

A stylized graphic of a vintage radio receiver is centered on the cover. The radio is depicted in a dark, almost black color with gold-colored outlines. The title "RADIO AND EDUCATION 1932" is printed in a gold, serif font, overlaid on the radio's body. The text is arranged in four lines: "RADIO" on the top line, "AND" on the second line, "EDUCATION" on the third line, and "1932" on the bottom line. The background of the cover is a solid, deep red color.

RADIO
AND
EDUCATION
1932

RADIO AND EDUCATION

Edited by LEVERING TYSON

PROCEEDINGS OF THE SECOND ANNUAL
ASSEMBLY OF NATIONAL ADVISORY
COUNCIL ON RADIO IN EDUCATION,
INC., 1932



THE UNIVERSITY OF CHICAGO PRESS
CHICAGO · ILLINOIS

COPYRIGHT 1932 BY THE UNIVERSITY OF CHICAGO
ALL RIGHTS RESERVED. PUBLISHED DECEMBER 1932

COMPOSED AND PRINTED BY THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS, U.S.A.

PREFACE

The program of the Second Annual Assembly of the National Advisory Council on Radio in Education was designed to record the activities of the Council during the year immediately preceding the meeting and to present descriptions of the chief problems which arose as a result of these activities. In addition, an attempt was made to furnish authentic information about certain problems in broadcasting and education which are of insistent current importance. This procedure conforms to the purposes of the Council in the early stages of its history. In every instance individuals were selected to assemble information who had direct personal knowledge of the subjects assigned to them and whose authority was not open to question.

It is perfectly obvious that the place which radio will make for itself in the community, whether that community is the village, or the town, or the metropolis, or the nation as a whole, is still problematical. This will be discussed whenever any group meets to consider the usefulness of broadcasting. Such questions as the trend of radio programs and the ultimate control of radio in America cannot be overlooked by anyone who is desirous of studying the future of this instrumentality. How it can and will be utilized by the formalized educational school systems of the country is largely a matter for school authorities to decide, and there are staggering problems in this subject alone. The institutionally owned and operated station has been treading a thorny path since the introduction of broadcasting in this country. Radio advertising is perhaps the most widely discussed phase of broadcasting in America. Our foreign cousins have had almost as much experience with broadcasting as we have had but under fundamentally different conditions. We can deduce a great deal from their experience.

All these subjects, in addition to the recital of actual experiences which the Council office and our various committees have had in experimental programs conducted under our auspices,

form the bulk of the material included in this volume. It is apparent that it will be a long time, perhaps many years, before some of the basic problems in radio will be solved. Much has been said and written about “evils” of the so-called American radio system, as operated under the Radio Act of 1927. There are some important legal questions which will have to be settled before broadcasting will approach a degree of stabilization in America that will warrant anyone’s predicting confidently the future of educational broadcasting. International agreements—for radio is international—will have to be entered into, and this consumes time. The progress of invention in radio telephony and allied fields coupled with the refinement of television keeps the prospect in liquid state. Economic implications almost stagger the imagination.

All these factors argue for the continued accumulation of accurate information and the necessity for making haste slowly. The importance of mere opinion on any of these questions is negligible; any judicially minded person must come to the conclusion that the problems covering all phases of this intriguing subject of educational broadcasting are enormous.

This volume seeks to add a little bit more authentic information about some of these problems and is another in the “Radio and Education” series of the Council’s publishers, the University of Chicago Press.

LEVERING TYSON

NEW YORK CITY
October 1, 1932

FRIDAY MORNING SESSION, MAY 20, 1932

THE PLACE OF BROADCASTING IN THE COMMUNITY	<i>Chauncey J. Hamlin</i>	141
THE RADIO STATION AS A COMMUNITY ENTERPRISE . . .	<i>Edgar Bill</i>	143
SYMPOSIUM: THE PLACE OF BROADCASTING IN THE COMMUNITY		
From the Point of View of the Broadcaster . . .	<i>Isaac R. Lounsberry</i>	150
From the Point of View of the Press . . .	<i>A. H. Kirchhofer</i>	154
In the Public Schools	<i>William Breach</i>	159
THE TREND OF RADIO PROGRAMS IN THE UNITED STATES		
	<i>Harold A. LaFount</i>	164
THE PLACE OF BROADCASTING IN THE COMMUNITY—IN RELIGIOUS CO-OPERATION		
	<i>Rev. Rudolph Eichhorn, S.J.</i>	173
SUMMARY OF SYMPOSIUM	<i>Stephen C. Clement</i>	175
THE ULTIMATE CONTROL OF RADIO IN THE UNITED STATES		
	<i>Richard Joyce Smith</i>	181

