrounding territory have this year made The School of the Air part of their regular teaching program.

**THE SYRACUSE UNIVERSITY RADIO WORKSHOP** has scored a notable triumph in publicity by releasing a series of newspaper feature stories based on a long-standing Workshop program. Eighty-three weekly newspapers in New York State now are regular subscribers to a weekly feature called *Ask the Scientist*. The title is taken from a Workshop program of the same name.

tation on the air; [3] Use of recording equipment to make electrical transcriptions of programs; [4] Help in the preparation of visual aids and other supplementary materials designed to increase the effectiveness of programs for listeners and to increase the number of listeners; [5] Technical assistance in making radio training available to staff members and students; and [6] Correlation of the work of the various agencies in order to prevent duplication of effort.

To the radio stations the advantages seemed to be: [1] A greater source and wider scope of programs; [2] Carefully planned and skillfully produced programs at no expense to the stations; [3] A larger listening audience through the addition of special-interest groups; [4] A central clearing house to help in handling the problem of conflicting requests for time on the air; [5] A new source of trained non-professional talent; and [6] A cooperative organization through which to test listener response scientifically.

#### THE COUNCIL ORGANIZED

After this preliminary study and exploration, the Council was ready for organization. On January 29, 1938, the first meeting of the Rocky Mountain Radio Council was held with twenty organizations represented. At this meeting a temporary constitution was adopted, officers were selected, and plans were discussed for further study of the radio needs of the Rocky Mountain region. The immediate problems were those of finance and personnel. Money had to be secured and persons adequately trained in radio techniques had to be found. On the assumption that so experimental a venture would have to seek philanthropic funds, several foundations had been kept in touch with all of its developments. Representatives of these fund granting institutions were consulted about personnel. They agreed that probably the best policy would be to select qualified persons already acquainted with the Rocky Mountain region and if necessary to give them additional training in various aspects of broadcasting. The executive committee of the Council after a careful investigation of possible staff members selected Robert B. Hudson, director of the Adult Education Council of Denver, and Charles Anderson of the staff of Station KOA. Both men were recommended to and received from the Rockefeller Foundation fellowships which enabled them to spend several months working in the offices of major broadcasting networks in New York City.

While training of the staff members was in progress, the members of the Council continued with the formulation of a unified program of activity. A permanent constitution was adopted and officers were elected. The constitution provides an open membership for which any bona fide educational institution or service organization can qualify. All members have equal representation and equal voting strength. Each member selects its own representatives. Every other provision of the constitution is designed similarly to preserve the democratic and cooperative nature of the Council.

Foundations were approached for grants of money with which to underwrite the project. Contacts with radio stations were established so that station managements might be kept in touch with the progress of the Council idea. Such contacts were profitable because uniformly they led to offers of cooperation from stations. Further studies were conducted to discover more facts about radio service in the two states.

Some of the results of this additional study will help to explain the conditions with which the Council had to deal. For example, Wyoming has no radio station connected with any of the broadcasting networks. In many of the mountainous sections of Colorado,

WBOE, owned and operated by the City of Cleveland on the ultra-high frequencies set aside exclusively for education, has just published one of the most comprehensive reports ever issued by any educational broadcasting station. The report gives the details of construction and operation of the station, including an analysis of costs, and complete information about its program service. Some of the highlights are as follows:

1. The Cleveland school officials have come to the conclusion that in writing radio manuscript: A. The introduction of too many concepts in any one lesson should be avoided; B. Every sentence must be thought-provoking and to the point; C. Subject matter must be carefully selected and organized; D. Statements must be accurate and without too much detail; E. The first statement should challenge the interest of the listeners; F. The use of statistics should be minimized. Vivid description which aids in imagery is very helpful.

2. By actual timing, the requirements for operation of the average radio lesson of approximately 15 minutes are: A. Research and Writing—17 hours, 30 seconds; B. Trying Out—1 hour, 57 minutes; C. Revision—3 hours, 51 seconds; D. Directions to Teachers—3 hours, 25 minutes; E. Total—27 hours, 27 minutes.

3. Teacher guides are prepared and issued with practically every radio program. They include: A. An outline of the course of which the program is a part, giving its general purpose and plan, together with certain suggestions about the reception of the programs in the classroom and technics for following up broadcasts; B. Instructions as to the use of the specific program. Detailed suggestions are made for both the teacher in handling materials and following up the broadcasts and for the pupils in the reception and use of the program.

4. Wide use of recordings is beginning to be made. Their purposes include: A. Testing the voices of potential broadcasters; B. Analyzing musical and dramatic performances; C. Repeating programs in order to adjust to school scheduling requirements; D. Providing an opportunity for the radio teacher to judge classroom reactions to her own presentation; E. Recording voices of visiting speakers who may not be able to appear at program time; F. Recording the voices of world figures and special events, thus developing a file of auditory aids to supplement the visual aids being used; G. Recording (with permission) selected network programs of an educational nature—musical or otherwise; H. Recording programs and providing these recordings for various schools where they in turn may utilize them on their own turntables to suit their local needs; I. "Dubbing" into new lesson form existing recorded dramatic and musical sequences; J. Developing a file of outstanding performances by talented students and thus stimulating their preparatory activity; K. Analyzing the progress, from time to time, that has been made in speech or musical training.

5. The total cost of operation of the station is estimated to be 99.5¢ per hour.

The report was prepared by W. B. Levenson, director of the station, and H. M. Buckley, Assistant Superintendent of Cleveland public schools.

**W**ILLIAM DOW BOUTWELL of the U. S. Office of Education has prepared a list of steps to be taken in the establishment of local public service radio programs. The steps as described in the April issue of *School Life* are as follows:

1. Establish radio committees in local civic groups. Many Parent-Teacher Association groups have such committees. School boards often begin at this point.

2. Equip schools for radio reception. One station collected radios donated by local dealers and put them in local schools.

3. Establish education directors on local radio station staffs.

4. Encourage talented teachers to take college courses in order to prepare themselves for organizing and managing school radio producing units.

5. Secure the cooperation of the radio departments of local colleges for creating community service programs.

6. Publish a weekly radio log to guide teachers and civic leaders in selection of radio programs on the air.

7. Develop plans for allowing students credit for listening to certain programs, commensurate with credit received for reading selected books.

8. Set up radio workshops in schools to practice and eventually produce local programs.

9. Establish a radio director in the school system.

10. Establish a radio staff for the school system with part-time and full-time assistants to the school radio director.

11. Set up recording equipment in the schools—build libraries of important recorded programs and special events for use by teachers.

12. Develop radio production units in local community theater groups.

13. Develop instruction for teachers in classroom utilization of radio.

14. Establish a local school of the air.

15. Develop local forums of the air for the discussion of civic problems.

16. Undertake careful planning of educational and civic programs far in advance of a schedule for presentation.

17. Set up "machinery" for checking on the effectiveness of community programs.

18. Develop plans for coordinating city-wide promotion of community service programs.

19. Establish studios in schools and colleges with lines to stations.

20. Develop close cooperation with newspapers. Work out plans for regular publicity and for printed listener aids.

21. Establish a community council to plan and advise on the development of local radio service.

22. Establish a short-wave station under the management of the school board for programs especially designed for the classroom and for general adult education.

**F**EDERAL COMMUNICATIONS COMMISSIONER Thad H. Brown has just been nominated by President Roosevelt to succeed himself as a member of the Commission. His nomination must be ratified by the U. S. Senate. The term of office is seven years.

during daytime hours, the listener is able to tune in only the local station or stations and consequently cannot hear many of the worthwhile daytime network broadcasts. It was also discovered that many of the civic and educational organizations in the Rocky Mountain region, although in a position to make contributions to radio, had done little or no broadcasting. Also many of the programs sent out over the air by institutions which did broadcast, were of a promotional or publicity nature rather than public service offerings. Thus the study revealed the need for more regional and local programs of real educational value.

#### THE PROGRAM INAUGURATED

At a meeting of the Council on October 29, 1939 Dr. Crane was able to announce that all preliminaries had been completed and that the Council was ready to begin operations. The program was underwritten over an experimental period of nine months by small grants from the Rockefeller Foundation, the Payne Fund, and the National Committee on Education by Radio. Since the time of Dr. Crane's announcement, as will be indicated later, additional grants have made possible an extension of time and an expansion in both the personnel and program of the Council.

The actual beginning of work brought many problems, some of them apparently unsolvable. First there was the problem of studio and transcription equipment. Because of the great distances involved in the Rocky Mountain region, it was evident that the Council must have transcription equipment so that recordings of live talent broadcasts by Council members might be available to all stations.

Next, sound-conditioned studios had to be secured for producing programs both for recording and for direct broadcasting. Then recording devices had to be procured which would give reproductions of a quality required by station owners and which would be portable enough to move from one cooperating institution to another. Portability was necessary because costs of transportation in certain cases were prohibitive. It was much cheaper to take recording equipment to Western State College at Gunnison, Colorado, 260 miles from Denver, than to bring casts for even a few programs to the central headquarters of the Council.

The budget was inadequate to meet these expenses in addition to the costs of setting up and administering the Council program. Except for contributions from member organizations the whole plan might have collapsed. The University of Colorado through its Extension Division had a completely sound-conditioned studio and control room. Arrangements were completed whereby these facilities were put at the disposal of the Council in return for assistance from the Council in making recordings for the University. Offices in the same building with the studio were obtained at advantageous rates. Mimeographing was done free of charge by the Colorado State Department of Education.

While compromises were sometimes required with the original program planned for the Council, the results in most cases were highly satisfactory. When it became clear that operations must be begun with only two full-time staff members, it was decided not to assume the responsibility for writing scripts for member organizations. Help was given in planning and editing scripts but not in their actual composition. This compelled the various Council members to produce their own writers. In most instances the result was not only of immediate usefulness but of future value as well. For instance the Colorado Board for Vocational Education discovered in one of its Parent Education specialists a script writer of ability.

Now, that person has been released from part of her regular duties in order to give time to the preparation of programs.

During the first two months of the Council's existence the time of staff members was devoted almost wholly to planning series of programs with the various member organizations, in conferring with college radio committees, in searching for talent and source materials, advising radio stations in both Colorado and Wyoming of the plans of the Council, and in seeking publicity for the Council in newspapers throughout the region.

#### ACTUAL BROADCASTING BEGINS

While a few broadcasts were presented at Christmas time 1939, the regular schedule of broadcasts by the Council did not get under way until 1940. By the middle of January Council programs were being aired over many stations in Colorado and Wyoming.

The extent and scope of the various series increased greatly during the weeks which followed. Many interests, as well as many institutions and organizations were represented. Each group was encouraged to attempt the type of program for which it was best prepared. For example, *Journeys behind the News*, broadcast by the Foundation for the Advancement of the Social Sciences of the University of Denver, featured a well-known authority on international affairs, assisted by other faculty members and visiting specialists. *Curtain Time*, a series of original, unproduced, half experimental plays; and *Concert Time*, featuring serious music by student groups, were both presented by the University of Colorado. *Three Generations* was a joint production of the Colorado State Department of Education and Colorado Congress of Parents and Teachers, and was a dramatized presentation of child and family problems in terms of Rocky Mountain needs. *The Changing Arts and Letters* gave listeners of the region an interpretation of modern cultural trends, and was the contribution of Colorado College. Civic and regional political and social discussions, under the title *Design for Democracy*, utilized the views of college students on these important subjects. *Man and Minerals*, the story of Rocky Mountain geology, geophysics, mineralogy, and allied subjects, was the unique contribution of specialists and students from the Colorado School of Mines. The Denver Public Library contributed a series of children's stories, *Once Upon A Time*.

In January, 1939, fifty-five broadcasts were made over ten stations in the region, both live and by transcription. Gradually the number increased until at the present time the Council presents over fourteen stations in the two states a total of twenty-seven broadcasts a week.

A grant from the Boettcher Foundation in December, 1939, enabled the Council to add one full-time and three part-time members to its staff. With this more adequate personnel, increased help could be given to cooperating agencies in the planning, editing, casting, rehearsing, producing, and transcribing of radio programs. Perhaps, the best way to indicate the nature of the assistance given is to take a few typical program series and follow through the stages of their development.

#### PROGRAM PRODUCTION CYCLE

In the case of the Foundation for the Advancement of the Social Sciences of the University of Denver, for example, in preparing for a fifteen minute Wednesday evening broadcast, a Foundation staff member comes to the Council's office on Friday for a script conference at which time the issues to be discussed are outlined, and the method of treating the material determined. The script

**I**F THE UNITED STATES WERE AT WAR, freedom of speech might be limited and radio programs censored here, too. But the point about European radio is that it wasn't very different even before the war, at least in most countries, including some of the "democratic" ones. In all, except little Holland and tiny Luxemburg, the radio was either run or controlled by the government. In all countries, except France and Holland, radio was a monopoly; in other words, there was no competition as there is in this country. If you didn't like the programs you could either turn off, or [if you had a good "selective" radio set], turn to the wave-length of a neighboring country.

What was the reason? The obvious reason in such countries as Germany and Italy and Russia was that they were not democratic; but that doesn't account for the rest. The more fundamental reason was that European countries were at war when radio was being developed, and they have never been genuinely at peace since 1914. They recognized that radio was a powerful instrument of propaganda, another form of "armament," and they did not trust each other not to use it like other forms of armament—for purposes of attack. They were afraid to leave the "defense" to private individuals; so they made radio an organ of the government. That was the only valid answer Europe had to the democratic argument that their limitation of the use of radio was a suppression of free speech.—From an article in *Every Week*, a current events magazine by Cesar Saerchinger, formerly European representative for the Columbia Broadcasting System and at present broadcasting *The Story Behind the Headlines*, a program dealing with background for news interpretation, and sponsored by the American Historical Association.

**T**HE TEXAS SCHOOL OF THE AIR has issued a report of the first few months of its operation. Its program service, inaugurated February 4, 1940, has been used by more than 3,000 public schools. The service is made available either by direct broadcast with live talent or through the use of recorded programs by the following stations: KFJZ, Fort Worth, Texas; KGKL, San Angelo; KVWC, Vernon; KFYO, Lubbock; KRBC, Abilene; KFDA, Amarillo; KBST, Big Spring; KRLH, Midland; WACO, Waco; KTEM, Temple; KNOW, Austin; KABC, San Antonio; KRRV, Sherman-Denison; KPLT, Paris; KCMC, Texarkana; WRR, Dallas; KXYZ, Houston; KGKB, Tyler; KGNC, Amarillo; KTBC, Austin.

**W**SB, Atlanta, Georgia, has instituted a system of internship for recent college graduates which may be widely copied both as a means of giving young people an acquaintance with radio and as a method of selecting staff members for stations. This year two internes from the University of Georgia and two from Emory University will be selected by a committee on which both education and the radio industry is represented.

FEDERAL COMMUNICATIONS COMMISSION announcement on May 19, 1940 opened the way for regular broadcasting service by Frequency Modulation on the ultra-high frequencies between 42,000 and 50,000 kilocycles. The Commission hailed FM as "one of the most significant contributions to radio in recent years." The announcement declared that stations using it could begin regular commercial operation on January 1, 1941.

The radio frequencies set aside exclusively for educational broadcasting were included in the FM band although their reservation for exclusive educational purposes was maintained.

More than 100 applications for stations in the FM band are now before the Commission. Although details of the allocation have not been announced, it is understood that the system employed will be very different from that used in regular broadcasting band. According to reports, all stations in a particular locality will be licensed to operate with equal power, thus giving them an equal opportunity to reach the listening audience and eliminating much of the unsoundness which exists in competition between stations in the regular broadcasting band.

Also announced as part of the FM decision was a rule whereby facsimile broadcasting can also be done on a commercial basis. This may prove to be of great significance to newspapers.

Both FM and facsimile were discussed at some length in the June 1939 issue of *EDUCATION BY RADIO*.

WHA, UNIVERSITY OF WISCONSIN, has recently uncovered some important evidence bearing on the question of the oldest continuously operating station with a regular program service. A search of the official records of Eric R. Miller, meteorologist in charge of the U. S. Weather Bureau at Madison, who has been stationed there continuously since 1903, reveals that regular telephonic broadcasting of weather information was begun by his office on January 3, 1920. The broadcasts went out over what was then the University of Wisconsin Experimental station, 9XM. The claims of KDKA, Pittsburgh, to being the oldest station supplying a regular broadcast service, are based upon programs which began much later in 1920.

THE NUMBER OF PUBLICATIONS in the field of education by radio is increasing and their quality is improving. Among those regularly received at this office, the following seem to deserve special comment: *Essex Radio News*, a new publication put out by the Essex County, N. J. public schools in cooperation with a radio project of the National Youth Administration; *Around the Radio Circuit*, in its second year as a publication of the Chicago-land Radio-Teachers Club appears with better illustrations which make for a new smartness; and the *Announcer*, a bulletin put out by KFUO for Lutheran pastors who are engaged in radio broadcasting.

is then written by the Foundation staff and on Tuesday it is again brought to the Council's office for editing. Early Wednesday evening all persons participating in the broadcast come to the Council's studio for a one hour rehearsal. When the program goes on the air from a local station, the Council technicians record the program in their studio and make a copy for each of four radio stations which will broadcast the program the following week, and, on Thursday, the transcriptions are sent by express to these stations. On Friday, the cycle is renewed.

In producing the University of Colorado programs, two Council staff members spent a day in Boulder transcribing eight half-hour music programs for the College of Music. Both faculty and students performed and, of course, the College of Music had already provided for adequate rehearsal. Other series of musical programs are to be produced later and these, likewise, will be transcribed in Boulder by the Council's staff. Further, the Council has collaborated in preparing the continuity for each program in the series. It has assumed responsibility for copyright clearances and sent the transcriptions as completed to six broadcasting stations in accordance with schedule arrangements.

The Radio Drama Workshop, an Extension Division program and part of the University of Colorado series, is produced under the direction of the Council staff. Most of the scripts are written or adapted for radio by students in the Extension Division's radio script writing classes and the plays are performed by Workshop students. From 25 to 30 hours of rehearsal are required for each of these 30-minute bi-weekly dramatic productions. These shows are transcribed in the Council's studio and copies are supplied to the other radio stations broadcasting the series.

In broadcasting the series on parent education, called *Three Generations*, for the Colorado State Department of Education and the Colorado Congress of Parents and Teachers, the Council Staff holds several conferences with the writer of the series, on each script. A member of the Council staff edits and directs these programs. They are rehearsed, produced, and transcribed in the Council studios, and supplied to six radio stations.

Similar procedures are followed on all Council broadcasts. Other details are taken care of by the organization—the clearing of music in order to avoid copyright infringement; the preparation of publicity regarding the series; the checking of program schedules; the routine of sending out and checking in transcriptions of the various programs; the making of copies of recordings.

#### STATIONS COOPERATE

The attitude of the commercial broadcasting stations towards the Council is, and always has been, cordial. Not only do the stations in the region give Council programs willingly to their listeners but several have requested specific series upon being advised of their availability. The friendly attitude of station managements is indicated by letters sent both before the Council had begun to function and after the service had been available for several months. A station in Denver wrote on August 29, 1939 as follows:

As you know we are in hearty accord with the purpose of the Council and are anxious to see the practical results of the work for which it was established. Since our last conversation with you and our last meeting with members of the Council we have given considerable thought to its many possibilities. We are anxious to serve and assist the Council in its work in every possible way.

On March 19, 1940 a local station far from Denver wrote:

We regret that the program, *Journeys Behind the News* will close with the broadcast of Wednesday, March 27. This has been a fine series of programs, as

evidenced by the results of your own survey. If the series is resumed in September it is our wish to carry it again.

We will be glad to use the two new series of weekly transcribed programs: *Your Home and Garden—Landscaping and Flowers* and *Your Home and Garden—Vegetable Gardens*.

These will be broadcast at a morning period to be selected later. You will be advised of the time and date of each.

Your program, *Job Opportunities in Colorado*, if available, will be carried by us. Please let us hear from you on the series when definite plans are made.

You are doing a fine job with the Council this year and we congratulate you on the obvious progress and improvement in the use of radio by educational institutions. You are always assured of our cooperation.