FRIDAY AFTERNOON SESSION, MAY 20, 1932

BROADCASTING ABROAD	<i>William Hard</i>	195
THE PROBLEM OF THE INSTITUTIONALLY OWNED STATION		
	<i>C. M. Jansky, Jr.</i>	213
WHAT RADIO CAN DO FOR THE FARMER	<i>Arthur Capper</i>	223

FRIDAY EVENING SESSION, MAY 20, 1932

RADIO ADVERTISING		
From the Standpoint of the Broadcaster	<i>Frank A. Arnold</i>	241
From the Standpoint of the Public	<i>Lyman Bryson</i>	255
From the Standpoint of the Advertising Agency	<i>Howard Angus</i>	265
From the Standpoint of the Client	<i>Francis D. Bowman</i>	271

WEDNESDAY EVENING SESSION, MAY 18, 1932

JOINT MEETING WITH THE AMERICAN ASSOCIATION
FOR ADULT EDUCATION

EDUCATION OR NEWS	<i>Samuel Paul Capen</i>	278
EDUCATION IN THE BACKWARD ART OF SPENDING MONEY		
	<i>Robert S. Lynd</i>	281
INTERNATIONAL BROADCASTING—A HUMANIZING FORCE		
	<i>James G. McDonald</i>	288
EDUCATIONAL SERVICE STATIONS	<i>Frederick Paul Keppel</i>	296

PROCEEDINGS OF THE SECOND ANNUAL ASSEMBLY OF THE NATIONAL ADVISORY COUNCIL ON RADIO IN EDUCATION, INC.

THURSDAY MORNING SESSION

MAY 19, 1932

The meeting convened at ten o'clock, Walter Dill Scott, President, Northwestern University, presiding.

CHAIRMAN SCOTT: At our meeting one year ago all we had were hopes. Today we have realization, and this morning is to be devoted to the report of progress.

The director must have right of way, even though this meeting started late. We have the very great pleasure at this time, therefore, of hearing from our director, Mr. Levering Tyson.

REPORT OF THE DIRECTOR ON BEHALF OF THE EXECUTIVE BOARD

To the Members of the National Advisory Council on Radio in Education:

On behalf of the Executive Board of the Council I submit herewith a report on the operations of the Council since the last Assembly held in May, 1931.

The year that has intervened has been a busy one. It would be impossible and useless to cite in detail the multifarious activities which have engaged the Director and the staff during this period. Therefore, reference in this report will be made only to the most important. There has been no deviation from the lines set out for and by the Council since it was formed. It is more and more evident that there is a distinct place and one of increasing usefulness for a disinterested organization such as the Council in the field of broadcasting.

The demands made upon the relatively small office of the Council have been unbelievably heavy. In a subject as controversial as radio, where cross-currents are so likely to swing

opinion one way or another with constantly changing rapidity, these demands are always increasing. It makes even more necessary relentless care that statements based upon entirely unprejudiced investigation be issued after all sides of a question are considered. Propaganda for any cause must be identified. Information must be sorted and weighed for its importance. There is the ever present danger that a desired objective rather than the actual conditions might color judgment.

The rapid development of radio has not slowed down and conditions are still subject to change. The requests for reliable and disinterested information about all aspects of broadcasting come not only from the uninformed general public but from colleges and universities, schools, broadcasting stations and organizations, social and community agencies, newspapers and magazines, industrial and commercial bodies—all expressing a curiosity over this or that phase which interests them and about which they want fact of one sort or another. It is apparent that there is no diminution in this curiosity. It is apparent also that it is as easy to spread misinformation, gossip, and rumor as it is to spread fact. Our own experience indicates forcibly the definite and continuing need for an agency which will continue, as the Council has, to confine its activities solely to the publication of fact and not opinion.