#### LISTENER SURVEYS

In March, 1940 the Council conducted several surveys to determine the extent of its listening audience. One survey conducted by telephone in Denver indicated that 16.78% of the sets in use at the time studied were tuned to a Council program. This percentage is far above the national average for listeners to educational programs. In Grand Junction, Colorado, where two programs were tested, the Council offerings had 62.5% and 81.8% respectively of the listening audience. In Durango, Colorado, where a single station can be heard in daytime hours, a morning broadcast of the Council had 100% of the listeners. This tends to support a claim long maintained by the Council, namely that, since few network programs reach such isolated communities, the Council is rendering a much needed service when it provides them with cultural programs of superior quality.

Radio surveys also were conducted with comparable results in Greeley, Colorado and in Casper and Rock Springs, Wyoming. These surveys were conducted through the public schools with the following technique, which can be used only by non-commercial educational organizations. Prepared ballots are distributed through the Superintendent of Schools to every school room. Just before noon recess the ballots are given to all pupils with the request that parents be asked to mark them and return them immediately. Since the public schools cut across all economic and social groupings the ballots reach a fair cross-section of the population. Nearly half of the ballots can be expected to be returned to school on the day they are sent out. They can be collected by teachers and sent to the Superintendent. No simpler, faster, or more adequate sampling device can be found. Program promotion is an important by-product.

The Council maintains another service of direct use to listeners. It is a day by day tabulation of news broadcasts and particularly worth while programs, put out in pamphlet form under the title, *A Guide to Good Listening*. It has proved to be convenient and useful in the Rocky Mountain Region where many newspapers do not carry program listings.

Not all Council members have put on programs to date. The number is increasing and the scope of the programs presented is broadening. Even now, however, a great variety of resources are being drawn upon and both the cooperating organizations and listeners are being surprised by the excellent programs which can be developed within their own region. The range of programs already put on the air extends from natural history to liberal arts, from pioneer history to international relations, from the shepherding of flocks to personality problems and from music to parent education and the experimental drama.

The aim of the Council may be stated simply. It hopes to discover the kind of non-commercial programs which the public needs and wants, to locate the institutions or organizations in the region

**P**LAINLY it is not the purpose of the Act to protect a licensee against competition but to protect the public. Congress intended to leave competition in the business of broadcasting where it found it, to permit a licensee who was not interfering electrically with other broadcasters to survive or succumb according to his ability to make his programs attractive to the public.

This is not to say that the question of competition between a proposed station and one operating under an existing license is to be entirely disregarded by the Commission, and, indeed, the Commission's practice shows that it does not disregard that question. It may have a vital and important bearing upon the ability of the applicant adequately to serve his public; it may indicate that both stations—the existing and the proposed—will go under, with the result that a portion of the listening public will be left without adequate service; it may indicate that, by a division of the field, both stations will be compelled to render inadequate service. These matters, however, are distinct from the consideration that, if a license be granted, competition between the licensee and any other existing station may cause economic loss to the latter. If such economic loss were a valid reason for refusing a license this would mean that the Commission's function is to grant a monopoly in the field of broadcasting, a result which the Act itself expressly negatives, which Congress would not have contemplated without granting the Commission powers of control over the rates, programs, and other activities of the business of broadcasting.

We conclude that economic injury to an existing station is not a separate and independent element to be taken into consideration by the Commission in determining whether it shall grant or withhold a license.—From a decision by the Supreme Court of the United States in the case of the Federal Communications Commission vs. Sanders Brothers Radio Station.

This decision may have an important bearing on the future policy of the Federal Communications Commission in licensing radio stations.

**T**HE FEDERAL COMMUNICATIONS COMMISSION on April 13, 1940 amended its rules and regulations to permit standard and non-commercial educational broadcasting stations to pick up and rebroadcast the non-commercial programs of international broadcasting stations. This decision was a distinct step forward for educational broadcasting and makes possible another approach to the creation of an educational broadcasting chain.

**T**HE UNIVERSITY OF KENTUCKY, as part of its efforts to build a more comprehensive radio education system for the state of Kentucky, has just received from the Federal Communications Commission permission to build and operate a new station on the ultra-high frequencies set aside for education. The station will begin operation some time during the coming school year.

AMONG THE AWARDS GIVEN at the Fourth American Exhibition of Recordings of Educational Radio Programs held at Columbus, Ohio, in connection with the Eleventh Institute for Education by Radio were the following:

A. For general use by adults. Lecture, talk, speech. First award. *The Problem of Freedom*, a talk by Thomas Mann. Planned and produced by University of Minnesota Radio Station WLB.

B. For general use by adults. Demonstration or participation program. First award. *The School of Modern Miracles*. From the series *Know Your Schools*. Planned and produced by the Spokane Public Schools. First award. *Adventures in Music*. A special broadcast. Planned and produced by the Municipal Broadcasting System, Station WNYC.

C. For general use by adults. Dialog, round-table conversation, interview, debate, question and answer. First award. *Student Council and Student Government*. From the series *Student Opinion*. Planned and produced by the Radio Council of the Chicago Public Schools. Honorable mention. *Diplomas and Jobs*. From the series *Careers in Public Service*. Planned and produced by New York University.

D. For general use by adults. All forms of dramatization. First Award. *Civil Liberties in Wartime*. From the series *Accent on Liberty*. Planned and produced by Station WOSU. Honorable mention. *Guam and the Naval Appropriations Bill*. From the series *Following Congress*. Planned and produced by Wisconsin State Station WHA.

E. For general use by children. Any type of out-of-school children's program. No first award. Honorable mention. *World of Music*. From the series *World of Choral Music*. Planned and produced by the Wayne University Broadcasting Guild.

F. For use in school by primary children [approximately Grades I-III]. Honorable mention. *Feeling Phrases*. From the series *Rhythmic Activities*. Planned and produced by the Cleveland Public Schools.

G. For use in school by elementary children [approximately Grades IV-VI]. Honorable mention. *Upper Lakes Region*. From the series *This Land of Ours*. Planned and produced by Wisconsin State Station WHA.

H. For use in school by junior and/or senior high-school pupils [approximately Grades VII-XII]. First award. *Senator Borah Died Last Friday*. From the series *Living History*. Planned and produced by Wisconsin State Station WHA.

IT HAS PRECIPITATED an enthusiasm in and a curiosity about books and authors without parallel in the history of radio. The world of books is rubbing its eyes with delight at the spectacle of increasing millions of listeners whose literary appetites are sharpened and enlarged . . . Teachers in the public schools and even the colleges who have had difficulty in persuading their students to read Shakespeare, Byron, Keats, Emerson, Thoreau, or Whitman have discovered that the literary giants are overnight favorites.—from the citation given by *The Saturday Review of Literature* in awarding a prize to the radio program, *Information Please*.

best equipped to produce that kind of program, and then to assist that institution or organization in planning and producing a series of broadcasts.

That a Council is needed to make possible such broadcasts can be indicated by another example taken from the region. It has to do with the Colorado School of Mines which is devoted exclusively to the mineral industries. Minerals are of vital interest to the people of the Rockies. Yet no broadcasting station has the time or money to work with scientists at the school to prepare a series of interesting programs. Left to itself the school could not produce such programs. There had to be some equivalent of the Rocky Mountain Radio Council to bring the two together for the great benefit not only of the parties concerned but also of the listening public.

The Council is now firmly established. It has assurance of financial support over a three year period from both the Rockefeller Foundation and the Payne Fund. It is receiving some financial support from local sources, particularly the Boettcher Foundation of Denver. It is making a start towards self-support through a system of service fees. As its roots grow deeper the possibilities of its service become greater and the national value of its pattern of cooperation between broadcasters, educators, civic organizations, and listeners becomes clearer.

The Radio Council has no axe to grind—it is not seeking publicity for itself or its member agencies—it is completely impartial in its point of view—it commits none of its member agencies to the acceptance of any limitations or restraints. It is assuming some leadership in discovering and developing the broadcast resources of the region and in building programs to meet regional needs; but essentially it is simply a service agency available to members wishing to offer listeners programs made possible by its particular resources. In this way a combination is created of educational or civic organization, plus council, plus radio station, all working for the common good of the listening audience.

The organizations which constitute the membership of the Rocky Mountain Radio Council and their representatives are as follows: Adams State Teachers College, Dr. Ira Richardson; Adult Education Council of Denver, Gladys Wiggin; American Association of University Women, Colorado Division, Mrs. E. V. Dunklee; Colorado College, Dean C. B. Hershey; Colorado Congress of Parents and Teachers, Mrs. A. B. Shuttleworth; Colorado Education Association, William B. Mooney; Colorado Federation of Women's Clubs, Mrs. E. L. Perrine; Colorado Library Association, Harriet E. Howe; Colorado State Grange, Rudolph Johnson; Colorado State Medical Society, Dr. John W. Amesse; Colorado School of Mines, Dr. Arthur S. Adams; Colorado State College of Agriculture and Mechanic Arts, Glen Kinghorn; Colorado State College of Education, James Finn; Colorado State Department of Education, Inez Johnson Lewis; Colorado Woman's College, Col. J. E. Hutchinson; Colorado Women Citizens League, Elizabeth Bales; Denver Public Library, Dr. Malcolm G. Wyer; Denver Public Schools, A. Helen Anderson; Farmers Educational and Cooperative Union of America, Colorado Division, James G. Patton; Iliff School of Theology, Rev. Charles E. Schofield; Regis College, Rev. E. A. Conway, S. J.; University of Colorado, Laurence W. DeMuth; University of Denver, Randolph P. McDonough; University of Wyoming, Dr. A. G. Crane; Western State College, Richard Purcell; Wyoming Education Association, W. F. Himmelreich; Wyoming State Department of Education, Esther Anderson.



# Education

by **R A D I O**

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

Volume 10

THIRD QUARTER 1940

Number 3

## The Monopoly Investigation

**E**ARLY IN JUNE a special committee of the Federal Communications Commission completed its two-year investigation of radio broadcasting monopoly and made public a 1,300-page report of its findings. Immediately the radio industry launched an attack on the report charging inaccuracy and unfairness. This was the beginning of a struggle between government and the industry which promises to be long and bitter.

The report is most critical of the broadcasting networks. It charges: that the network organizations have the dominant positions at every turn in the field of radio broadcasting; that the heart of the abuses in chain broadcasting is the network contract with the local station outlets; that the interests of the local stations have been subordinated to the interests of stations owned and controlled by the networks; and that as a result of these practices nearly half of the profit made by the 660 broadcasting stations found its way into the hands of the two dominant chain systems. The report cites specific evidence from 10,000 pages of testimony taken at hearings which extended over a period of more than six months.

What attitude should the public take? Its decision ultimately decides the conflict between industry and the government. If the public loses confidence in the Communications Commission and in the report its committee has prepared, the Commission cannot successfully press its claims against the radio companies. On the other hand if the people come to distrust the industry, it cannot hope to secure the support necessary to check the Commission in its drive toward more stringent regulation.

Ordinarily the people assume that an official report of a governmental agency such as the Communications Commission is objective and impartial. Usually it represents a careful and accurate analysis of the most expert testimony available. In this case, however, one member of the special committee which prepared the monopoly report has admitted in a recent appearance before the Senate Interstate Commerce Committee that certain parts of the report are in error. His admission casts a shadow over the rest of the report.

Ordinarily people are ready to apply a heavy discount to the defense of any industry against charges made in official reports. This is particularly true in radio where the broadcasters exist only by grace of governmental license and where the sworn testimony of one national chain organization charges another chain with monopolistic practices. In spite of this evidence, however, the industry insists that it is trying to maintain traditional American economic freedom against the restraint of government and is making a bold and direct appeal to the public for support against the recommendations of the FCC committee.

**F**REQUENCY MODULATION has produced a number of important developments in educational broadcasting during the summer. Among them are the following:

1. Existing educational short wave stations such as WBOE, Cleveland, and WNYE, New York City, are making arrangements to shift to F-M.

2. New cities such as San Francisco are applying for frequencies in the F-M educational broadcasting band.

3. St. Louis University has made application for a station in the F-M commercial broadcasting band.

4. Courses in training for radio are being adapted to put emphasis on new techniques of broadcasting required by F-M. The College of the City of New York is placing particular emphasis on F-M in its radio courses.

**T**HE OKLAHOMA EDUCATIONAL RADIO CONFERENCE which met at Norman, Oklahoma, on July 9th, decided to sponsor a radio council for the State of Oklahoma. The Council will be patterned after the Rocky Mountain Radio Council, which was described at the meeting by Dr. A. G. Crane, president of the University of Wyoming, chairman of the National Committee on Education by Radio and president of the Rocky Mountain Radio Council. Chairman of the Oklahoma Council will be Homer Heck of radio station WNAD.

**T**ELEVISION WITH COLOR is the latest development in radio. A demonstration of a simple system of sending and receiving television images in full color was given for Chairman James Lawrence Fly of the Federal Communications Commission in New York City on August 29th. The system has been developed by the Columbia Broadcasting System through its chief television engineer, Dr. Peter C. Goldmark.

**T**HE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS held its annual meeting in Chicago on September 6th and 7th. The Association reelected the present officers and planned for a program of increased activities in which national defense will be stressed particularly.

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#### THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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**T**HE FEDERAL COMMUNICATIONS COMMISSION has announced that March 29, 1941 will be the date for putting into effect the complete reallocation of stations in the regular broadcasting band. This is in accord with provisions of the North American Regional Broadcasting Agreement. The chief effect of the reallocation on the average listener will be that stations above 730 kilocycles in the broadcasting band will have a slightly different place on the dial of his receiving set. Usually it will be higher.

**M**R. J. O. KELLER, assistant to the president of Pennsylvania State College and original member of the National Committee on Education by Radio, has been elevated to the Presidency of the National University Extension Association and will no longer represent that body on the Committee. His successor will be Bruce E. Mahan, director extension division, State University of Iowa, Iowa City, Iowa.

**T**HE FEDERAL RADIO EDUCATION COMMITTEE has recently published the following mimeographed pamphlets, titles of which are self-explanatory: 1. *Schools of the Air and Radio in High School Curriculum*; 2. *Radio Councils*; 3. *Radio Advisory Committees and Audience Preparation*; and 4. *Small Station Co-operation*.

Certainly there is no clear indication of what the public attitude should be. People generally cannot be expected to read the 10,000 pages of complicated and technical testimony. Few will be able to examine the 1,300 page report of the special committee of the commission. Most citizens will be dependent on what they read in the papers or hear over the air.

There seems to be no adequate means of putting before the people all the facts they may need before passing on such an issue as the conflict between the industry and the commission. Obviously the governmental process of reporting is not designed for public use. It is a legal process which provides evidence only on the points at issue. It leads to a series of conclusions or recommendations which suggest the decision to be made by the officials charged with responsibility for action. It is not intended to give the lay public any clear picture of the pros and cons of the different alternatives presented by the issue. Neither the press nor radio have shown the ability to do the full job.

A totally different presentation of the facts about radio is needed if citizens are to understand them. The task must be approached directly. Enough background must be given to explain the issues. There must be a careful avoidance of any attempt to dictate the course of action which should be followed. People must be allowed to make their own interpretation and application of the facts.

Such a procedure is not theoretical and impracticable. It has been applied successfully to other problems. It could be applied to radio—at little cost and with great effect. One way of doing it might be as follows: The F. C. C. could take the initiative; it could announce its intention of preparing for public use a comprehensive report on the problems of broadcasting; it could announce a list of the important areas of interest with which the report would deal; it could invite all interested parties to submit their points of view with regard to the different areas and interest; it could supervise the organization of the various points of view into a statement of the pros and cons with regard to each issue; and it could see that the report as completed was put into the hands of key persons in citizens organizations in every part of the nation.

Such reports have been prepared and have been used successfully in other important areas of public affairs. One outstanding instance of its use was in connection with the New York State Constitutional Convention of 1938. When the Convention had finished its work and had prepared more than fifty different amendments, grouped under nine general propositions, to submit to the voters, the National Municipal League undertook to analyze the amendments and to give citizens an impartial picture of what they contained. A formula was developed through which to express the many pros and cons and at the same time to maintain a balanced picture of the arguments with regard to each issue. The finished report was used widely and effectively throughout the state.

Such a report is needed for radio. Citizens must have the facts if they are to pass intelligently on some of the issues of broadcasting regulation which are being appealed to them. There is in sight no equally good means of securing the facts and making them available. The method suggested could be undertaken almost at once. It could be carried to completion within a few months. It would give the Commission an opportunity to get its side of the regulation situation before citizens as it has been unable to do heretofore. It would give the industry a forum in which all of its views would be assured a fair hearing. It would give citizens a knowledge of the facts which is indispensable if they are to make radio serve them well.

## New Program Possibilities Created by Frequency Modulation

WITH THE DEVELOPMENT OF FREQUENCY MODULATION, the staticless system of broadcasting which was recently given the green light by the Federal Communications Commission, a nation-wide hook-up of stations is forecast for 1941 with forty transmitters in key cities linked to low-power radio relay stations instead of wires.

This staticless system of broadcasting opens up untold opportunities for the development of new and interesting programs for it has been emphasized by its advocates and the Federal Communications Commission that its success will depend entirely upon its ability to give the public, not merely a mechanical device which reduces static to a minimum and allows music and speech to ride through with complete naturalness, but equally improves service in the matter of programs.

Radio programs may undergo significant changes because of the development of frequency modulation. Some of these changes will be the direct result of competition between an increased number of stations and between stations using different methods of transmission. Still other changes will grow out of the regulations established by the Federal Communications Commission.

Without trying to analyze all aspects of competition, it seems clear that listeners are not going to spend considerable sums of money to buy new receivers for the sole purpose of hearing better programs which they now hear reasonably well. Frequency modulation must do more than transmit programs better if it is to win a large following. It must transmit better programs. It must supply some alternative to the dramatized serial programs, the so-called soap operas, which fill day time hours on most stations. It must improve the quality and add to the variety of programs in the evening.

The Federal Communications Commission already has taken its stand. Without attempting to suggest the kind of programs which should be broadcast it has insisted as one of the license requirements that each frequency modulation station use for two hours each day programs different from those prepared for stations in the regular broadcasting band. This may be as far as the Commission can go in dealing with programs but it most certainly indicates that the Commissioners look to frequency modulation for an additional program service designed to increase the value of radio to the public.

With such positive indications of the necessity for change, the immediate question becomes how the change will be effected. Inquiry at FMB headquarters indicates that, for the present at least, the two-hour period to be devoted to programs not carried daily by the regular networks will be filled with recordings, although one Connecticut F-M station has already discontinued use of network programs and prepares its own daily schedule. For about a year, therefore, F-M stations will serve only local advertisers.

It would seem that the owners of F-M stations are facing much the same problem encountered by owners of stations back about 1925 when they were seeking some arrangement under which stations could be made self-supporting. At that time several possibilities lay before them: 1. To prepare their own programs and let advertisers in as they appear in magazines and newspapers; 2. To sell time to advertisers and allow them to prepare whatever programs they might choose; 3. To present non-commercial programs under a subsidy.

THE CONNECTICUT STATE DEPARTMENT OF EDUCATION has completed a state-wide study of radio, showing the extent to which schools are equipped for radio, the program preferences of schools, and indications of the opportunity for an increased use of educational broadcasting. The study shows that both educators and broadcasters favor the idea of a Connecticut Council on Educational Broadcasting as a means of bringing the two groups together and providing for the improvement of educational broadcasting in the state. The study was conducted under the supervision of Dr. Robert C. Deming, Supervisor of Adult Education, Connecticut State Department of Education.

THE U. S. OFFICE OF EDUCATION has stopped its production of radio programs. This is because of restrictions placed by Congress on funds from which such activities have been financed in the past.

*The World is Yours*, a program produced jointly by the Office of Education and the Smithsonian Institution, will be continued under the auspices of the latter. All other programs will remain off the air until new arrangements for finance can be completed.

The Script Exchange and the work of the Federal Radio Education Committee will be continued on a somewhat restricted basis.

MRS. ANNETTE BUSHMAN, author of the article which begins in the adjoining column, has had broad experience in the field of radio. She was connected with The American School of the Air during the first two years of its existence. In 1925 she was production manager for Station WEAJ in New York. In 1927 she helped to develop the radio department of one of the largest advertising agencies in the country. Since that time she has been engaged in various activities related to radio. She has produced a number of important programs, both for sustaining and commercial use.

RADIO GUILD PLAYS, a book containing fifteen radio plays designed especially for High Schools and Colleges has been written by James M. Morris in charge of dramatics at KOAC, Oregon's state-owned station, and has been published by the H. W. Wilson Company of New York. The book includes original drama, historical plays, fairy tales and adaptations of famous plays and short stories. A director's hand book with suggestions for production and student training is included with the volume.

THE STATE UNIVERSITY OF IOWA has announced plans to hold the First Annual Iowa Radio Conference in Iowa City on October 17, 18, and 19th. While the conference is designed primarily for broadcasters in Iowa, it will deal with problems common to all radio and will be of interest to educators and broadcasters alike.

**SENATOR CHARLES W. TOBEY**, Republican of New Hampshire, has introduced a resolution calling for an investigation by the Senate Committee on Interstate Commerce of any monopoly in radio broadcasting. The investigation proposed by this resolution is broader than the monopoly investigation conducted by the Federal Communications Commission and calls for a complete examination of the following: 1. The existence, extent, formation, legality, and effect upon the public or any individual or group, of any monopoly in radio broadcasting or any phase thereof or in the production, sale, or distribution of radio receiving or broadcasting apparatus. 2. The administration by the Federal Communications Commission of those provisions of the Communications Act of 1934, as amended, which relate in any manner to radio communication. 3. The manner of exercise by licenses of the Federal Communications Commission of the privileges conferred upon them by their licenses from the Federal Communications Commission. 4. The effect upon the public interest of any contract pertaining to radio to which any such licensee or any broadcasting network is a party; 5. Any attempts made by any such licensee, broadcasting network, or any person, company, or corporation engaged in any business relating to radio, or by any attorney, agent, or representative of any such licensee, network, person, company, or corporation, to unduly influence any public official in the exercise of his duties with respect to any matter pertaining to radio.

**AN EDUCATIONAL STATION** should strive for leadership in ideas rather than in the kind of success desired by commercial stations. It might style itself, as magazines have learned to do, for the type of message it has to deliver, and it may as well admit that there are some groups prepared and willing to listen to ideas while others are much less so inclined. Therefore, it will best address itself to known groups.

Educational radio can do a real service to American radio, if it will lend itself to testing the proportion of group interests rather than the mass interest upon which commercial radio predicated its financial success. It can be strongly held from the evidence in this study, that WOI has taken some steps in this direction without deserting a democratic function and point of view.—From the conclusion of the pamphlet, *Listeners Appraise a College Station*, recently published by the Federal Radio Education Committee.

**THE ELECTRICAL DIVISION** of the U. S. Department of Commerce issued the sixth annual statistical number of its *Electrical and Radio Trade News* in which it reported that there were forty-five million radio receiving sets in use in the United States and that the total annual radio bill was \$814,000,000. Of this amount, the sale of time by broadcasters represented only \$170,000,000. The rest was made up by the cost of new sets, which accounted for \$289,000,000, and the cost of operation of sets in use.

It was difficult, if not impossible, for most owners of stations to provide programs with any degree of variety and Station WEAJ, then owned by the Broadcasting Company of America, a subsidiary of the American Telephone & Telegraph Company, offered its programs to some of these stations over the telephone wires. Thus was formed a nucleus for the network of stations which later became the National Broadcasting Company.

Further effort and considerable money was devoted to the development of sustaining programs designed to attract a large following and thereby induce advertisers to purchase the time immediately preceding or following. The sustaining program then was the most important contribution of the broadcasters in decided contrast to the present system which uses the sustaining program mainly as a temporary expedient to fill time unsold.

However, as the demand for advertising time increased the popularity of the sustaining program waned and it would seem that with the resultant control of programs by advertisers the broadcasters lost an unusual opportunity for large-scale development in the field of cultural radio entertainment.

There has been a lot of criticism of radio programs during the past few years and much time has been devoted to study of what is wrong with the system. Councils and committees have been set up to study the situation but most of them have become so thoroughly absorbed in research that they seem to have postponed thinking about immediate possibilities, and no effort has been made to intelligently measure the degree to which the public might respond to cultural programs. Periodic protests from educational and civic groups invariably bring some sort of improvement by the broadcasters, but it is small and often temporary. There are probably no more than a dozen cultural programs which have been able to retain their hold on the schedule of the large networks for any length of time.

That the present system is inadequate is not due to deliberate scheming on the part of a few individuals, but is the inevitable result of a system of competition which, while solving the problem of self-support for the stations, compels bidding for mass "customers" instead of appealing to special audience groups.

A better system should provide a balanced program service prepared by the station with advertisers sponsoring programs but not controlling their content. This seems to be advisable because, unlike a newspaper or magazine which can add as many pages as it has advertisers without any addition to its reading space, a radio station is limited in its contributions to the number of hours in each day and, if the same advertisers continue to use its facilities year after year without much change in their offerings, there is little opportunity to present new programs. This represents a distinct loss in public service.

Here then is a magnificent opportunity for F-M as a new system of broadcasting. Before it lies the possibility of creating a much more varied program service which will set a yardstick for the measurement and development of improved cultural tastes in the American home. This country needs more good music, more good literature, and more open discussion of the issues involved in situations which daily confront us. The next few years will be crucial and preparation for them should be done increasingly through radio, the one means of communication to reach large audiences simultaneously and instantaneously. Frequency modulation programs can help to render that service.

—ANNETTE BUSHMAN.

# Education

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

Public Library  
Kansas City, Mo.  
Teachers Library

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

Volume 10

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### Radio and National Defense

**N**ATIONAL DEFENSE now is the prime concern of the nation. It overshadows every other problem. It dominates the lives of many, from those called into the Selective Service to those charged with the details of the rearmament program. It permeates much of the discussion about radio broadcasting. It is destined to become increasingly engrossing.

At present no over-all picture of the defense program and its effect upon broadcasting is possible. What can be done is to study the meaning of defense today and then try to relate radio to it. One of the best ways to make a beginning is to examine the record of England in the midst of its unprecedented defense program. Englishmen now know what their problems are and how they must be faced. While most of the facts have been reported in the daily press, they can be pointed up sharply in a few summary paragraphs.

Total war has raised in England completely new problems of defense. In all previous wars the casualties have been at the fighting front. Today, thanks to the perfection of the airplane, the civilian population has to bear the brunt of the attack. The aim of the enemy seems to be that of disrupting social processes and making normal life impossible. The means is unimportant. It may be sabotage, bombing, fires, or other forms of treachery and destruction. It is employed to destroy the morale of the people and to break down all resistance.

To meet such an attack the nation has had to prepare for total defense. A primary responsibility has become the maintenance of essential social services in every community of the land. Food, clothing and shelter must be provided. Health must be preserved. Economic machinery must be kept turning. Transportation and communication services must be maintained. Breakdown in any community or in any essential service is as serious as the loss of a battle.

Reports indicate that the English are hard pressed to maintain their vital services. Some of their best young men have been taken for active military duty. Some of their mechanisms of production, transportation, and communication have been destroyed. To overcome these losses the persons left in each community have had to work twice as hard. They have had to reestablish and maintain services. They have had to make direct defense preparations.

The English are measuring up to the test. Everywhere men and women are putting in long hours at their regular jobs to provide the means of survival for normal community life. Then voluntarily they work additional hours on defense activities. The men build bomb shelters, restore roads, and meet emergencies. The women nurse, knit, and in many instances shoulder the work of men.

**R**ADIO TRAILBLAZING by B. H. Darrow tells the dramatic story of the Ohio School of the Air from the time when it was but an idea in the author's mind, through the days of its glory, to its untimely end.

The present day significance of the book lies in the contrast between the pioneering era of the 1920's and the relative maturity of educational broadcasting in 1940 which makes possible the gathering of a thousand or more persons for such meetings as the Fourth School Broadcasting Conference in Chicago and the Fourth Annual Southern Conference on Audio-Visual Education at Atlanta. Mr. Darrow's writing gives perspective on this phenomenal growth. Its price: \$1.50 at the Roycroft Shops, East Aurora, N. Y.

**A**CATHOLIC RADIO COUNCIL which would serve as a mentor to parochial schools, academies and collegiate institutions, is being planned by the Department of Radio of Loyola University of Los Angeles. The proposed project is the result of recommendations submitted by David J. Haffernan, Assistant Superintendent of the Cook County Board of Education, Chicago.

**K**FUO, Evangelical Lutheran Church station in St. Louis has been allowed by the Federal Communications Commission to use the frequency of 830 kilocycles with 5,000 watts power and for additional hours. This assignment marks the end of a bitter struggle for radio facilities in St. Louis and gives KFUE the opportunity for a much better broadcasting service.

**K**OAC, state owned radio station at Corvallis, Oregon, has been granted permission by the Federal Communications Commission to increase its power from 1,000 to 5,000 watts for daytime service. This increase will facilitate the construction of a new and modern transmitter for the station and will improve greatly its service to listeners.

**W**BKY, a new educational broadcasting station established by the University of Kentucky to be operated two hours daily in cooperation with the Lee County Board of Education, was opened at Beattyville, Kentucky, October 17. The new station will be on the air five days each week.

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OF AMERICA**

**D**OES IT NOT BEHOOVE BROADCAST-ING to consider the omens of the 1940's a little more imaginatively? There may develop in the next few years a demand that radio play a more conscious, purposeful, blue-printed part in modern life. This expectation may be greater as and if the present tendency of radio to run away with the advertising pie continues, and it probably will.

Years ago, when children's programs were being widely criticized some radio men defended certain shows as "not bad". To which a pat rejoinder was made: "Not bad is not good enough for a medium that can mould the future of America". Here was the negative not-doing-any-harm attitude in sharp clash with the positive not-doing-any-good attitude.

Many broadcasters entered radio under the incomplete impression that broadcasting was a business and that they were business men. It would be truer, we think, to say that a broadcaster is also and incidentally a business man, but first and foremost he is the custodian of a part of the public domain which he is charged with devoting to the public interest.—*Variety* of November 6, 1940.

**T**HE TOWN HALL Inc., New York City, sponsoring organization for the radio program, America's Town Meeting of the Air, is launching a new building program involving \$1,522,000. Because radio has elevated Town Hall to the status of a national institution, the proposed expansion seems to be the only means of meeting the demands made upon it.

This kind of defense requires strong conviction. There must be willingness to sacrifice. There must be assurance that the cause is just and that ultimately it will prevail. There must be a morale which creates a sense of unity nationally and a sense of great responsibility on the part of individuals locally.

No comparison is possible between such a picture of total defense and the kind of defense about which most Americans are thinking. Partly this is due to the great distances which separate the United States from Europe and make the battle of Britain seem remote. Partly it is due to our failure to develop any realistic understanding of what total defense may mean or what sacrifice this nation may be called upon to make before the world can be at peace again.

Parts of the American defense program are getting under way. Preparations have gone beyond the obvious planning for arms and ammunition and are concerned with other matters including communications. In this latter field the Administration already has taken one very significant step. By Executive Order there has been created the Defense Communications Board. It is an all-government agency composed of the following: Hon. James Lawrence Fly, Chairman, Federal Communications Commission; Major General Joseph O. Mauborgne, Chief Signal Officer of the Army; Rear Admiral Leigh Noyes, Director of Naval Communications; Hon. Breckenridge Long, Assistant Secretary of State in charge of the Division of International Communications; and Hon. Herbert E. Gaston, Assistant Secretary of the Treasury in charge of the Coast Guard. Its functions as outlined in the Executive Order are:

... with the requirements of national defense as a primary consideration, to determine, coordinate, and prepare plans for the national defense, which plans will enunciate for and during any national emergency—

[1] The needs of the armed forces of the United States, of other governmental agencies, of industry, and of other civilian activities for radio, wire, and cable communication facilities of all kinds.

[2] The allocation of such portions of governmental and non-governmental radio, wire, and cable facilities as may be required to meet the needs of the armed forces, due consideration being given to the needs of other governmental agencies, of industry, and of other civilian activities.

[3] The measures of control, the agencies to exercise this control, and the principles under which such control will be exercised over non-military communications to meet defense requirements.

The Defense Communications Board is in process of creating four major and eleven minor subsidiary committees. The major committees are: Law, Labor Advisory, Industry Advisory, and Coordinating. Under the Coordinating Committee the eleven minor committees have been outlined as follows: Amateur Radio, Aviation Radio, Cable, Domestic Broadcasting, Interdepartment Radio Advisory, International Broadcasting, Radio Communications, State and Municipal Facilities, Telegraph, Telephone, and United States Government Facilities. Such committees insure a wide representation of interests in the consideration of all matters of communications policy.

If the emergency gets more acute or if this country actually gets into war, the Defense Communications Board will be faced with the necessity of making some very important decisions. What should it recommend about the control of international broadcasts? Should it advocate that the government take over and operate the regular broadcasting stations of the nation?

So far as possible assurances have been given that the status quo in broadcasting will not be disturbed. The President has indicated that he saw no reason why broadcasting could not be continued as at present. A press release from the White House which accom-

panied the Executive Order made clear that the board itself will have no power to censor radio or to take over any facilities. But the fact still remains that the board may be expected to have recommendations on policy with regard to these matters.

The broadcasting industry is doing everything within its power to make unnecessary any extreme action by the government. Representatives of various companies are closely in touch with all developments of the defense program and are offering fullest cooperation. Radio news reports are very complete. Stations have made time available for special programs calling attention to jobs in defense industries, making citizens acquainted with the selective service, and emphasizing other aspects of defense as requested. They are prepared to do even more.

Before further responsibilities of radio can be established, the government and the people must decide just what they want the scope of the defense program to be. They must decide what they are preparing to defend. They must know how they want to proceed with their preparations. They must be very specific in their decisions. Then radio can be used as a most effective means of implementation.

It is not enough to be for democracy and against totalitarianism. It is not enough to build ships, tanks, and airplanes. It is not enough to select the cream of American manhood for special military training. This is the era of total war. It requires the development of a total defense. There must be a part for everyone to play.

While national sentiment is crystallizing, there is much for radio to do on both a national and a local scale. Nationally the federal government and the broadcasting companies, particularly the chains, can continue the development of programs about existing defense activities. For some time to come those programs can be focussed on Selective Service, especially on the production in camps of programs which will show the public how the service is operating and what its contributions to defense will be.

Another important continuing use of radio can be that of acquainting people with industrial aspects of the defense programs. The emphasis well may be changed from recruiting men for jobs to a description of various types of industrial activity. In a vague way citizens are aware of difficulties involved in gearing the economic machinery to defense needs. But they need to know more. Why do we have bottlenecks? Has present emphasis on production been exaggerated? What will happen to American industry when the present emergency ends? Broadcasts on these and similar questions can be most helpful.

An additional and valuable use of radio is in the building of better relations between the nations of North and South America. Programs for this purpose are increasing in number and improving in quality. Their effectiveness needs to be enhanced in every possible way. As one small contribution the National Committee on Education By Radio has petitioned the Cultural Relations Division of the United States Department of State to include persons interested in radio among the outstanding South American scholars who will be brought to this country next year to promote greater mutual understanding.

Discussion with leaders in Washington serves to emphasize that, however much may be done nationally, a much greater job remains to be done locally. The administration of the Selective Service, of the National Advisory Defense Council, and of other defense agencies has had to be decentralized. Local selective service boards have been set up. Local defense councils are in process of forma-

**T**HE TEXAS SCHOOL OF THE AIR, 1940-41 edition, is being broadcast this year over the Texas Quality Network. It presents five series of twenty-six programs each in the five major areas of the Texas Public School Curriculum as follows: the Language Arts Series is prepared at the University of Texas; the Social Science Series is a product of the Dallas Radio Workshop; the Vocational Series, which is new, comes from the Texas Agricultural and Mechanical College; the Natural Science Series originates in Denton at North Texas State Teachers College and at the Texas State College for Women; and the Music Series is a product of cooperation between the San Antonio Public Schools and the Texas Composers' Guild. These programs are presented each school day, Monday through Friday, from 1:15 to 1:30 P. M.

In addition to its production of programs the School of the Air has its own research center, located at the University of Texas. It also has developed close cooperative relationships with all groups interested in educational broadcasting and particularly the Texas State Congress of Parents and Teachers.

**T**HE ASSOCIATION OF SCHOOL FILM LIBRARIES in cooperation with the staff of the project in evaluation of school broadcasts at Ohio State University has undertaken the evaluation of educational recordings. The aim is to produce an extensive catalogue of evaluations of recordings. As a first step a pamphlet entitled, *Educational Recordings for Classroom Use* has been prepared and can be obtained for fifty cents at the offices of the Association, 9 Rockefeller Plaza, New York City.

**S**T. BENEDICT'S COLLEGE, Atchison, Kansas, has developed a radio workshop through which students get non-credit training in the techniques of broadcasting. Programs developed by the workshop are presented over radio station KVKA and are dramatized for the students of St. Benedict's and Mt. St. Scholastica College by the Twin College Players. Rev. Maurus Kennedy, O.S.B., is director of the workshop.

**E**DUCATION ON THE AIR, eleventh year-book of the Institute for Education by Radio, has just been published. It contains discussions of many important phases of radio broadcasting. It sells at three dollars per copy and can be obtained from the Bureau of Educational Research, Ohio State University, Columbus.

**T**HE RADIO EDUCATION ADVISORY COMMITTEE of the state of Missouri held its first meeting at the call of State Superintendent of Schools Lloyd W. King. The Committee recommended regional meetings for radio-education demonstrations and a survey of trends in radio education to be made later in the school year.

**T**HE AMERICAN YOUTH COMMISSION of the American Council on Education has announced a nation-wide competition to select the best recorded radio programs concerning projects conducted by and for youth. The six or more recordings which in the opinion of the judges best describe practical and effective programs by and for youth will be duplicated and distributed to hundreds of stations in all parts of the country. This series of programs will be known as *YOUTH SPEAKS FOR ITSELF* and will receive widespread publicity, particularly through youth organizations.

Programs entered in the competition will be judged by these standards:

Significance of project chosen.....	40%
Audience appeal .....	40%
Written listener-aids .....	20%

All recordings must be in the offices of the American Youth Commission, 744 Jackson Place, Washington, D. C., by February 17, 1941. Notice of intention to enter the contest should be sent immediately.

**T**HE FEDERAL COMMUNICATIONS COMMISSION recently adopted a new rule requiring international broadcasting stations to make verbatim mechanical recordings of all international programs. These recordings are to be kept for a minimum of two years by the licensee to permit check up by the commission on the program service rendered. This is the first time that the making and preserving of recordings has been required by the Commission.

**K**WSC, State College of Washington, Pullman, announces that Allen Miller, organizer of the University of Chicago Roundtable program, has been appointed as its production director. Mr. Miller was instrumental in the creation of the University Broadcasting Council and was its director from 1935 to 1940.

KWSC with a daytime and night-time power of 5,000 watts is the nation's most powerful educational station.

**T**HE LIBRARY OF CONGRESS has announced the appointment of two Fellows in Radio Research to assist in the planning and production of programs capitalizing on the unique resources of the Library. The fellows are: Philip H. Cohen, former production director of the U. S. Office of Education radio division, and Charles T. Harrell, on leave as Program Director, station WLB, the University of Minnesota.

**W**HCU, Cornell University, Ithaca, N. Y., one of the few educational broadcasting stations selling time for commercial programs, has cancelled a lease under which the major portion of its time was at the disposal of the Elmira, N. Y. *Star-Gazette*, and is operating under a new status which gives its programs increased educational emphasis.

tion in many states. Such agencies in cooperation with local public officials and local citizens groups will have a dominant part in determining just what defense activities their communities are to undertake. In connection with these activities local radio stations have an opportunity to render a service of the utmost variety and significance.

Local stations should not be expected to take the lead. Each community must decide for itself the specific program of activity it is to undertake. It must make all decisions about details of the program and the personnel through which it will be carried out. Then it must come to radio as a vital means of winning public support for the program. The reasonable expectation is that in every instance the broadcasting stations will be ready to do more than their share.

One great question is this: What should local communities do? Everyone of them is looking for ideas. Dozens of organizations, some well established, some recently created, are making it their business to advance suggestions. These include programs designed: 1. to prevent undernourishment and to increase physical fitness: 2. to eliminate illiteracy: 3. to build better morale: 4. to train youth in citizenship, and 5. to carry out other specific activities including knitting for the American Red Cross, etc. In communities near army camps, additional programs dealing with recreation for soldiers on leave, housing for visitors to the camps, and other related problems have been proposed.