Except that in December, 1931, the Council was incorporated under the membership corporations' law of the State of New York as an association organized not for profit, there has been no basic change in the original plan. The staff has been augmented during the year to enable us to meet demands which have been made upon us. In addition to the formation and functioning of committees which reported at the last Assembly, a few affiliations should be noted. The University of Chicago Press was designated the official publisher for the Council, and reference to the results of this affiliation will be mentioned later. From the very first, the American Library Association has been ready and willing to lend whatever co-operation seemed necessary to make Council broadcasts of continuing educational value, and reference will also be made to the development of

this liaison. Mr. R. S. Lambert, editor of *The Listener*, published by the British Broadcasting Company, has been designated our official correspondent in England. When the director was in Europe last summer arrangements were made so that the Union Internationale de Radiodiffusion, with headquarters at Geneva, would supply us with up-to-date information about broadcasting conditions abroad. In his report as chairman of the Research Committee, Dr. Charters will describe the organization, centering in the Bureau of Educational Research at Ohio State University, by means of which a promising attempt has been made to eliminate and avoid duplication of expenditure and personnel in the fields of research and investigation, so far as radio in education is concerned. The organization of a radio division in the United States Office of Education and the appointment of a full-time individual as head of this division was accomplished during the year. With this office the Council can and does undertake co-operative enterprises of mutual value.

When the Council was organized in 1930 it faced a wide range of useful activities, but a few objectives appeared to be of immediate and particular importance. To what extent and how rapidly these could be developed was not certain. Even the persons most concerned with the beginnings of this undertaking did not realize how warm a welcome awaited the appearance of an organization with the purposes of the Council. Accordingly, after due consideration of the opportunities, the following were selected as being the most important and timely.

1. The accumulation and dissemination of authentic information about radio in so far as it concerns the world of education, particularly scientific, legal, and economic facts which must be taken into account in the development of educational programs.

2. The stimulation of qualified educators and public-spirited citizens to devise programs in a variety of timely and useful subjects. This objective contemplates the production of programs which must be authoritative in content and sufficiently popular in form to attract appreciably large audiences.

3. The stimulation of public interest in opportunities to hear

the nation's leaders in various fields of thought; and the organization of effective follow-up procedure—by means of printed lectures and reading lists, group discussion, conferences, and the active co-operation of libraries—so as to provide continuing educational stimulus.

4. The establishment of centers throughout the country, as need for them arises, to assist the national organization and to provide outlets for the dissemination of Council material and policies.

I

In pursuing the first of these objectives, during the past year the Council has utilized two methods—conference and publication. The program for the 1932 annual assembly is designed to bring together a group of speakers who can describe from personal knowledge, first, the responsibilities, satisfactions, and downright hard work of broadcasting educational programs on a network basis; and second, certain conditions in broadcasting that are provoking most discussion at the present time. These are radio advertising, the problem of the institutionally owned and operated station, broadcasting to schools, what radio can do for the farmer, broadcasting abroad, the listening audience, the control of radio, both present and ultimate, the Federal Radio Commission, the broadcasting station as a community enterprise, and the social significance of international broadcasts.

In addition to the Annual Assembly, there have been numerous meetings of Council committees, and the reports of these will be presented at the Assembly.

The publication schedule of the Council has been rather extensive. In our "Information series," seven bulletins have either been published or are about to come from the press. Approximately 20,000 copies of those already issued have been distributed on application. One of these contains information about the Council itself, and has gone through several editions. Another, which is now in press, contains suggestions for the layman who wishes reading references on certain basic aspects of educational broadcasting so that he can get a general picture without plowing through the maze of radio literature which

has grown so voluminous in recent years. A third is entitled *The Broadcaster and the Librarian* and is now being revised so as to include the latest experience of libraries and librarians since the broadcasts under Council auspices have started. The bulletin which was issued as a guide to investigation and research has also been revised. The first edition of *The Broadcaster and the Museum* will appear shortly. A supplement to the bulletin issued by the Engineering Committee has been written and there is contemplated a complete re-writing of this bulletin later in the calendar year. With the co-operation of the Union Internationale de Radiodiffusion in Geneva, a most valuable compilation of information about broadcasting conditions abroad has been incorporated into another number of this series and is the first appearance in this country of anything of its kind. This is a most important publication, for a great deal of misinformation has been spread in this country concerning educational broadcasting in foreign countries.