So far as community programs of action developed to date are concerned, most emphasis seems to be placed on continuing and improving existing community processes rather than on strictly defense programs. Two devices seem to be particularly in favor. One has to do with the training and induction into citizenship of young people who have reached voting age. This idea was developed at the University of Wisconsin and was first used in the city of Manitowoc. It has won such nation-wide fame that Congress has set aside the third Sunday in May as a national day for the Induction Service and many states have passed laws making the training and induction compulsory.

The other device has to do with the creation of community or coordinating councils. The need for local coordination has become so evident that in different parts of the country various groups have developed spontaneously the practice of coming together to discuss their common problems and to formulate a common program of action for meeting them. The prospect is that the number of such councils will be increased greatly in the next few years.

No doubt defense activities will be coming to the fore and communities throughout the nation will find themselves changing their ideas about where to place primary emphasis. In time they may be prepared for a registration of all citizens to provide an inventory of the resources of each community available for defense work. They may be willing to make sacrifices as the English have found it necessary to sacrifice.

During the transition radio will be hard pressed to keep pace with the change. It must continue its function of helping to interpret the significance of world events both as they affect the position of the United States among the nations of the world and as they relate to the condition of individual citizens within the country. It must participate in the defense program which develops; nationally, by helping to maintain unity of the people in support of defense activities; locally, by helping citizens increase the effectiveness of whatever community action programs may be under way.

Radio has enlisted for the duration. May it serve well.



# Education

Public Library  
Kansas City, Mo.  
Teachers Library

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

by **R A D I O**

Volume 11

FIRST QUARTER 1941

Number 1

## Radio Builds Democracy

**R**ADIO BROADCASTING was created and developed by private invention and industry. Its progress in a short score of years has been phenomenal. It is a fine record of achievement. Over a billion dollars have been invested in more than thirty million receiving sets. Long wave, short wave, television, facsimile, and frequency modulation are strides already taken by this lusty youth.

How can this weird, uncanny spirit of the air be used to serve democracy? The answer to this question has not been found so rapidly. Many men and organizations have sought by experimentation, demonstration, and research to find the answer. The National Committee on Education by Radio has long sought to find out how democracy can use radio best. We have sought for the answer in plans for cooperation, a true American way. From the welter of discussion and experimentation we believe some conclusions are emerging. Among these a few basic principles appear to have gained general approval.

First, the listener's welfare is paramount. He pays the bills. He owns the air. To serve him best broadcasts must be useful and acceptable to him.

Radio has peculiar responsibilities to its listeners. The license of the local radio station gives it monopoly rights to the air which belongs to all of us, the people. In return, we expect the station to serve the public faithfully in "public interest, convenience, and necessity," as the law demands.

In early American history, the citizens of a community gathered at the Town Hall to discuss public questions, to listen to complaints, and to plan for the future. The Town Meeting was the birthplace of American ideals and institutions. America has grown too big for old-style town meetings, but radio has made the nation one great town meeting. Millions of us attend, not in any one hall, but in our own homes. We listen to news, to information, to opinion. We hear America's best speakers and thinkers argue for their views just as the city Fathers did in historic New England. The spoken word carries the warmth of the speaker's personality, conveys his sincerity and his enthusiasm which the printed page cannot convey. Radio listening insures correct reporting, because so many of us hear the broadcast. Radio with its nationwide audiences helps make democracy work.

You who may be listening at this moment to your local station can turn the dial at your will to any station in America or the world whose signal reaches your receiving set. No censor has decided what you may be permitted to hear. You are not forbidden to listen to any station from anywhere. You are not required to listen to the approved stations. In the present World War, Ameri-

**P**ERU CALLS YOU, a radio program designed to inform the American public about Peru, its history, culture, folklore, topography, social institutions, business opportunities, art, music, etc., has just been announced by Radio Nacional del Peru.

Victor Llona, a Peruvian writer who has spent many years in the United States, has been commissioned by the Peruvian government to direct the series. His American wife, a writer and newspaper woman in her own right, will be in charge of programs dealing with the Peruvian woman of today.

These half-hour programs are to be broadcast via short wave every Monday evening at 10:30 Eastern Standard Time, through Radio Nacional del Peru, wave length 49.62 meters, frequency 6082 kilocycles. The concerts of Peruvian music and informal talks on the customs of these ancient people should be of great interest to Americans who wish to become more familiar with our hemispheric neighbors.

**T**HE NATIONAL TELEVISION SYSTEM COMMITTEE made its first report to the Federal Communications Commission on January 27. The Committee, made up of leading technical figures in the field of radio manufacturing, recommended substantially the same standards under which the visual broadcasting art has developed during the last few years. The principal change recommended called for the use of frequency modulated transmission of the aural signal, with the visual and synchronizing signals still employing amplitude modulation.

In its report the Committee expressed great enthusiasm for color television, but indicated that extensive tests must be conducted in this field before any standards are set for commercial operations.

Following the receipt of this report, the FCC announced that a formal hearing will be held on March 20 to consider the various engineering standards suggested and to set a starting date for commercial television operations.

**D**R. ARTHUR G. CRANE, author of the article in the adjoining column, is President of the University of Wyoming, Chairman of the National Committee on Education by Radio, Chairman of the Radio Committee of the Association of State Universities, and President of the Rocky Mountain Radio Council. Dr. Crane has for many years been a leading spokesman for the cause of education in radio.

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MEMBER EDUCATIONAL PRESS ASSOCIATION  
OF AMERICA

**T**HE LIBRARY OF CONGRESS Radio Research Project, begun on January 1, 1941, under a grant from the Rockefeller Foundation, has announced the completion of three series of transcribed educational programs which will be distributed to educational groups and to radio stations.

The first series, *Books and the News*, is now available for distribution. The second series on American songs and folklore, featuring John A. Lomax, honorary curator of the Archive of American Folk Songs, will be available about March 15. The third series is semi-documentary and will reveal the nature of the idea of American unity as it is exemplified in the history of different regions in the country.

The project was originated to investigate possible uses of radio as a medium to make available to the American public parts of the record of American culture maintained in the Library of Congress. It provides a limited radio advisory service to noncommercial radio stations and will furnish bibliographical material to groups wishing to use the programs. Philip H. Cohen, former production director of the U. S. Office of Education, is director of the project.

**S**CHOLASTIC MAGAZINE is running a series of articles by J. Robert Miles and I. Keith Tyler of the Evaluation of School Broadcasts Project, Ohio State University, on *Recordings: A Significant Aid in Teaching*. The first article on the availability of recordings appeared in the January 27, 1941, issue of the magazine. The second article on the selection and use of recordings appeared on February 24. The third and last article will be printed in the March 31 issue.

cans are better informed than the warring peoples themselves. We have a ring-side seat in this world conflict. What we know *now*, while it is happening, will not be revealed to the subjects of the dictators until months and years after peace is restored, and then through secret sources. Radio is playing a powerful part in winning this war. It is giving information. It is molding sentiment. It is awakening free peoples to their danger. It is promoting cooperation. It is spreading ideas and ideals. In defense, radio can unite America, can make democracy effective.

Ever since radio began I have been interested in it as an instrument for democracy, for the enlightenment of a people. It is the genius of radio that it can make one man's gift available to all. One statesman can talk to the world. One master musician can charm a multitude. One master teacher can enlighten a nation. One kindly humorist can bring relief and sanity to millions. The radio industry is searching everywhere for these master broadcasters and through the free play of private competitive enterprises has the best known method of finding them. The major task for American radio, if it becomes a trade instrument for democracy, can be summed up in four short statements: select the things most useful to the listener's welfare; find the best broadcasters; train the broadcasters; put them on the air.

The second principle upon which our democratic system of broadcasting is based is this: government monopoly of radio is not desired in America. Private enterprise with its inventiveness, resources, and competition is more in accord with American genius. Cooperation of balanced elements with government acting only as the umpire to enforce rules of fair play will eventually evolve an American system of broadcasting.

As chairman of several national radio committees, it has been my privilege to study radio as an instrument of democracy. We have come to the conclusion that a government monopoly of broadcasting is undesirable and dangerous. We believe that technical advancement of broadcasting will proceed faster through the free play of American genius in private competition. We believe that avenues to the air should be kept open as freely as natural limitations will permit for all those offering constructive service to the listening public. We believe in promotion of school and local public broadcasting stations as a part of an American system demonstrating public service in ways less freely open to business enterprise. We believe that the discovery, the training, and the presentation of America's best can be achieved through cooperation of all parties interested in making radio an effective instrument of democracy.

What is a good broadcasting program? I like to think of it as a good newspaper or a good library of the air. Its several broadcasts are similar to the articles and items which make up a good newspaper. Since it goes into the homes of all the citizens, it must present a great variety of items to meet the citizens' variant tastes and moods. It must not willfully present anything that will injure the listeners. Its broadcasts, like printed articles, must be presented attractively, and in a way listeners will accept and understand. It must be open to constructive broadcasts of all shades of opinion in so far as the limits of the medium will permit. It must at all times serve the people as an effective instrument of democracy. With such requirements in view, our national committees have set about devising ways and means for securing practical, effective cooperation between all parties concerned, which brings us to the third important principle in the growth of radio as an instrument of democracy.

There is need for a method of cooperation whereby private industry, schools, colleges, citizens' groups, and government are unitedly seeking the same thing—"the best for all".

There should be no conflict between civic broadcasters and the radio industry. Both should desire the best possible service to the listeners. In an American system it is already becoming evident that many elements are needed, each contributing the part that he can do best. In such a plan there is need for the commercial stations and for the public stations. There is distinctive service for both chains and local stations. The schools and civic broadcasters have special fields of service vital to the welfare of democracy. Official government, both local and national, must use radio for public business and defense.

What is the place of a "plan for cooperative action in community broadcasting"? And will this plan prove to be workable? The Rocky Mountain Radio Council in Denver is attempting through its basic structure—i.e., cooperation between civic organizations and institutions in preparing broadcasts and cooperation between the civic broadcasters, and the radio industry in putting broadcasts on the air—to develop a plan of action. Many months must pass before this plan can be advanced sufficiently to test its complete value, but it is at least an indication of a growing trend toward cooperation in radio broadcasting in this country.

ARTHUR G. CRANE.

## Can Radio Educate?

### RADIO CAN EDUCATE:

- (1) If we can define education in terms appropriate to the audience catered to by radio.
- (2) If we recognize the limitations of the medium and avail ourselves for social ends of its unique resources of technique and of appeal.
- (3) If we, as educators, stop barking up the wrong tree and rid ourselves of cultural preconceptions about what education means deriving from our own privileged experience of its influence.
- (4) If the radio industry will think a little less of quick return of profit and more of the "public interest, convenience, and necessity" which it is charged to serve; if radio will stop hitting the public below the belt by exploitation of its weaknesses.
- (5) If educators and the industry get together and organize the machinery of education on a scale commensurate with the range and power and resources of the medium for purposes that will command the respect and admiration of all right-thinking people.

Radio can educate if we define education in terms appropriate to radio's audience. What is this audience? On occasion it is the nation. By and large from day to day it is an audience of millions drawn predominantly from listeners in the lower income groups.

An audience of millions, but every one an individual and yet as individuals they stand conditioned by characteristics which they share in common and which have profound effects on their outlook, their interests, and their capacities. Three main characteristics of this group are dominant. They are poor, they are ill-educated, and they are lonely. Seventeen per cent of the population of America is on relief. More than half the families earn incomes of less than \$30.00 a week. These figures accumulate in blue-books but too rarely find their way to people's heads and hearts. For educators they should stand as living symbols of certain realities

DOROTHY LEWIS, who recently made a six months' tour of 168 cities for the National Association of Broadcasters and the National Council on Children's Programs, reported in February the following impressions gained on her tour: (1) because of the time element, transcriptions, rather than live shows, are ideal; (2) club-women should encourage every local station to devote one half hour to children between 5 and 6 o'clock in the evening; (3) there should be more educational touches in the showmanship programs and more showmanship in the educational programs; (4) lower time rates for children's programs should be urged upon broadcasters as a possible contribution to public service.

Mrs. Lewis reported that General Mills had given \$4,000 to the University of Iowa for research in the field of children's programs. This is the first time that a commercial company has contributed funds for a study of this kind.

THE DEFENSE COMMUNICATIONS BOARD perfected its organization early in January and set in motion fifteen industry and government committees to devise and coordinate operations. Long-range planning in the interest of National Defense is the goal rather than immediate interference with the operations of communications.

It is significant that Lowell Mellett, assistant to President Roosevelt and head of the office of government reports, was appointed to both the Domestic and International Broadcasting committees. Broadcasting Magazine predicts that in the event of a national emergency, Mr. Mellett will head the government information bureau.

NEGRO CONTRIBUTIONS TO AMERICAN LIFE is the subject of a series of radio programs to be prepared by the United States Office of Education. The programs, to be broadcast nationally, will portray the role Negroes have played in American education, art, sciences, industry, and other fields of endeavor. Plans for the project call for transcriptions of the programs for use in schools, colleges, and by local radio stations. The transcriptions, and radio scripts revised as lesson units and study guides, are expected to be used by both white and Negro schools in courses of study about Negroes in the United States.

RADIO IN EDUCATION: A Syllabus for a College Course on Radio for Teachers, Supervisors, and School Administrators has just been issued by the Federal Radio Education Committee, Washington, D. C., at 50 cents a copy. The Syllabus was originally published by the National Committee on Education by Radio but was recently turned over to the FREC for revision. It contains a foreword by Commissioner Studebaker; an article, *Radio in America Today*, by Chairman Fly of the FCC; sections on the utilization of radio for both student and instructor; bibliography; and sources of information on education by radio.

C. A. SIEPMANN, author of the article in the adjoining column, was for several years Director of Program Planning for the British Broadcasting Corporation. He is now at Harvard University to advise the president on developments in radio at the University.

The original article, from which excerpts have been taken, appeared in the February, 1941, issue of *The Journal of Educational Sociology*, which was devoted exclusively to radio problems and included the following articles: *The Broadcaster Speaks*, Neville Miller; *Promoting the Cause of Education by Radio*, John W. Studebaker; *The Scope of Educational Objectives in Broadcasting*, James R. Angell; *Invitation to the Pain of Learning*, Mortimer J. Adler; *Can We Put Science on the Air?* Lyman Bryson; *Radio Builds Democracy*, George V. Denny, Jr.

The May issue of the *Journal* will continue its discussion of the problems of educational broadcasting. Copies may be obtained at 35¢ by writing to the Journal office, 32 Washington Place, New York City.

AN EXPERIMENT IN DECENTRALIZING RADIO PROGRAMS is being planned by the Department of the Interior. An effort is being made to combine secondary school training in radio techniques with an attempt to bring to local communities problems which they are facing. The Department has prepared an outline of eight radio programs dealing with the government's Central Valley Project in California. It will send this outline to local school systems in communities where the Project is expected to make great economic and physical changes. The students will apply the outline to their local situation and produce the series over a local station. The California Department of Instruction is cooperating with the national government in executing this plan.

RAY C. WAKEFIELD, a member of the California Railroad Commission since 1937, has been nominated by President Roosevelt to fill the Republican vacancy on the Federal Communications Commission created by the withdrawal last fall of the late Thad H. Brown. Mr. Wakefield is an attorney with long experience in the field of public utilities regulation. The appointment must now go before the Senate Interstate Commerce Committee for confirmation, but it is believed that action will be taken immediately since the FCC has not had its full complement of members since last June.

HOW TO JUDGE A SCHOOL BROADCAST, a manual by Seerley Reed and Norman Woelfel of the Ohio State University Evaluation of School Broadcasts project, suggests three criteria for judging a broadcast in the classroom: educational value, clarity and comprehensibility, and interest and appeal to listeners. The manual is free upon request to the Federal Radio Education Committee, U. S. Office of Education, Washington, D. C.

of human experience. Radio listeners are uneducated. Thirty-four million adults in America have never enjoyed education beyond the fifth grade. That is a grave disability and a fact most relevant to the purposes of education.

The limitations of the radio from the educators' point of view are obvious. Radio cannot teach. The disciplines and the perceptions which come from personal contact with a teacher, from the compulsory element in formal education of class attendance and the rest, all these lie outside the scope of radio. Education by radio is voluntary education. Success depends on our power to elicit interest and hold attention. Radio in fact has means of doing so. Techniques have been devised and have brought money to advertisers and pleasure to vast audiences. The fact that they have been exploited largely for purposes of entertainment is no good reason for ignoring or for despising them. Radio is subject to a hard and an admirable discipline. It is forced to take account of people as they are. Responsibility for its comparative failure in education is divided between educators and those who control broadcasting.

The failure of the latter, in a word, is the failure of cynicism, of a cheap, and irreverent appraisal of what people are, taking account only of a few pathetic facets of human nature inherent in the circumstances of poverty and limited opportunity for self-development. Radio has failed to recognize that we are, every one of us, capable of continuing growth. It is not what we are that matters; that has to be endured, a heavy burden of imperfection that each of us carries to the grave. What counts is what we may yet be.

Given a purposeful appreciation of the fundamental decency in people, radio techniques are ready to our hand, not to achieve the millennium, but to alleviate our lot and maybe to help stave off the disaster immanent in our maladjusted state. Radio can create hope. It can recreate a sense of belonging, a great folklore of common interests and shared experience, a sense of participation in the movements of our time, which the objective forces of centralized control are tending to eradicate.

The fault, I think, rests, as I have said, in part with the educators. We keep barking up the wrong tree. What we have failed to realize is that there exists today a new urgency for the wholesale dissemination of education. Radio disposes of our inability to spread education and offers us techniques particularly well suited to the kind of education that is wanted. We have been slow to appreciate the fact, slow to dispense with our own preconceptions of what education is. We, as educators, suffer from the limitations of our own experience. We suffer, in fact, from a kind of intellectual inbreeding that tends to remove us both socially and in terms of experience from the hard facts and circumstances of suffering and strain of ordinary people. The fruits of such education stand unassailable in their own right. But having regard to the urgency of our time and the circumstance and background of the majority of our fellows, they are, for radio, largely irrelevant.

Radio can educate if the world of radio, of art, and of education get together and organize the machinery of education. What is needed is cooperation, wider publicity, and the association of what radio offers with interests and activities among the listening public. What is needed is a frame of reference which relates what radio offers to the social context of the ordinary listener. It is a gigantic task and no piecemeal endeavor can achieve it.

C. A. SIEPMANN.

# Education

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

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

Volume 11

SECOND QUARTER 1941

Number 2

### Educational Recordings: A Symposium

**E**DUCATIONAL RECORDINGS are becoming increasingly important both for school use and for disseminating information to adult groups. There are many questions arising out of the use of recordings: how are they produced? what are the general methods of distribution? under what circumstances can they be used to advantage? what experiments have been carried on in this field and what have been the findings?

In the following paragraphs there are set forth the experiences of (1) a classroom teacher; (2) a school administrator; (3) a state department of education; and (4) a governmental agency in the use of the electrical transcription.

#### A CLASSROOM TEACHER

The use of electrical transcriptions gives the teacher a splendid opportunity to vary classroom procedure and to provide emotional and intellectual experiences. The frequency of use should be determined by the nature of the course, the type of recording, and the grade level. Programs which deal with topics of current interest are most valuable when used regularly, especially such programs as those presented by *Town Meeting of the Air*. If heard and discussed weekly, these topical problems become real and vital to the pupil. He learns to listen, to outline and summarize, to evaluate what he hears, and to reach an intelligent viewpoint on the subject. Programs which dramatize an historical period can be used most profitably as a summary at the end of a unit. *The Constitution of the United States*, a Cavalcade of America program, is one of the best examples.

It is essential that the teacher *hear* the program before using it in the classroom to determine whether it is appropriate for his class, when to use it, and whether discussion should follow. Records like *Abraham Lincoln*, so well portrayed by Raymond Massey, give the pupils an emotional "lift," much of which is lost if it is followed by lengthy discussion. The teacher can prepare the class for programs by stimulating announcements. For example, the Town Hall Advisory Service furnishes advance information about the programs by supplying the names and identities of the speakers, the background and issues of the topic, and suggested readings.

The use of recordings involves a few difficulties. It is only natural that the records wear out and sound scratchy. Experience shows that forty to fifty playings constitute the life of a record. Advertising often consumes some of the playing time. Occasionally the diction of the speakers on programs not professionally prepared detracts from their effectiveness.

**E**DUCATIONAL BROADCASTERS might well read, ponder, and inwardly digest the following suggestions from Sherman H. Dryer, Radio Director, University of Chicago:

To justify your existence as broadcasters, sirs, you must: 1. *Learn radio techniques.* Train yourselves and your students. Visit radio stations and networks. See what makes them tick. Get friendly with the boys who produce and write the commercial broadcasts. Let them cry in your beer. 2. *Experiment*—but generally not on the air! Beg, borrow, or steal enough money to establish a recording studio. Write, produce, develop radio programs—and record them, listen to them, tear them apart. When you have finally developed a program or an idea for air, then offer it to a station or network for consideration as radio. Do not ask for air just because you are an educator or represent an educational institution. 3. *Spend lots of money.* Radio costs money. Your professors will devote more time to preparing radio lectures if they get paid; your students will do better theatricals. If you are seriously going to broadcast, the talents you must employ and exploit will to a large extent have to be drawn from experienced radio personnel. Commercial radio pays well; you must just about meet its price. 4. *Encourage professional radio people to work with you.* If you cannot afford to employ them, then frankly appeal to them to give you a few hours a week to help you be a better broadcaster. Always remember—you may know the Einstein theory—but *they* know radio!—Reprinted from the May, 1941, issue of *The Journal of Educational Sociology*.

**T**HE PAN AMERICAN COUNCIL of the Columbia Broadcasting System's School of the Air of the Americas was recently organized with representatives from more than half the other American republics, the U. S. Office of Education, the Department of State, and the National Education Association.

The Columbia Broadcasting System has expanded its School of the Air program to include eighteen Latin American countries through its newly-formed South American network. The School of the Air programs will be broadcast in Spanish and Portuguese and Teachers Manuals in both languages and in English will be supplied free of charge. The purpose of the Pan American Council is to aid in the exchange of educational materials to be used in the preparation and use of these programs.

## EDUCATION BY RADIO

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A COMPLETE REHABILITATION of the equipment in the University of Kentucky's forty listening centers in southeastern Kentucky is planned for the near future because of a gift of thirty-eight new battery and two electric radio sets to the University. The gift, made by radio station WHAS, Louisville, as a part of their policy in furthering the University's work in equalizing listening opportunities for those portions of Kentucky remote from radio stations, will enable the University to replace every one of the sets now in use by new ones of the most modern design.

The listening center system was started by the University of Kentucky in 1933 for the purpose of providing facilities for listening to educational and other worthwhile broadcasts. While the number of radio receivers in the Kentucky mountains has increased several hundredfold since that date, the centers are still proving their usefulness as focal points for educational listening activities. Last fall a similar system of listening centers was started in eastern Tennessee.

MARSHALL H. ENSOR, radio amateur of Olathe, Kansas, has been awarded the William S. Paley Amateur Radio Award of 1940 for "that individual who, through amateur radio, has contributed most usefully to the American people. . . ."

For ten years, Mr. Ensor, a Kansas school-teacher, has voluntarily conducted courses in the fundamentals of radio over his own station, W9BSP. During that time he has given code practice lessons on the air to thousands of young men on regular schedule, enabling them to pass their examinations for amateur radio licenses.

For the playing of recordings the pupils' own classroom offers the best setting. Under other conditions, such as joint meetings with one or more classes, the real significance of the program is often lost and the opportunity for class discussion is limited.

Good recordings have a specific place in the teaching program of today. They can vitalize our classroom work. Our American heritage and way of life occupy a large part of our curriculum. Good transcriptions, especially when used occasionally in connection with films, give the pupil a better understanding of these phases and lead to a greater appreciation of our democratic institutions.—Florence I. Schminke, Teacher of Social Studies, Monroe High School, Rochester, New York.

## A SCHOOL ADMINISTRATOR

The transcription player is filling a real need in education today. A year ago the Board of Education purchased four hundred transcription players for distribution to the Los Angeles City Schools. This purchase marks a milestone in audio-visual education. Through these players students are able to experience great moments in literature, history, and biography which otherwise would not be available.

However, there are few unmixed blessings. The classroom teacher must become familiar with the "meat" of the transcription in advance of the lesson. This is not always easily achieved due to the fact that many transcriptions are sold without scripts, and few school systems have sufficient funds to prepare their own scripts. If those who plan to offer transcriptions for sale would make it a part of their policy to include guides and scripts prepared by teachers, the transcription industry would no doubt progress more rapidly.

Many difficulties arise in circulating such material to schools. In a system which covers more territory than the state of Rhode Island (which is the case in Los Angeles), the problem of distribution becomes a serious one. However, inasmuch as motion picture films are sent to the schools by daily mail truck deliveries, the transcription receives the same prompt, careful attention. The teacher places her order every five weeks, listing transcriptions from catalogs which have been placed in each school. This material may be retained for one week and it is then picked up by the mail trucks.

What transcriptions to buy and where to buy them is a problem which faces every school system. The supply of highly acceptable material seems limited—too limited at the present time! Often educators who are thoroughly acquainted with classroom problems become interested in preparing transcriptions; sometimes, however, these teachers are unfamiliar with the technique of presentation. On the other hand, many experts in drama are entirely unacquainted with the needs of the classroom. Bringing these two elements together is essential to good classroom material.

Selling a transcription program to a school system is fundamentally no different from the problem of selling any educational tool. Highclass, current, vital subject-matter must be made available; a skillfully prepared and executed sales program must be undertaken. The reaction to transcriptions is sufficiently encouraging to predict, with the wealth of educational radio programs which are being offered today and with the development of greater interest in this field, that the time should not be too far distant when every school and eventually every classroom will be equipped to present transcriptions as an integral part of education.—Bruce A. Findlay, Supervisor, Visual Education Section, Los Angeles City Schools.

Some eighteen months ago The Committee on Scientific Aids to Learning of the American Council on Education made available to a group of Georgia educators a grant sufficiently large to allow the greatest experimentation yet undertaken in this country with the production and use of phonograph records for school use.

Last month the first group of twelve records came from the production facilities of the Georgia Committee on Sound Recordings for Schools and are to be distributed at once to five hundred Georgia schools free of charge. The Committee promises at least twenty-four more by next September, and has set a total of seventy-five different records as its eventual goal.

Every effort has been made in this experiment to provide the optimum facilities for demonstrating the value of phonograph records in modern teaching. The first step by the Georgia Committee was taken when it carefully outlined each of the proposed topics to be covered by records, calling upon the state-wide curriculum program to designate the areas to be used and the materials which seemed suitable.

The next step was the production of scripts. After trying student production, teacher production, and other means, the Committee finally turned to professional radio script writers, whose scripts are carefully checked by educators.

The scripts deal with Georgia problems and concentrate upon close alliance with typical classroom situations. The final list of records will include material suitable for all grade-levels, as well as material which will serve a variety of purposes, such as imparting information, creating interest, giving over-views, lending dramatic emphasis, and similar objectives. Practically all subject-matter fields are to be touched upon with the exception of music, the Committee feeling that existing records cover the latter field admirably.

Production is in the hands of professional radio directors and actors, and the best recording engineer available is in charge of technical details. In short, every effort is being made to produce records which will make the best possible sort of teaching aids, though the Committee feels that it still has much to learn in the field of script writing and production techniques.

Five hundred copies of each record, which plays for nine minutes on the typically-available home record-player, are to be distributed free of charge to every school system in the state. Accompanying each record will be a brief teaching description, written by the State Curriculum Committee.

Absorbed to date in the technical difficulties of pioneering in a relatively new field, the Georgia Committee is just beginning the evolution of evaluation procedures, but it hopes within the next two years to collect considerable data of value in the field of sound recordings for school use.—H. B. Ritchie, Director, Georgia Committee on Sound Recordings for Schools, Athens, Georgia.

#### A GOVERNMENTAL AGENCY

In the radio activities of the Department of Agriculture, use of electrical transcriptions might be compared with a dinghy on a freighter: exceedingly useful for carrying small packages to a specific point, but not relied upon for the heavy hauling.

**A**WARDS in the Fifth American Exhibition of Recordings of Educational Radio Programs, held at the Twelfth Institute for Education by Radio, Ohio State University, Columbus, Ohio, May 5-8, 1941, were as follows:

First Awards: I. Network, National Organization, or Clear-Channel Station. c. For general use by adults. Dialog, round-table conversation, interview, debate, question and answer. *London after Dark*; *European News*. Columbia Broadcasting System. *Should We Adopt the President's Lend-Lease Plan?*; *America's Town Meeting of the Air*. National Broadcasting Company. d. For general use by adults. All forms of dramatization. *The Mole on Lincoln's Cheek*; *Free Company*. Columbia Broadcasting System. e. For general use by children. Any type of out-of-school children's program. *The Fisherman and His Wife*; *Let's Pretend*. Columbia Broadcasting System. h. For use in school by junior and/or senior high school pupils. *Poor Farmer Songs*; *Folk Music of America, 1939-40*. Columbia Broadcasting System. Special unclassified entry. *One Nation Indivisible*. National Broadcasting Company.

II. Local and Regional Station or Organization. a. For general use by adults. Lecture, talk, speech. *Americanism and What It Represents*; *University of Minnesota Convocations*. University of Minnesota. d. For general use by adults. All forms of dramatizations. *The Stevens Family Plans Thanksgiving*; *Over at Our House*. Radio Station WHA. e. For general use by children. Any type of out-of-school children's program. *The Greedy Goat*; *Story Book Time*. University of Minnesota. *Through the Looking Glass*; *Children's Yuletide Dramatic Festival*. Municipal Broadcasting System, City of New York. f. For use in school by children, Grades 1-3. *Wilbur, The Sleepy Little Ghost*; *Story Book Land*. Radio Station WHA. g. For use in school by elementary children. *Hansel and Gretel*; *Rochester School of the Air Concerts*. Rochester School of the Air. h. For use in school by junior and/or senior high school pupils. *Band Clinic*. University of Minnesota.

Honorable Mentions: I. Network, National Organization, or Clear-Channel Station. a. For general use by adults. Lecture, talk, speech. *Human Nature in Action*. National Broadcasting Company. *Mark Twain*; *American Pilgrimage*. National Broadcasting Company. b. For general use by adults. Demonstration or Participation program. *Music and American Youth*. National Broadcasting Company. *Labor Arbitration*. Radio Station WMCA. c. For general use by adults. Dialog, round-table conversation, interview, debate, question and answer. *Where Are Those 50,000 Planes?*; *University of Chicago Round Table*. National Broadcasting Company. d. For general use by adults. All forms of dramatization. *Royal March*; *Tonight's Best Story*. Radio Station WHN. *This Precious Freedom*; *Everyman's Theatre*. Procter and Gamble. e. For general use by children. Any type of out-of-school children's program. *The March of Games*. Columbia Broadcasting System. g. For use in school by elementary children. *Monument to the Might of Water*; *New Horizons*. Columbia Broadcasting System.

(Continued on next page)

II. Local and Regional Station or Organization. a. For general use by adults. Lecture, talk, speech. *Radio in Defense; We Defend America*. University of Colorado. b. For general use by adults. Demonstration or participation program. *Northwestern University a Capella Choir*. National Broadcasting Company. *Calypto in America; Adventures in Music*. Municipal Broadcasting System, City of New York. c. For general use by adults. Dialog, round-table conversation, interview, debate, question and answer. *Montana Cowboys Association Roundtable*. Radio Station KFBB. *Is This Our War?* University of Colorado. d. For general use by adults. All forms of dramatization. *Dickens' Christmas Carol; The Grant Dramateurs*. Radio Station KBPS and Portland Public Schools. g. For use in school by elementary children. *News of the Week; KOAC School of the Air*. Radio Station KOAC. h. For use in school by junior and/or senior high-school pupils. *The Mystic Mood: Good Reading*. Radio Station WHA.

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**A** COMPREHENSIVE WORKSHOP in Radio, sponsored and staffed by the Radio Council of the Chicago Public Schools, will be held in Chicago from June 30th to August 6th. Major credit of four semester hours will be granted, certified by the Chicago Teachers College. Courses will be offered in writing, production, the use of radio programs in the classroom, and a general survey of radio. Students will have an opportunity to visit the commercial radio stations in Chicago to observe program techniques and speakers from professional radio fields will supplement the work of the teaching staff. For further details, write to Harold W. Kent, Director, Radio Council, Chicago Public Schools, 228 North LaSalle Street, Chicago.

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**T**HE JOURNAL OF EDUCATIONAL SOCIOLOGY for May, 1941, is devoted to the subject of educational radio. The following articles appear in this issue: *Education Speaks*, H. Clay Harshbarger; *Look and Listen*, Belmont Farley; *The Dial Take the Hindmost*, Sherman H. Dryer; *Audience Building in Educational Broadcasting*, Paul F. Lazarsfeld; *Educating the Parents*, Stephen S. Jackson; *Adult Education by Radio: Too Little? Too Late?*, Parker Wheatley.

The February issue of *The Journal* also contained articles on educational broadcasting. Copies of both issues are sixty cents or thirty-five cents for a single copy from *The Journal* office, 32 Washington Place, New York City.

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**W**HOM, New York City, recently opened a free naturalization school for instructing aliens in citizenship requirements. Classes are held nightly at the station's studios with a specialist in adult education in charge. The complete course consists of eight lessons, but each session is a unit within itself so that any eight sessions taken consecutively give the student all the material the government requires for citizenship qualifications. Each session includes a quiz period in which the instructor answers students' questions and handles individual problems. The station's foreign language announcers act as interpreters whenever necessary.

*The National Farm and Home Hour*, carried by more than 100 NBC stations five days each week, occasional broadcasts on other networks, a regional network program in the Far West and another in the Northeast, regularly scheduled programs by state and county extension workers and field agents of the Department on hundreds of individual radio stations—these do the main job of keeping farm people and the general public in close touch with the developments in the national farm program, new findings of scientists, and other services Congress has directed the Department to perform. Information in the form of talks, interviews, discussions or in the form of news stories is being broadcast by "live talent" on a regular schedule through some 600 stations cooperating with the Department of Agriculture or one or more of its agencies.

Generally speaking, transcriptions are used by the Department to care for certain specific, seasonal, and regional information needs, carrying the voice of some responsible official of the Department in a discussion of some problem which is pressing at a particular time in a particular area.

For example, the Agricultural Adjustment Administration has recently distributed transcriptions to explain the wheat situation and urge farmers to vote in the wheat marketing quota referendum held on May 31. The transcriptions carried on one side a talk by the Administrator plus three one-minute announcements by him; and on the other side an interview with a regional director plus three one-minute announcements by him. Each of the five regional directors was interviewed regarding the wheat situation in the area where he has administrative responsibility. These transcriptions were distributed to stations in the important wheat-growing states through State Triple-A information men.

The Forest Service has used electrical transcriptions effectively for several seasons in its educational campaign aimed at reducing the number of forest fires. These transcriptions are made up of one minute dramatized spot announcements suggesting precautions that one should take in the forests to avoid starting fires. One set of announcements is made for the specialized needs of the mountainous western forests; another to apply to conditions found in the South.

The Crop Insurance Corporation has used dramatized programs by transcription as a means of arousing interest in wheat crop insurance and apparently with good effect. The Farm Credit Administration has prepared several series of transcriptions of the dramatized type calling attention to the facilities and services of that agency.

Our transcription production problems are simplified by the fact that those of the dramatic type are made by professionals under an over-all Government contract with the National Broadcasting Company. Distribution is facilitated by the fact that contacts with the stations are made by field agents of the Department or representatives of the State Extension Services who already have working relations with the stations.

In short, with the exception of the Farm Credit Administration, transcriptions are not now being used by the Department of Agriculture in supplying information on a regularly scheduled basis. But they do supply a valuable supplement to "live talent" broadcasting on networks and individual stations in meeting special information needs of a seasonal or regional nature.—Wallace L. Kadderly, Chief of Radio Service, Department of Agriculture, Washington, D. C.



## The Radio Workshop

IN THE SECONDARY SCHOOL

**I**N ORDER to justify the introduction or the continuation of any subject in a crowded high school curriculum today, that subject must fill a definite need or satisfy an urgent demand on the part of the students or the public. A new class is usually the outgrowth or culmination of interest which has been stimulated from numerous sources over a period of time. This has been particularly true in the case of the Radio Workshop at West Technical High School in Cleveland, Ohio.

A number of years ago funds which had been accumulated from various sources within the school were used to purchase a Public Address System which would serve as a unifying device in a school which was too large to allow the entire student body to assemble at one time. Skepticism accompanied the installation of the P. A. System, but soon its immediate usefulness was realized and its future possibilities appreciated.

Wisely, those in charge of the selection of the equipment chose with an understanding of the need for flexibility to attain the maximum service and use. A unit containing two channels with individual keys controlling the loud speakers in the classrooms made it possible to send at least two programs at the same time to two separate groups of listeners. A radio receiving unit made it feasible to take programs directly from the air, while an attached turntable unit, rotating at either 78 or 33 $\frac{1}{3}$  R. P. M., made it possible to broadcast transcribed programs.

With this basic equipment on hand, the school began broadcasting announcements, notices, and news of the day. This brought about the vital need for speakers who could present this material interestingly and effectively to the listening student body. At this point a group of classes was organized to give selected students the opportunity to study voice and diction, interpretation, radio broadcasting, radio writing, and radio production.

Students interested primarily in announcing and acting were chosen for admission into the elementary radio classes on the basis of their ability, as demonstrated in a try-out. Others, with skill in writing and music, were admitted upon the recommendation of former teachers. At the end of a year of study, the most successful of these students were permitted to enter a class which became the actual working unit in which programs for many occasions and for many departments were prepared for broadcasting. This is our present radio workshop which has evolved naturally from a pressing need for trained people to carry on the ever-increasing demands made for class, all-school, and city programs. The highest honor that a student in the workshop can receive is to be chosen as a mem-

**W**RUL AND WRUW, the Worldwide Broadcasting Foundation's powerful shortwave radio stations, are now broadcasting three series of English lessons to Latin America. The following schedule is maintained: Monday, 8-8:30 P.M., E.S.T., *Simplified English*, an advanced course; Wednesday, 8:30-9 P.M., E.S.T., *Basic English for the Spanish Speaking*, a beginning course; and Thursday, 7:15-7:45 P.M., E.S.T., *Basic English for the Portuguese Speaking*, a beginning course. WRUL broadcasts on a frequency of 6.04 megacycles, 49.80 meter band and WRUW on 11.73 megacycles, 25.60 meter band. A text book for the courses, *Basic English Offered by WRUL*, may be obtained from WRUL, World Radio University, Boston, Massachusetts.

**L**ANDS OF NEW WORLD NEIGHBORS by Hans Christian Adamson, Assistant to the President of the American Museum of Natural History, has been published by the McGraw Hill Book Company to provide background material for students and teachers of the United States, Canada, and Latin America who use the Columbia Broadcasting System's School of the Air of the Americas as a regular part of their classroom work. It is the first time in the history of educational radio that a text book has been prepared to supplement regular broadcasts to schools throughout the Western Hemisphere.

**S**AMUEL GOMPERS TRADE SCHOOL in San Francisco has the distinction of being the first and, at present, the only school to operate a Frequency Modulation station. The station has its studio, control room, shop, and offices in the school building and telephone lines connect it with remote studios in six other city schools. Complete recording equipment has been purchased to transcribe programs for later broadcast use. The station also serves as a training school for radio men and broadcasts educational programs to the entire San Francisco public school system.

**F**REEDOM'S PEOPLE, a new educational radio series, made its debut on the Red Network of the National Broadcasting Company on Sunday, September 21. The program, sponsored by a special committee cooperating with the United States Office of Education, will dramatize the achievements of the American negro in national defense, industry, science, agriculture, social service, and the arts.

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One Madison Avenue, New York, N. Y.

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**T**HE UNIVERSITY OF NORTH CAROLINA is the first institution of higher learning to provide a course for the training of radio technicians and engineers for national defense. To help meet the growing need for radio experts a twelve-week course at the University's Engineering School, a class for graduate engineers, and off-campus instruction in principal cities of the state have been planned. The United States Office of Education and the National Association of Broadcasters are urging other colleges and universities to introduce similar courses.

**T**HE SOUTHERN CONFERENCE on Audio-Visual Education meets this year at the Ansley Hotel in Atlanta, Georgia, from November 13 to 15. Educators and technicians will take part in demonstrations and group forums for the informal discussion of mutual problems. Already many outstanding speakers in the fields of radio and visual education have accepted invitations to participate. Complete program details may be obtained from the Conference Office, 223 Walton Street, N. W., Atlanta, Georgia.

**S**CHOOL RECORDING TECHNIQUE, a companion volume to the pamphlet, *Sound Recording Equipment for Schools*, has just been released by the Committee on Scientific Aids to Learning, 41 East 42nd Street, New York City. Written in non-technical language, this report is designed to aid the teacher who lacks technical training to master recording equipment. Single copies of the report will be sent free of charge to teachers and school administrators requesting them.

ber of the regular announcing staff which serves the school daily by carrying the responsibility for the regular broadcasting of notices and local and world news of the day.

As requests for programs became more and more numerous, it was apparent that better broadcasting conditions would have to be established. From money obtained mainly from the receipts of a series of stage reviews, musical, and dramatic programs, we built a studio and control room with partly sound-proofed walls and floor. A double turntable was constructed, a number of sound effects records purchased, and a file of available scripts suitable for school use was started. With these additions we found ourselves better able to handle the demands which were made upon us. The construction of the studio was accomplished through the cooperation of the woodwork department, and the creation of much of the radio equipment was made possible by the electrical department. All programs, either originating in the studio or from recordings, are handled from the mechanical point of view by student operators who have received their training in the electrical department.

The first department to utilize the Public Address System for regular broadcasts was the Social Studies Department. A current events program was sent to all Social Studies classes each week. The controversial topics or subjects were chosen by the head of the department and assigned to selected teachers who were responsible for the preparation of the script. Since this was to be a teaching lesson, in reality, it was felt that the material should be selected and prepared by those who were best able to organize and evaluate the available facts. Teachers, therefore, could not be replaced by student writers. The finished script was cast and rehearsed in the radio workshop and finally presented over the P. A. System to the listening classes. A new script was presented each week. Originally, it was necessary to repeat each broadcast nine times during a day so that all classes might hear it, but of late it has been possible to make a transcription of the programs. This has relieved the very strenuous work of so many repetitions.

Recently many of the social studies current events programs originating at West Tech have been broadcast over the Board of Education radio station, WBOE, to all other high school social studies classes, thus making even greater the need for the highest quality of broadcasting ability on the part of the student players.

The English department, the Science department, and the Art and Home Economics departments have all conducted broadcasts at various times during the semester. The English department broadcasts to all English classes a series of episodes dealing with a discussion of good speech, the value of good quality in the voice, the planning of a public speech, outlining, the preparation of good book reports, etc., and even presents lessons in grammar and spelling. A few programs have dealt with background material for the study of literature.

Frequently outside speakers come to address the student body over the Public Address System. These guests must be properly introduced by student announcers. Special Day programs, such as Thanksgiving, Christmas, Flag Day, and special week programs, such as Safety Week, Clean-Up Week, and Health Week must be observed in proper manner over the Public Address System in the interest of all the students. The majority of these programs are prepared and presented by the students of the Radio Workshop.

Experience has proven that this working unit is of definite value to the school and even to the city, since calls are frequently received

for broadcasts over the air. In addition, from the wide and varied activities in which they are given the opportunity to participate, the class members receive extensive experience and thorough drill. Each student, as a member of the workshop, has his turn as writer, actor, sound effects operator, music selector, announcer, and director. The organization is of necessity very informal, and the test of accomplishment is the effectiveness of the final production. High standards of production are kept before the students by playing transcriptions of some of the better commercial programs.

In planning the organization of the radio workshop, there should be no hesitation because of meager equipment. Extensive equipment is an advantage, but not a necessity. Simple, good equipment, which allows for true and satisfactory reception, offers many opportunities for effective use. Gradually additional equipment may be added, but the fundamental element which contributes most to the success of the radio workshop is not the equipment, but the skill of the members and their willingness to serve in any capacity in a program, with the realization that the smallest contribution is very important and must be well done.

A radio workshop is definitely a place of work, but also a place where vital, pleasurable activity is directed to the end of giving service, and, as a result, gaining personal profit by actual participation rather than by theory.—KATHERINE E. MATCHETT, Director of Radio Activities, West Technical High School, Cleveland, Ohio.

#### IN THE COLLEGE

In 1929, the College of the Pacific in Stockton, California, presented its first regular broadcast, thus becoming one of the first educational institutions in the West to recognize the potentialities of radio as a publicity medium and as a means of bringing to a wide audience a varied program of cultural and educational events. This original step was taken because of the desire of the President of the college, Tully C. Knoles, to bring to the community his series of discussions entitled *The World Today*. The programs were originally presented from the main studios of the broadcasting station, but three years later arrangements were made to broadcast directly from a classroom on the campus. A room in the college auditorium building was set aside as a main control room, and thus was born what is now known as The Campus Studio.

In the four years, 1932-36, radio was used almost exclusively as a publicity agent for the college. Programs were designed primarily to entertain and used both faculty and student talent. Four regularly scheduled shows were released each week. In the last year of this period, academic credit was given to students participating in radio activities, and the seed was planted from which grew the present-day workshop.

In September, 1937, the writer was appointed for the express purpose of developing equipment and organizing a curriculum to make the Radio Workshop an integral unit of the Speech Department. Twenty units of upper division academic work in Radio Speech and Technique, Radio Writing and Production, Radio Drama, Radio News, Practical Radio Discussion, and Radio Workshop were offered. In 1940 a major course of study in radio was organized within the Speech Department. Graduate study and research is now being emphasized with two Masters' theses completed. The most recent of these was a survey of regional secondary schools to determine their present use of radio in the classroom and their desires as to its future use.

**B**ROADCASTING TO THE YOUTH OF AMERICA: A Report on Present Day Activities in the Field of Children's Radio Programs is Dorothy Lewis' account of her discoveries on touring the country to investigate children's programs. The brochure contains descriptions of programs now on the air, new ideas for children's programs, statistical data, and recommendations to both broadcasters and club groups. Such a report should be of interest to all parents, teachers, and civic and educational organizations. Copies may be obtained free of charge by writing to either The National Association of Broadcasters, 1626 K Street, N. W., Washington, D. C., or the Radio Council on Children's Programs, 9 Rockefeller Plaza, New York City.

**P**ENNSYLVANIA STATE COLLEGE'S Christian Association has organized a Campus Radio Committee whose chief object is to choose the best radio programs on the air and to publicize the selections in college and local newspapers. Thus far, these selections have been limited to classical music, but an expanded service is planned to cover all fields of interest. It is hoped that various college departments will supplement the approved programs with lectures and discussion groups.

**T**HE UNIVERSITY OF KENTUCKY held its Second Annual Radio Training Institute in conjunction with the State WPA Recreation Project from September 2 to 6. Instruction in the techniques of broadcasting was given by Ben Russak, radio specialist for the Kentucky Recreation Project, assisted by staff members of the University's radio station.

**T**HE RADIO COUNCIL of Greater Cleveland conducted the first Regional Conference on Radio ever to be held in the Cleveland area. On September 25 and 26, club women, educators, and professional radio people met to exchange ideas and opinions on radio programs for women and children, the social responsibility of radio, and radio in war time.

**T**HE FIRST deaf, dumb, and blind amateur radio operator was recently licensed by the Federal Communications Commission. Despite his handicaps, the young man passed the prescribed written examination and in the practical tests demonstrated that he could *hear* radiotelegraph signals through vibrations produced by special devices.

**W**OSU, Ohio State University's own radio station, has been granted permission by the Federal Communications Commission to broadcast on 820 kilocycles with an increase of power to 5,000 watts. The University plans to extend its broadcasting schedule to 10½ hours daily and thereby increase its services to schools and farms.

THE SECOND QUARTER, 1941, issue of *Education by Radio*, carried as its lead article *Educational Recordings: A Symposium*, treating the subject from the point of view of the classroom teacher, the school administrator, the state department of education, and the governmental agency. Following is another approach to the subject of educational recordings—that of the manufacturer:

Two major problems of the manufacturers of recordings are those of (1) acquainting classroom teachers with the wide variety of recordings available, and (2) training teachers to use recordings in the numerous situations for which they are suited.

Thousands of teachers who enter the profession each year have received little or no training in the proper use of recordings as teaching aids. These teachers should be trained, but it is a job which cannot be accomplished by any manufacturer. The constant change in teaching personnel makes it difficult to reach these people with the information they should have. Therefore, it is the function of those agencies which regularly train teachers.

Another major problem is the wide divergence of real or imaginary requirements of school users. Unfortunately, there seems to be nothing approaching unanimity among classroom teachers and supervisors as to what they would like to have on records. One desires a certain series of subjects, treated in a specific way; another might like the series, but not the treatment; and still another wouldn't like either. This somewhat general confusion among potential users of recordings is further indicated by the hundreds of different suggestions received from school people concerning recordings which should be made.

The general problem of providing desired educational recordings is not solved merely by finding out what school people want. Research to determine what is needed; additional research to determine how the subject should be treated; selection of cast or artist; high quality manufacture; announcing and advertising the records among hundreds of thousands of teachers; making the records readily accessible for hearing and purchase through convenient sources—all these require expenditures of time and money which will not be returned unless a great many schools actually purchase the recordings.

One solution might be to charge more for special educational recordings than for other phonograph records; another, to be less careful about quality of production. Neither would seem to be desirable, if the non-musical teaching records are to be used among schools as commonly as standard musical recordings are used today.

The future availability of additional recordings to meet the requirements of schools will be determined largely by the extent to which schools actually purchase and use the best records now available. No manufacturer can long continue to produce teaching aids which fail to find a ready market. Classroom experience with recordings is the best guide to manufacturers, so the closest possible cooperation between school users and manufacturers is highly desirable.—Ellsworth C. Dent, Educational Director, RCA Manufacturing Company, Camden, New Jersey.

As the curriculum expanded, so did the broadcast schedule. At present nine broadcasts per week are presented, approximately fifty per cent devoted to publicizing the college, and the remainder designed to carry out a program of adult education. Students of the Workshop plan and present all shows. Thus a dual task is accomplished—training students in the art of broadcasting, and bringing to a large and heterogeneous audience purposeful program content.

As has been inferred, Pacific developed its Workshop with limited equipment, consisting of a simple two channel mixer, one microphone, a pair of earphones, and a studio ten feet by eighteen feet. The control room was added next, but there was as yet no speaker equipment for monitoring. The first step in increasing equipment involved the consummation of an agreement whereby the radio station provided a modern three channel mixer and two microphones. Then the question of a recorder was brought up and, by an arrangement with the Comptroller, money was advanced to purchase a professional model, capable of making transcriptions. This unit has since been paid for by means of a small charge assessed the student for each record cut. It has taken four years to pay for the recorder, but it has proven itself the most valuable part of the studio.

In the past three years many units, such as separate amplifiers, sound effects, additional microphones, etc., have been added and one remote studio has been completely equipped. This equipment has been purchased at rock-bottom prices, in many instances has been built up from parts donated or discarded, and has been paid for out of a yearly radio budget. The cost for operating the studio, aside from salaries, is approximately \$750 a year. All additions are carefully considered and executed so as to conform to professional standards. Present plans call for moving the studio this year from its present one hundred eighty square foot cubicle to eight hundred square feet of new studios. If professional standards had not been adhered to, existing equipment would be worthless.

What is needed to start a college radio workshop? Simply a microphone, a room that one can call his own, and a radio station willing to release programs. Add to that more hours of hard work than exist in any one day, and nothing can stop it. Radio seems to demand and enjoy unlimited equipment, and, to be sure, such equipment will save many a jangled nerve and sleepless night trying to figure out how one is to do a fifteen voice show with only one microphone and a pair of earphones for monitoring. But it can be done, was done at Pacific for many years, and lack of what may be considered "adequate equipment" should not become a stopping block.

The College of the Pacific has realized many direct benefits from its Radio Workshop during recent years. With it the training of students has been a practical process. To date, every graduate has been placed in professional radio and all have been advanced rapidly. Teachers in the field have been able to use their experience in guiding students' listening and appreciation. The existence of the Workshop has attracted many students to the campus and the college has gained from the increased enrollment. As a publicity medium the benefits are more difficult to measure, but that they do exist is known because of comments and inquiries about specific radio announcements. With a little patience and not too great an expense, any college can organize a radio workshop. It is the duty of every college and university to contribute to the general cultural advancement of its community, and radio provides a medium that is both convenient and practical.—JOHN C. CRABBE, Director of Radio, College of the Pacific, Stockton, California.

# 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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Volume 11

FOURTH QUARTER 1941

Number 4

## The National Committee on Education by Radio, 1930-1941

**I**N TWENTY YEARS radio has grown from a noisy gadget for the technically-minded to play with in spare moments to perhaps the most potent social force in our national life. Between 1920 and 1930 the infant industry was in the groping, awkward stage. There was no program planning such as we know today. The physical facilities were in a state of chaos. There were no standards, few requirements necessary to operate a radio station. No one knew just where this new invention would take him, but everybody wanted to jump aboard and help steer it. Many educators recognized that radio was destined to become a highly important instrument of education, but there was no organized group which could represent education and help direct its activities in the radio field.

### EARLY HISTORY OF THE COMMITTEE 1930-1935

On the basis of a survey conducted in 1929, the United States Commissioner of Education, Dr. William John Cooper, called a conference of educational groups and radio stations on October 13, 1930, for the purpose of discussing the possibilities of radio in the field of education.

The National Committee on Education by Radio was organized as a direct result of this conference. The Committee was made up of the duly accredited representatives of nine great educational organizations. The first members were: The National Education Association, represented by Dr. Joy Elmer Morgan, editor of the *Journal*, who served as Chairman of the Committee during the first five years of its existence; The American Council on Education, Dr. John Henry MacCracken, Washington, D. C.; The Association of Land Grant Colleges and Universities, H. Umberger, Kansas State College, Manhattan, Kansas; The Jesuit Education Association, Rev. Charles A. Robinson, S. J., St. Louis University, St. Louis, Missouri; The National Association of College and University Broadcasting Stations, Robert C. Higgy, Director, Station WEAO, Ohio State University, Columbus, Ohio; The National Association of State University Presidents, Dr. Arthur G. Crane, President, University of Wyoming, Laramie, Wyoming; The National Catholic Educational Association, Charles N. Lischka, Washington, D. C.; The National Council of State Superintendents, Dr. J. L. Clifton, Director of Education, Columbus, Ohio; and The National University Extension Association, J. O. Keller, Head of Engineering Extension, Pennsylvania State College, State College, Pennsylvania.

At its first meeting on December 30, 1930, the National Committee

**T**HE NATIONAL COMMITTEE ON EDUCATION BY RADIO is discontinuing publication of its quarterly bulletin *Education by Radio* with this issue. Readers who wish to keep up with the trends in educational radio are urged to write for the *Service Bulletin* (free), Federal Radio Education Committee, United States Office of Education, Washington, D. C., and the *Journal* (\$2 a year), Association for Education by Radio, 228 North La Salle Street, Chicago, Illinois.

**T**HE ASSOCIATION FOR EDUCATION BY RADIO, new professional group open to all educators, broadcasters, and others interested in and working with educational radio, has outlined its objectives as follows:

1. development of an instrumentality through which persons interested in education by radio may have adequate communication;
2. cooperation with the Institute for Education by Radio, the School Broadcast Conference, the United States Office of Education, and other institutions and groups interested in education by radio;
3. representation of the interests of education by radio in connection with pertinent legislation, commission hearings, conferences, and the like;
4. encouragement of experimentation and research and widespread dissemination of findings;
5. publication of a news, information, and idea service on a periodical basis;
6. establishment of this association as a recognized professional voice for those engaged in educational radio activities in civic, religious, and educational groups and in the radio industry.

The first annual meeting of the Association will be held February 23, 1942, at the Sir Francis Drake Hotel, San Francisco, in conjunction with the meeting of the American Association of School Administrators.

The Association is now accepting charter memberships at \$3 and regular memberships at \$2 a year. For details write to Robert B. Hudson, Rocky Mountain Radio Council, 21 East 18th Avenue, Denver, Colorado.

**T**HE AMERICAN COUNCIL ON EDUCATION recently received a grant of \$2,500 from the Education Department of the Office of the Coordinator of Inter-American Affairs to prepare, publish, and distribute a list of recordings and films on the other Americas that are available for school use.

## EDUCATION BY RADIO

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### THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

RUTH L. GOONOUGH, Secretary  
One Madison Avenue, New York, N. Y.

#### Committee Members and Organizations They Represent

- ARTHUR G. CRANE, CHAIRMAN, Laramie, Wyoming, *National Association of State Universities*.  
 JAMES E. CUMMINGS, VICECHAIRMAN, department of education, National Catholic Welfare Conference, 1312 Massachusetts Avenue, Washington, D. C., *National Catholic Educational Association*.  
 HAROLD G. INGHAM, radio station KFKU, University of Kansas, Lawrence, Kansas, *National Association of Educational Broadcasters*.  
 BRUCE E. MAHAN, director extension division, State University of Iowa, Iowa City, Iowa, *National University Extension Association*.  
 C. S. MARSH, vicepresident, American Council on Education, 744 Jackson Place, Washington, D. C., *American Council on Education*.  
 CHARLES A. ROBINSON, S. J., St. Louis University, St. Louis, Missouri, *The Jesuit Educational Association*.  
 WILLIS A. SUTTON, superintendent of schools, Atlanta, Georgia, *National Education Association*.  
 H. J. UMBERGER, Kansas State College of Agriculture and Applied Science, Manhattan, Kansas, *Association of Land-Grant Colleges and Universities*.  
 L. A. WOODS, state superintendent of public instruction, Austin, Texas, *National Council of State Superintendents*.

MEMBER EDUCATIONAL PRESS ASSOCIATION  
OF AMERICA

**T**HE SPEAKERS CLUB of the Laguna Beach, California, High School broadcasts a weekly program *On the Air* every Thursday evening over Station KVOE, Santa Ana, California. For twenty minutes a panel of five students discuss extemporaneously the topic for the evening—ranging all the way from *When Will Peace Come?* to *Youth Looks at Education* and *What's Wrong with our Parents?* The last ten minutes of the broadcast are devoted to a forum period with the audience made up of students from other high schools.

**T**HE RADIO WORKSHOP IN THE HIGH SCHOOL, a 66 page mimeographed booklet, edited by George Jennings, is now available from the School Broadcast Conference, 228 North La Salle Street, Chicago, at 50¢ a copy. The booklet contains the following chapters: Introduction to Radio Workshop Units; Radio Broadcasting Develops; Script and Continuity Writing; Radio Speech; Radio Production; and a Bibliography. It should be of great value to teachers who are experimenting with radio workshops in their own schools.

**R**ADIO AND ENGLISH TEACHING, edited by Max J. Herzberg and published by D. Appleton-Century Company for \$2.00 is a presentation of the National Council of Teachers of English. The book contains the following articles: I. The Background of Radio. II. History and Problems of Educational Broadcasts. III. English and Radio. Part IV contains a bibliography of publications and of sources of useful materials for teachers.

on Education by Radio set for itself the following tasks: to foster research and experimentation in the field of education by radio; 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; to inform the members of the organizations represented on the Committee, educational 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; to develop plans and create agencies for the broadcasting of nationwide educational programs; to bring about legislation which would permanently and exclusively assign to educational institutions and to government educational agencies a minimum of fifteen percent of all radiobroadcasting channels available to the United States.

To carry out this program, the Committee developed a five year plan of action. Under a grant from the Payne Fund, three service units were organized: (1) a central office in Washington, D. C., to conduct surveys and to collect and disseminate information; (2) a service bureau to assist educational radio stations; and (3) a bulletin to act as a clearinghouse for educational radio information for schools and for the general public.

In the years between January, 1931, and December, 1935, the Committee saw most of its original plans carried out. Educational stations became more stabilized; commercial stations adopted higher program standards; educators across the country came to use the new medium more intelligently; and everywhere civic groups became more aware of their responsibility for a better radio.

The Service Bureau of the Committee, under the direction of Armstrong Perry and Horace L. Lohnes, the Committee's legal counsel, represented educational stations in their appearances before the Federal Radio Commission. Many of these stations were unable to assume the financial burdens entailed in Washington legal proceedings, and the Committee's aid saved them from losing their facilities by default.

The Committee worked for the passage of the Fess Bill which would have allocated fifteen percent of all available air channels for the exclusive use of education. Although this bill was not passed, its introduction served to focus public attention on the condition of commercial broadcasting and to arouse educational groups to concerted action.

Another early project of the Committee was assistance to the Ohio School of the Air. In 1929, Ben H. Darrow had established this school and had successfully conducted broadcast series to schools throughout Ohio and adjoining states. When it seemed that the Ohio Legislature could not grant sufficient funds for the continuation of this venture, the National Committee on Education by Radio came to the rescue with financial assistance and with the assignment of a staff member to help in carrying on the work.

During 1931 the Committee sent Armstrong Perry to the International Radiotelegraph Conference at Madrid, Spain, and after his return he was able to interpret for American education the significance of the conferences there. Mr. Perry visited thirty-seven foreign countries to interview radio officials and to inspect broadcast facilities.

In 1932 the Committee began a new venture—that of awakening local educational and civic groups to the implications of radio broadcasting. As field representative of the Committee, Eugene J. Coltrane, formerly Superintendent of Schools in Salisbury, North Carolina, travelled through every state in the union interviewing educators and

Committee and S. Howard Evans succeeded Dr. Tyler as Secretary. The headquarters were moved to New York. Under greatly reduced funds, the bulletin was continued as a monthly publication; the Service Bureau in Washington was closed, but some of its activities were carried on on a restricted basis.

Dr. Crane proceeded immediately to organize in the Rocky Mountain region a workable plan for the establishment of a radio council to function along the lines indicated above. A survey of the broadcasting situation in the Rocky Mountain region was made by Mr. Evans and Harold A. Engel of Radio Station WHA, University of Wisconsin. Through the General Education Board, fellowships were provided for the training of two future staff members of the Council and the organization work was carried on among many colleges and civic groups in the area.

At the same time the Committee was attempting to carry out its plan in still another section. In the summer of 1937, Ben H. Darrow, founder of the Ohio School of the Air, was sent to Texas to lay the groundwork for a similar organization in that state. Mr. Darrow spent several weeks organizing radio workshops at Southern Methodist University and the University of Texas and working with civic and educational groups throughout the state. Dr. Crane and Mr. Evans also spent a considerable amount of time speaking and conferring with leaders in the state to draw up a prospectus for the Texas organization. This work has been expanded until at the present time a well-organized Texas School of the Air broadcasts five times a week to more than fifty percent of all Texas schools.

During this period the Committee cooperated with other groups which were becoming active in the field of public service broadcasting. In 1935 the Federal Communications Commission provided for the organization of the Federal Radio Education Committee, a group having representation from education, the radio industry, and the federal government. Dr. Crane was appointed Chairman of its Subcommittee on Conflicts and Cooperation. In 1936 and 1937 the American Council on Education held two outstanding national conferences on educational broadcasting in which the Committee participated as a sponsoring group. At these conferences leading educators, citizens, and members of the radio industry and government service discussed the difficulties of educational broadcasting. A better understanding of and approach to mutual problems came out of these meetings.

In 1937 the National Committee published and distributed a *Syllabus for a College Course in Radio for Teachers, Supervisors, and School Administrators*, prepared by Cline M. Koon of the United States Office of Education, I. Keith Tyler of Ohio State University, and Mr. Evans. The Syllabus has been revised twice and is now being distributed by the Federal Radio Education Committee. In this year also the Committee distributed a brochure *Educational Stations*, by William Dow Boutwell of the United States Office of Education.

The Rocky Mountain Radio Council got underway in November, 1939. The Committee helped to finance this project during the first few months of its existence and loaned a staff member for several months to assist in organizing the work. The Council has twenty-eight member organizations which have thus far presented a total of 1,909 programs. The Council has its own fully-equipped studios, maintains a complete transcription service, trains broadcasters, produces programs for its members, and has pioneered in conducting listener surveys throughout the region. It serves twenty commercial broadcasting stations in two states, Colorado and

**A** SOAP OPERA THAT IS SOMETHING MORE. That Miss Sandra Michael's *Against the Storm* is now about to celebrate its second anniversary marks no record, but it does say something for the chances of a serious effort in a dubiously regarded field. It says that a soap opera need not be terrible; that, indeed, it can be a work of quality and nevertheless succeed. No more than half a dozen sessions with the characters she has assembled will tell you that they are recognizable human beings instead of figures carved out of the sponsor's product. They do not merely bewilder one another with long-drawn-out, stock love affairs. They can think. They have been around. They are sensitive and intelligent and they talk literately of such subjects—not usually discussed on the radio at 3 p.m.—as politics, art, and poetry.—John K. Hutchens, *The New York Times*, October 19, 1941.

**T**HE EDUCATIONAL RADIO COUNCIL, composed of five Connecticut Valley colleges and three cooperating New England radio stations, has been formed in western Massachusetts to improve the educational programs originated by the colleges and to sponsor program series drawing jointly upon the resources of all the member groups.

The Council is now working on a joint series of programs on *Science in Defense*. Experimental recordings of the programs will be made by each college and will be criticized by experts and re-recorded before they are released.

The cooperating groups are: Amherst College, Massachusetts State College, Mount Holyoke College, Smith College, Springfield College, and Radio Stations WSPR, Springfield; WHYN, Holyoke; and WHAI, Greenfield.

**T**HE SCHOOL BROADCAST CONFERENCE, conducted annually for the past five years by the Chicago Radio Council, was held on December 3, 4, and 5 at the Congress Hotel, Chicago.

There were sessions on Radio and National Defense, The Value of the Radio Workshop, Problems of FM Broadcasting, Adult Education by Radio; work study groups on Radio Writing, Foreign Language Broadcasting, Teacher Training, Evaluation of School Broadcasts; and classroom demonstrations were conducted by the Chicago Radio Council, the National Broadcasting Company, and the Columbia Broadcasting System.

**C**ONTRIBUTORS to Scholastic Magazine's *Round Table* page will appear on a national network this fall and winter by special arrangement with Ted Malone, conductor of NBC's *Between the Bookends* program. Every third Friday during the school year Mr. Malone's entire program will be devoted to material from high school poets who will be interviewed on the air and will have an opportunity to read their own work.

**T**HE UNITED SERVICE ORGANIZATION is using radio in many ways to maintain morale among the armed forces of the country, according to Martin H. Work, Radio Consultant of the National Catholic Community Service. A four-fold plan of action has been developed involving recording machines, shortwave stations, wired radio systems, and the use of commercial broadcasting facilities.

Deluxe recording-reproducing machines are being installed in all the NCCS club houses. The Letter on a Record service allows service men visiting one of these clubs to record messages up to 400 words on a six inch disk and mail them to their families. In addition, public events, educational, and entertainment broadcasts are recorded on 16 inch records and played back at a time convenient for the men to listen. A transcription library of symphonic music, popular drama, public health programs, American folk music, religious and educational talks and plays is being made available to each club for special programming.

The second feature inaugurated by the NCCS is the Radio Club for service men. There are many licensed amateur operators among the selectees. They are now teaching neophytes the essentials of radio engineering and a free amateur telegraphic system has been established for the use of men in military posts. Working on carefully timed schedules, connecting with the criss-cross and horizontal networks of the Army Amateur Radio System and the veteran Amateur Radio Relay League, USO-NCCS Amateur Stations maintain contact with every city in the continental United States and its possessions. For example, a message from a boy at the submarine base in New London, Connecticut, can be radioed across the country to his mother in the Hawaiian Islands in a few hours.

The wired broadcasting system is perhaps the latest innovation in radio educational work among the armed forces. By means of a low wattage transmitter placed in a small studio in the NCCS clubhouse, programs are wired into the adjacent camp and then tapped into the electric wiring circuit for distribution throughout the many buildings of the military reservation. The soldier or sailor relaxing on his bunk at the receiving end is able to hear an amazing array of entertainment and education. A complete radio organization of producers, writers, actors, and engineers is being built around this system of wired broadcasting.

Recently the radio division of the NCCS sent an educational test script to all of its clubs for broadcasting on local commercial stations. It is to be a guide in the compilation of a huge library of scripts now being prepared. The active participation of the service men both in production and in listening will help round out the sound body with the sound mind.

**A** PUBLICATIONS LIST of printed pamphlets, mimeographed bulletins, dissertations, and books in preparation by the staff of the Evaluation of School Broadcasts Project, Ohio State University, Columbus, Ohio, has just been issued. Copies may be obtained by writing to I. Keith Tyler at the above address.

change the face of the map of education . . . and the organization or committee which can in any way help to point the direction that development ought to take will provide a great service for the whole field of American education."

The proceedings of this Conference published in book form as *The Use of Radio as a Cultural Agency in a Democracy* received wide circulation. Two days of discussion in committee and in general assembly brought forth a list of *Fundamental Principles Which Should Underlie American Radio Policy*. The Committee adopted these *Principles* as its own platform. Stated concisely, the principles recommended that (1) the wholesome needs and desires of listeners should govern the character, content, and relative extent and frequency of broadcast programs; (2) responsible groups should not be debarred from broadcast privileges for radio is the amplification and extension of the individual's free speech and discussion; (3) positive, wholesome broadcasts for youth at home and in school should be provided; (4) discussion of live, controversial issues of general public concern should be encouraged for the safe and efficient functioning of a democracy; (5) thorough, 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.

In summing up the two day discussions, Rev. Edmund A. Walsh, Regent of the School of Foreign Service and Vice President of Georgetown University, said: "The special significance of this convention lies in the fact that it is being held by independent citizens become aware of the potentialities attaching to the use and to the abuse of radio as a powerful factor in the formation of public opinion."

In October, 1934, the Committee presented the following recommendations to the Federal Communications Commission at its hearings on the proposal that twenty-five percent of radio facilities in the United States be reserved for the use of education, religion, and labor:

- [1] that educational stations be protected in their present privileges;
- [2] that provision be made for the improvement of the existing facilities of those stations and for the establishment of educational stations of like character when need for such stations appears, by allocating for noncommercial broadcasting reasonable and adequate percentage of desirable channels and privileges;
- [3] that in determining "public interest, convenience, and necessity", public welfare as a primary purpose of educational stations should be given due and favorable weight.

#### DEVELOPMENT OF THE RADIO COUNCIL PLAN 1935-1941

In 1935, the five year grant under which the Committee had been operating terminated. The Committee petitioned the Payne Fund for an additional grant for the primary purpose of developing what is now known as the radio council idea: that is, councils made up of civic and educational agencies within a region for the cooperative production of programs on a higher cultural level.

The purposes of such Councils are:

- [1] to aid educational and civic organizations in the region in mobilizing and coordinating their broadcasting resources and to raise the quality and number of their presentations;
- [2] to demonstrate and emphasize the value of radio as an instrument of democracy;
- [3] to give the listening audience in the region a wider range of choice in serious broadcasts, including programs distinctive to the area.

At this time Dr. Arthur G. Crane, who had first introduced the Radio Council Plan to the Committee, was elected Chairman of the



civic leaders, conducting radio conferences at leading colleges and universities, and speaking to State Teachers' Conventions, PTA groups, and women's civic organizations.

At this time Dr. Tracy F. Tyler, Research Director and Secretary of the Committee, was conducting a comprehensive survey of radio broadcasting activities in the land grant colleges and state universities of the country. Seventy-one institutions were visited and data were compiled as to the extent and nature of broadcasting, the amount of money spent, personnel, and types of equipment. Presidents, deans, extension directors, and radio directors were asked to comment on desirable policies in institutional broadcasting and on certain fundamental questions relative to the control and operation of broadcasting in the United States. The report was published in 1933 with the cooperation of the Department of Agriculture, the Office of Education, and the National Advisory Council on Radio in Education.

Dr. Tyler conducted annual surveys of the radio broadcasting activities of State Teachers Associations, State Departments of Education, and State Congresses of Parents and Teachers. The results of these surveys were published in several educational journals and were made available to educational groups in general.

Early in its history, the Committee inaugurated an educational radio script service. Outstanding series of talks and dramatizations on rural life, citizenship, etc., were mimeographed and distributed to non-commercial radio stations throughout the country.

During 1933 the Committee was able to provide an engineering service of value to all broadcasting in the Western Hemisphere. In April of that year, the North American Radio Conference was held at Mexico City to deal with certain difficulties which had arisen between Mexico and Cuba and the United States and Canada over the allocation of facilities. The National Committee on Education by Radio made available the services of Commander T. A. M. Craven as engineering consultant and technical adviser to the American delegation. Commander Craven's compromise plan proved to be of great assistance to the Conference.

All through these months of activity it had become apparent to members of the Committee that there was need for a survey of broadcasting in this country looking toward the formation of a policy for radio which would serve the interests of the listener rather than the advertiser. The Committee's work along these lines led to the introduction in Congress of the Fulmer Resolution calling for a complete Congressional investigation of all existing facilities for broadcasting and the compilation of an accurate report on which to "develop a system of radio broadcasting for the United States that will most effectively promote the interests of the listener and the national interests of the United States".<sup>1</sup>

During its entire existence, the National Committee on Education by Radio shaped its activities with one goal in mind: the development of a national policy of radio broadcasting which would raise the cultural level of the American people. In 1934 it was felt that the time had arrived for a conference of national leaders in civic and educational affairs. The Committee issued the call for such a conference for May 7 and 8, 1934. Educators, clergymen, librarians, PTA and Women's Club officials, government administrators, and civic leaders from every part of the country participated.

Dr. George F. Zook, then United States Commissioner of Education, sounded the keynote of the Conference in his opening speech: "The devices of the modern mechanical age . . . are bound to

**J**OHAN W. STUDEBAKER, United States Commissioner of Education, in the following communication, urges school administrators and teachers to take advantage of the ultra-high frequencies set aside for the exclusive use of education:

I should like once more to call attention to the growing interest among school administrators in the establishment of their own radio stations in the ultra-high frequency bands reserved a few years ago for educational use. A total of seven local school systems or State universities now hold licenses on these channels.

The fact that costs have been radically reduced should serve as an added inducement to school administrators everywhere to give consideration to making budgetary provisions for installing their own radio stations. I am told that an average school station can now be installed at the price of one classroom. High frequency (FM) stations can be used for intra-school system programs, for community wide educational programs (as more FM sets are purchased), and as laboratory equipment for vocational courses for radio technicians.

One city school superintendent now operating an FM station writes: "I am convinced that our school people are not aware of the possibilities for service through the medium of the radio. Their minds have long been tied to the fallacious concept of a great invisible audience and spectacular dramatization aimed at everyone from the kindergarten to the grave. We should have at least 100 cities and counties in the United States using the five educational channels."

I would like to join with that superintendent in wishing that not fewer than 100 of these stations may be licensed within the next two or three years. It takes time to establish such a station. Some of the recent licenses are the results of years of careful planning and organization on the part of local school people. I cannot urge you too strongly to begin now to give consideration to the eventual establishment of an educational station in your community.

**R**ECORDED DEBATES between leading colleges and universities throughout the country will be made possible this year at Bates College, Lewiston, Maine, where complete recording equipment and a new radio studio have been installed. Last year Bates pioneered with a recorded debate with the University of Redlands in California. This year plans have been made for a series of recorded debates with the Universities of Texas, Oklahoma, Wisconsin, Virginia, Kansas, Iowa, Colorado, Michigan, Marquette, and Northwestern.

**A** SHORT COURSE of study of practical radio station operation for Ohio's elementary and high school teachers is being arranged by the Ohio State Department of Education and Radio Stations WLW, WSAI, and WLWO. Kenneth C. Ray, newly appointed State Director of Education, is responsible for the course. Mr. Ray was formerly superintendent of schools in Zanesville where he established a radio forum for school teachers which is being copied by many other Ohio cities.

<sup>1</sup> House Concurrent Resolution 1, introduced in the House of Representatives of the 73rd Congress on March 9, 1933, by Hon. Hampton P. Fulmer of South Carolina.

**T**HE CANADIAN BROADCASTING CORPORATION'S Radio College is broadcasting for its French speaking population ten series of weekly educational programs in their own language. The program series include: Mondays, Science: *The Laws of Nature*, and *Science and the War*; Tuesdays, History: *Historical Sketches*, *Canadian History*, and *Natural History*; Wednesdays, The Arts: *Sculpture and Metalwork in New France*, and *The Canadian Home and its Origins*; Thursdays, French Literature: *The French Poets of the Nineteenth and Twentieth Centuries*, and *The Classic, Romantic, and Contemporary Theatre*; and Fridays, Music: *Beginning Music*. These programs are broadcast by outstanding educators from 4:30 to 5 o'clock each day over the facilities of eight Canadian radio stations.

**T**HE MISSOURI STATE DEPARTMENT OF EDUCATION is cooperating with the Safety Division of the Missouri State Highway Department in the production of radio scripts to be broadcast this year by nine Missouri radio stations. The programs of the State Department of Education will deal with the progress of present day education and those of the Highway Department will be on safety education.

A Civic Radio Workshop has been established to produce the series in transcribed form. The first educational series will depict the progress of Missouri education from its territorial status to that of the modern educational services offered by Missouri schools. The second series, entitled *The Miller Family*, will show the extended emphasis of the schools.

**S**OUND RECORDINGS FOR BUSINESS EDUCATION are described in the October, 1941, issue of *Business Education World*. Recordings on the use of the telephone in business conversations, the proper reception of various types of business callers, and the correct way to apply for a job have been produced by the Gregg Publishing Company under the supervision of the RCA Manufacturing Company.

Another interesting experiment is being carried on at the University of Denver School of Commerce. A series of three transcriptions on *How to Get to Meet Your Future Boss*, *How to Get the Job that Pays*, and *How to Lose Your First Job* are being recorded and will be evaluated by teacher groups for suggestions and improvements.

**T**HE UNIVERSITY OF KANSAS Bureau of Visual Instruction has added educational recordings to the teaching aids which it distributes to schools. By a special arrangement with the Radio Corporation of America, the Bureau will make bookings and rentals to schools throughout the central states. Programs of American folk songs, American and English folk dances, symphonies, dramas, operas, famous speeches, etc. are available. Detailed information on the rental procedures, the nominal rental charges, and a complete listing of transcriptions will be sent on request from the Bureau of Visual Instruction.

Wyoming. After two full years of activity the Council has demonstrated a practical means for successful cooperation between educational and civic agencies and commercial broadcasters.

#### EDUCATIONAL RADIO: 1941

All educators who, more than a decade ago, realized the importance of radio in school and community life can view the present situation with the feeling of a job well begun. The commercial broadcasters are now spending large amounts of time and money in an effort to raise the standards of listening. The National Association of Broadcasters has issued a code for its member stations. The annual Institute for Education by Radio at Ohio State University has come to be recognized as the common meeting ground for educators and commercial broadcasters from every part of the country. Local and regional conferences are held annually in Minnesota, Iowa, Georgia, and many other places. The Federal Radio Education Committee has conducted many worthwhile surveys and has aided schools with its extensive library of scripts. The Evaluation of School Broadcasts Project at Ohio State University has gone far in its experiments with recordings for school use and its studies of various broadcast programs. The Radio Council on Children's Programs has organized women's groups across the country in an attempt to raise the standards of programs for youth. Colleges and universities are incorporating radio courses as part of their regular program so that the industry can be assured of properly-trained personnel in the future. It has been demonstrated that educational stations, operating on adequate budgets and with trained staffs, can provide services to their own areas far beyond the scope of commercial stations. Public and private schools everywhere are making a wider use of radio and many are applying for licenses for frequency modulation stations of their own. The Chicago Radio Council, a division of the Chicago Public Schools, has in addition to this conducted a national conference on school broadcasting for several years.

The latest development in educational broadcasting which holds great promise for the future is the Association for Education by Radio, an organization made up of the people who are actually doing the school broadcasting or using radio in their classroom. This group was organized at a meeting called in May, 1941, by Harold W. Kent of the Chicago Radio Council and William D. Boutwell of the United States Office of Education. A statement of its objectives is printed elsewhere in this bulletin.

The National Committee on Education by Radio is pleased to see such an organization springing from within the educational radio profession. It is one more indication of the progress that has been made in this field during the past eleven years.

Glancing back to 1930 and the objectives of the National Committee as outlined by its organizers, one sees that the Committee has completed the cycle of its activities. It is gratified to have had the opportunity to play a part in the development of this great medium and to have contributed to the advancement of the American way of life. It is now ready to turn its activities over to the newer groups, groups which did not exist at the time of its founding in 1930.

The National Committee on Education by Radio can look back on the eleven years of its history with both pride and humility. It has made mistakes; in some cases it has created animosities; it has at times lost hard-fought battles for the rights of education. But the story of the Committee—from a total point of view—is one of progress and accomplishment.

Ahernathy, George E. 3  
 ADAMS, ARTHUR S. 14  
 ADAMSON, HANS CHRISTIAN—*Lands of New World Neighbors* 31  
 ADLER, MORTIMER J. 26  
 Adult Education Council of Denver 14  
 Agricultural Adjustment Administration 30  
 Amateur Radio Relay League 38  
 American Association of School Administrators 35  
 American Association of University Women 14  
 American Council on Education 22, 29, 35, 39  
 American School of the Air 5, 27, 31  
 American Telephone and Telegraph Company 22  
 American Youth Commission 14  
 AMESSE, JOHN W. 14  
 ANDERSON, A. HELEN 9  
 ANDERSON, CHARLES 14  
 ANDERSON, ESTHER 26  
 ANGELL, JAMES R. 1  
*Another National Conference Needed?* 1  
 Army Amateur Radio System 38  
 Association for Education by Radio 35, 40  
 Association of Land Grant Colleges and Universities 35  
 Association of School Film Libraries 21  
 Balea, Elizabeth 14  
 Basic English 31  
 Boettcher Foundation 11  
 BOUTWELL, WILLIAM DOW—*Training for Radio: A Report* 5  
 —*Educational Stations* 10, 39, 40  
 BROWN, THAO H. 10, 26  
 BRYSON, LYMAN 26  
 BUCKLEY, H. M. 9  
 Bureau of Educational Research 21  
 BURTON, EDGAR A. 7  
 BUSHMAN, ANNETTE—*New Program Possibilities Created by Frequency Modulation* 17  
 California Department of Instruction 26  
*Can Radio Educate? (C. A. Siepmann)* 25  
 Canadian Broadcasting Corporation 40  
 Carnegie Corporation 7  
 Catholic Radio Council 19  
 Central Valley Project 26  
 Chicago Radio Council 14, 30, 39, 40  
 Children's Programs 7, 20, 25, 33  
 Cleveland Public Schools 9, 14  
 CLIFTON, J. L. 35  
 COHEN, PHILIP H. 22, 24  
 Colorado  
 —Congress of Parents and Teachers 11, 14  
 —Education Association 14  
 —Federation of Women's Clubs 14  
 —Library Association 14  
 —State Department of Education 10, 11, 14  
 —State Grange 14  
 —State Medical Society 14  
 —Women Citizens League 14  
 COLTRANE, EUGENE J. 36  
 Columbia Broadcasting System 4, 5, 15, 29, 31, 39  
 Committee on Scientific Aids to Learning 7, 29, 32  
 Connecticut State Department of Education 17  
 CONWAY, REV. E. A., S. J. 17  
 COOPER, WILLIAM JOHN 35  
 CRABBE, JOHN C.—*The Radio Workshop in the College* 33, 34  
 CRANE, A. G.—*Radio Builds Democracy* 23-25, 7, 8, 14, 15, 35, 38  
 CRAVEN, T. A. M. 37  
 Crop Insurance Corporation 30  
 Dallas Radio Workshop 21  
 DARROW, BEN H.—*Radio Trailblazing* 19, 5, 36, 39  
 Defense Communications Board 20, 25  
 DEMING, ROBERT C. 17  
 DE MUTH, LAURENCE C. 14  
 DENNY, GEORGE V., JR. 26  
 DENT, ELLSWORTH C. 34  
 Denver Public Library 11, 14  
 DICKENSON, RAYMOND 7  
 DRYER, SHERMAN H. 27, 30  
 DUNKLEB, MRS. E. V. 14  
 Educational Radio Council 39  
*Educational Recordings: A Symposium (Florence I. Schmieke, H. B. Ritchie, Bruce A. Findlay, Wallace L. Kadderly)* 27-31  
 ENGEL, HAROLD A. 8, 39  
 ENSOR, MARSHALL H. 28  
 Evaluation of School Broadcasts Project 21, 26, 38, 40  
 EVANS, S. HOWARD 39  
 Fairfield County Council PTA 4  
 FARLEY, BELMONT 30  
 Farm Credit Administration 30  
 Farmers Educational and Cooperative Union of America 14  
 Federal Communications Commission 1, 2, 12, 13, 15, 16, 17, 18, 20, 22, 23, 26, 38, 39  
 Federal Radio Commission 36  
 Federal Radio Education Committee 3, 4, 16, 17, 18, 25, 26, 35, 39, 40  
 Fess Bill 36  
 Fifth American Exhibition of Recordings of Educational Radio Programs 29  
 FINDLAY, BRUCE A.—*Educational Recordings* 28  
 FINN, JAMES 14

First Annual Iowa Radio Conference 17  
 FLY, JAMES LAWRENCE 1, 15, 20  
 Forest Service 30  
 Foundation for the Advancement of the Social Sciences 11, 12  
 Fourth American Exhibition of Recordings of Educational Programs 4, 14  
 Frequency Modulation 2, 12, 15, 17, 18, 31, 37  
 FULMER, HAMPTON P. 37  
 Garrison, Garnet 6  
 GASTON, HERBERT E. 20  
 General Education Board 39  
 Georgia Committee on Sound Recordings for Schools 29  
 GOLDMARK, PETER C. 15  
 GOONOUGH, RUTH L. 7  
 Gregg Publishing Company 40  
 Haffernan, David J. 19  
 HARBELL, CHARLES T. 22  
 HARSHBERGER, H. CLAY 30  
 HECK, HOMER 15  
 HERSHEY, C. B. 7, 14  
 HERZBERG, MAX J.—*Radio and English Teaching* 36  
 HICCY, ROBERT C. 35  
 HIMMELREICH, W. F. 14  
 HERRINE, HARRIET E. 7, 14  
 HUDSON, ROBERT B. 7, 9, 35  
 HUTCHENS, JOHN K. 39  
 HUTCHINGSON, J. E. 7, 14

**How This Index Is Made**

ARTICLES listed under author and title are listed also under subject-matter heads when the title inadequately describes the content. General subject-headings are: publications mentioned or quoted, radio programs mentioned, schools and colleges, and radio stations.

Institute for Education by Radio 4, 21, 29, 40  
 International Radiotelegraph Conference 36  
 Jackson, Stephen S. 30  
 JENNINGS, GEORGE—*Radio Workshop in the High School* 36  
 Jesuit Education Association 35  
 JOHNSON, DOROTHY M. 1  
 JOHNSON, RUDOLPH 14  
 Kadderly, Wallace L.—*Educational Recordings* 29  
 KELLER, J. O. 16, 21  
 KENNEDY, REV. MAURUS, O.S.B. 35  
 KENT, HAROLD W. 30, 40  
 KING, LLOYD W. 21  
 KINGHORN, GLENN 14  
 KOON, CLINE M. 39  
 Lambda Lambda Mu, honorary radio fraternity 3  
 Latin American broadcasting 23, 27, 30, 31  
 LAZARSPED, PAUL F. 9  
 LEVENSON, W. B. 25  
 LEWIS, DOROTHY 33  
 —*Broadcasting to the Youth of America* 33  
 LEWIS, INEZ JOHNSON 14  
 LEWIS, JACK W. 7  
 Library of Congress 7, 22, 24  
 LISCHKA, CHARLES N. 35  
 Listener Surveys 13  
 LLONA, VICTOR 23  
 LOHNES, HORACE L. 36  
 LOMAX, JOHN A. 24  
 LONG, BRECKENRIDGE 20  
 LOWREY, SARA 3  
 Mae Cracken, John Henry 35  
 McDONOUGH, RANDOLPH P. 14  
 MAHAN, BRUCE E. 16  
 MALONE, TEO 39  
 MATCHETT, KATHERINE E.—*Radio Workshops in the Secondary School* 31  
 MAUBORGNE, JOSEPH O. 20  
 MELLETT, LOWELL 25  
 MICHAEL, SANDRA 39  
 MILES, J. ROBERT—*Recordings: A Significant Aid in Teaching* 24  
 MILLER, ALLEN 22  
 MILLER, ERIC R. 12  
 MILLER, NEVILLE 26  
 Missouri State Department of Education 40  
*Monopoly Investigation, The* 15  
 MOONEY, WILLIAM B. 14  
 MORGAN, JOY ELMER 35  
 MORRIS, JAMES M.—*Radio Guild Plays* 17  
 National Advisory Council on Radio in Education 37  
 National Association of Broadcasters 3, 33, 40  
 National Association of College and University Broadcasting Stations 35

National Association of Educational Broadcasters 15  
 National Association of State University Presidents 35  
 National Broadcasting Company 4, 18, 29, 31, 39  
 National Catholic Community Service 38  
 National Catholic Educational Association 35  
*National Committee on Education by Radio, 1930-1941* 35  
 National Council of State Superintendents 35  
 National Council of Teachers of English 36  
 National Education Association 35  
 National Television System Committee 23  
 National University Extension Association 16, 35  
*New Program Possibilities Created by Frequency Modulation (Annette Bushman)* 17  
 New York State Constitutional Committee 16  
 North American Radio Conference 37  
 NOYES, REAR ADMIRAL LEIGH 20  
 Obeler, Arch 6  
 Ohio School of the Air 36, 39  
 Ohio State Department of Education 37  
 Oklahoma Educational Radio Conference 15  
 PTA 4, 14, 21, 37  
 PATTON, JAMES G. 14  
 Payne Fund 10, 36, 38  
 PAYNTER, T. E. 7  
 PERRINE, MRS. E. L. 14  
 PERRY, ARMSTRONG 35  
 Porto Rican School of the Air 5  
 Publications mentioned or quoted  
 —Announcer 12  
 —Around the Radio Circuit 12  
 —Basic English Offered by WRUL 31  
 —Best Broadcasts of 1938-39 5  
 —Broadcasting 25  
 —Broadcasting to the Youth of America 33  
 —Business Education World 1, 40  
 —Central Sound Systems for Schools 7  
 —College Radio Workshops 7  
 —Colorado Labor Advocate 7  
 —Educational Stations 39  
 —Education on the Air 21  
 —Educational Recordings for Classroom Use 18  
 —Electrical and Radio Trade News 12  
 —Essex Radio News 18  
 —Every Week 11  
 —Forums on the Air 3  
 —Fundamental Principles Which Should Underlie American Radio Policy 38  
 —Guide to Good Listening 13  
 —How to Judge a School Broadcast 26  
 —Journal of the Association for Education by Radio 35  
 —Journal of Educational Sociology 26, 27, 30  
 —Lands of New World Neighbors 31  
 —Listeners Appraise a College Station 18  
 —New York Times 39  
 —Radio Advisory Committees and Audience Preparation 16  
 —Radio Councils 16  
 —Radio in Education: A Syllabus for a College Course in Radio for Teachers, Supervisors, and School Administrators 25, 39  
 —Radio and English Teaching 36  
 —Radio Guild Plays 17  
 —Radio Trailblazing 19  
 —Radio Workshops in the High School 36  
 —Recordings: A Significant Aid in Teaching 24  
 —Saturday Review of Literature 14  
 —Scholastic 24, 39  
 —School Life 10  
 —School Recording Technique 32  
 —Schools of the Air and Radio in the High School Curriculum 16  
 —Service Bulletin 35  
 —Small Station Cooperation 16  
 —Sound Recording Equipment for Schools 7  
 —Use of Radio as a Cultural Agency in a Democracy 38  
 —Variety 20  
 —Waterbury Democrat 7  
 PURCELL, RICHARD 14  
*Radio Builds Democracy (A. G. Crane)* 23  
 Radio Corporation of America 34, 40  
 Radio Council Plan 7, 38  
 Radio Council of Greater Cleveland 33  
 Radio Council on Children's Programs 7, 25, 33, 40  
 Radio Education Advisory Committee 21  
 Radio and National Defense 19  
 Radio programs mentioned  
 —Against the Storm 39  
 —America's Town Meeting of the Air 20  
 —Beginning Music 40  
 —Between the Bookends 39  
 —Books and the News 24  
 —Canadian History 40  
 —Canadian Home and Its Origins, The 40  
 —Changing Arts and Letters, The 11  
 —Christ of the Andes, The 7  
 —Classic, Romantic and Contemporary Theatre, The 40  
 —Concert Time 11  
 —Design for Democracy 11  
 —Freedom's People 31  
 —French Poets of the Nineteenth and Twentieth Century 40  
 —Frontier Magi, The 7  
 —Historical Sketches 40  
 —Home and Garden, Your 13

—How Government Regulates Business.....	6	—WHOM.....	30	—Ohio State University.....	4, 21, 29, 35, 38, 39, 40
—Information Please.....	14	—WHYN.....	39	—Oklahoma, University of.....	37
—Job Opportunities in Colorado.....	13	—WLB.....	3, 14, 22	—Pacific, College of the.....	33
—Journeys Behind the News.....	11	—WLW.....	37	—Pennsylvania State College.....	33, 35
—Laws of Nature.....	40	—WLWO.....	3	—Point Marion Borough-Springhill Township Schools.....	3
—Man and Minerals.....	11	—WMBS.....	29	—Redlands, University of.....	37
—Miller Family, The.....	40	—WMCA.....	15	—Regis College.....	7, 14
—National Farm and Home Hour, The.....	30	—WNAD.....	6, 14, 29, 30	—Saint Benedict's College.....	21
—Natural History.....	40	—WNYC.....	15	—Saint Louis University.....	15, 35
—Next Step Forward, The.....	4	—WNYE.....	18	—Samuel Compers Trade School.....	31
—Once Upon a Time.....	11	—WOI.....	14, 33	—San Antonio Public Schools.....	39
—On the Air.....	36	—WOSU.....	11	—Smith College.....	39
—Peru Calls You.....	23	—WRR.....	31	—Southern Methodist University.....	39
—Science and the War.....	40	—WRUL.....	31	—Spokane Public Schools.....	19
—Science in Defense.....	29	—WRUW.....	37	—Springfield College.....	39
—Sculpture and Metalwork in New France.....	40	—WSAI.....	11	—Syracuse University.....	6, 7, 8
—Story Behind the Headlines, The.....	11	—WSB.....	39	—Texas State College for Women.....	21
—Three Generations.....	11	—WSPR.....	3	—Texas, University of.....	21, 37, 39
—Uncle Sam Calling.....	4	—WSUI.....	6	—Virginia, University of.....	37
—World Is Yours, The.....	17	—WWJ.....	31	—Wayne University.....	6, 14
—Youth Speaks for Itself.....	22	Radio Workshop, The (JOHN C. CRABBE, KATHERINE E. MATCHETT).....	31	—Western State College.....	14
Radio Script Exchange.....	17	RAY, KENNETH C.....	24, 27, 34, 38, 40	—Wisconsin, University of.....	22, 37, 39
Radio Stations.....		REED, SEERLEY—How to Judge a School Broadcast.....	26	—Wyoming, University of.....	8, 14, 23, 35
—KABC.....	11	RICHARDSON, IRA.....	14	Senate Interstate Commerce Committee.....	15, 18
—KBPS.....	30	RITCHIE, H. B.—Educational Recordings.....	29	Service Bureau.....	36, 39
—KBST.....	11	ROBINSON, REV. CHARLES A., S. J.....	35	STEFMANN, CHARLES A.—Can Radio Educate?.....	25, 26
—KCMC.....	11	Rochester School of the Air.....	7, 29	SHEATS, PAUL H.—Forums on the Air.....	3
—KDFN.....	7	Rockefeller Foundation.....	9, 24	SHUTTLEWORTH, MRS. A. B.....	14
—KFBB.....	30	Rocky Mountain Radio Council.....	1, 4, 7-14, 23, 39	SMITH, EDWIN W.....	7
—KFDA.....	11	Rotary International.....	5	Southern Conference on Audio-Visual Education.....	19, 32
—KFEL.....	7	Saerchinger, Caesar.....	11	Standard School Broadcast.....	5
—KFJZ.....	11	Sanders Brothers Radio Station vs. Federal Communications Commission.....	13	STEWART, IRVIN—Central Sound Systems for Schools.....	7
—KFKA.....	7	SCHMINKE, FLORENCE I.—Educational Recordings.....	28	—Sound Recording Equipment for Schools.....	7
—KFUO.....	12, 19	SCHOFIELD, REV. CHARLES E.....	14	STUDEBAKER, JOHN W.....	25, 26, 37
—KFJX.....	7	School Broadcast Conference.....	19, 36, 39	Television.....	15, 23
—KFVJ.....	11	Schools and Colleges.....		Texas Congress of Parents and Teachers.....	21
—KGEK.....	7	—Adams State Teachers College.....	14	Texas Composers Guild.....	21
—KGFV.....	6	—Amherst College.....	39	Texas School of the Air.....	11, 21, 39
—KGFH.....	7	—Bates College.....	37	TODDY, SENATOR CHARLES W.....	18
—KGIW.....	7	—Baylor University.....	3	Town Hall.....	20
—KGBK.....	11	—Central Intermediate School, Honolulu.....	5	Training for Radio: A Report (WILLIAM D. BOUTWELL).....	5
—KGLL.....	11	—Chicago Teachers College.....	30	Twentieth Century Fund.....	4
—KGNW.....	11	—College of the City of New York.....	15	TYLER I. KEITH—Recordings: A Significant Aid in Teaching.....	4, 24, 38, 39
—KIDW.....	7	—Colorado College.....	11, 14	TYLER, TRACY F.....	3, 37, 39
—KIUP.....	7	—Colorado School of Mines.....	11, 14	Umberger, H.....	35
—KLZ.....	7	—Colorado State College of Agriculture.....	14	United Service Organization.....	38
—KNOW.....	7	—Colorado State College of Education.....	14	United States Department of Agriculture.....	29, 30, 37
—KOA.....	7, 8	—Colorado, University of.....	7, 10, 11, 14, 30, 37	United States Department of Commerce.....	18
—KOAC.....	17, 19, 30	—Colorado Woman's College.....	14	United States Department of the Interior.....	26
—KOKO.....	7	—Denver Public Schools.....	14	United States Office of Education.....	3, 4, 17, 22, 25, 31, 37, 39, 40
—KPLT.....	11	—Denver, University of.....	11, 14, 40	United States Supreme Court.....	13
—KRBC.....	11	—Drake University.....	7	University Broadcasting Council.....	22
—KRLH.....	11	—Georgetown University.....	38	Wakefield, Ray C.....	26
—KRRV.....	11	—Illif School of Theology.....	14	WALSH, REV. EDMUND A., S. J.....	38
—KTBC.....	11	—Indiana State Teachers College.....	7	WHEATLEY, PARKER.....	30
—KTEN.....	11	—Iowa, University of.....	3, 17, 25, 37	WIGGIN, GLADYS.....	14
—KVKA.....	21	—Kansas State College.....	35	WOELFEL, NORMAN—How to Judge a School Broadcast.....	26
—KVOB.....	7	—Kansas, University of.....	37, 40	WORK, MARTIN H.....	38
—KVOE.....	36	—Kentucky, University of.....	7, 13, 19, 28, 33	Worldwide Broadcasting Foundation.....	31
—KVOR.....	7	—Laguna Beach (Calif.) High School.....	36	WYER, MALCOLM G.....	14
—KVRS.....	7	—Loyola University of Los Angeles.....	19	WYLLIE, MAX—Best Broadcasts of 1938-39.....	5
—KVWC.....	11	—Marquette University.....	37	Wyoming Education Association.....	14
—KWSC.....	22	—Massachusetts State College.....	39	Wyoming State Department of Education.....	14
—KWYO.....	7	—Michigan, University of.....	37	Zook, George F.....	37
—KXYZ.....	11	—Minnesota, University of.....	3, 29		
—WACO.....	11	—Mount Holyoke College.....	39		
—WBMM.....	3	—Mount Saint Scholastica College.....	21		
—WBEN.....	5	—Nebraska State Teachers College at Kearney.....	6		
—WBKY.....	19	—New York University.....	5, 14		
—WBRE.....	9, 15	—North Carolina, University of.....	32		
—WBOE.....	35	—North Texas State Teachers College.....	21		
—WHA.....	8, 12, 14, 29, 30, 39	—Northwestern University.....	30, 37		
—WHA1.....	39				
—WHCU.....	22				
—WHN.....	29				