Other numbers in this series will cover the important subjects of *Group Listening* and *Broadcasting to Schools*, and it is hoped that both of these will appear at an early date.

As official publishers for the Council, the University of Chicago Press has assumed its responsibilities with a co-operative spirit that has heartened Council officials who have been chiefly concerned with the permanent and continuing educational results of the whole undertaking. The proceedings of the 1931 Assembly were published as the first volume in a popular series entitled "Radio and Education," edited by the Director of the Council. This volume has reflected great credit, not only upon the many individuals whose contributions to last year's Assembly program were so noteworthy, but to the Council as well, for it has been characterized as the most valuable book on the general subject which has yet appeared. The Press is about to issue a comprehensive bibliography on the subject of *Radio in Education* as the second of its series. Several other titles are in preparation, and, of course, the proceedings of this year's Assembly will also appear.

By far the largest contribution the Press has made, however,

is reprinting and distributing, sometimes without charge, and generally at small cost, the addresses actually broadcast under the auspices of various Council committees, as well as reading lists and handbooks to facilitate and supplement study of the subject matter covered by the broadcast. Both in the preparation and production of this material the Press has been of immeasurable aid to the Council. Both organizations have been attempting to supplement the spoken by the printed word, and during the progress of the Assembly the results will be adequately set forth. Approximately a quarter of a million pieces of printed material such as is described above have been distributed by the Press. This is entirely separate and apart from the hundreds of thousands of printed announcements sent out by the Council and by the Press, describing the programs presented under Council auspices, listing the speakers and their subjects, and including information to aid the public in the use and enjoyment of the programs themselves. The Press has cooperated throughout in making the Council's programs more widely known, and the continuing educational possibilities more easily realized.

One of the greatest needs in the entire radio field is a printed listing of programs educational in character for the use of the listener who at the present time has few reliable means for discovering the availability of such broadcasts. Because of the so-called radio-press war, less and less space is devoted to radio by newspapers. Program listings do not adequately identify items of this sort as a rule, although there are notable exceptions to this. The accurate and extensive compilation of such listings and the distribution of the same to a public which we know already exists and which, we believe, is not only larger than is commonly supposed but can be augmented considerably, is one of the most important constructive tasks ahead of the Council.

II

“Men of America” Lectures were established and the first of this series was broadcast on May 22, 1931, as an item in one of the sessions of the 1931 Assembly over nation-wide networks of

both the National Broadcasting Company and the Columbia Broadcasting System. President Hoover introduced the inaugural speaker who was Dr. R. A. Millikan and whose subject was "Radio's Past and Future." The second address in this series was delivered in October, 1931, by Professor John Dewey on the subject "Education." Subsequent speakers will include prominent citizens such as Charles Evans Hughes, Charles H. Mayo, Michael I. Pupin, Roscoe Pound, Newton D. Baker, William H. Welch, Jane Addams, Nicholas Murray Butler, John Bassett Moore, Henry Fairfield Osborne, Charles E. Merriam, Robert M. Hutchins, Walter Lippmann, S. Parker Gilbert, Harry Emerson Fosdick, Chester Rowell, Silas Strawn, Bernard M. Baruch, Lorado Taft, etc. By means of this series the American people will have an opportunity to hear the country's foremost authorities in many fields of thought and accomplishment.

From the limitless range of subjects available for the construction of Council programs, those which were considered of immediate interest included economics, international relations, science, labor, government, psychology, vocational guidance, and religion. Accordingly, in planning programs, these subjects were given the right of way, and the principle was adopted that they should consist of carefully organized consecutive series of addresses delivered by the leading American authorities in each subject. In October, 1931, a series of broadcasts in economics and psychology was organized and put on the air, the National Broadcasting Company providing without charge its facilities on a nation-wide chain for thirty-two successive Saturday evenings until May 21, 1932. Fifty-five stations on the National Broadcasting Company network accepted these programs, which were devised and prepared by two committees, consisting of eminent representatives of these fields of knowledge nominated by the leading professional associations concerned with economics and psychology. With the co-operation of the National Vocational Guidance Association, a short series of eight programs on vocational guidance was subsequently presented over a network of sixty stations of the Columbia

Broadcasting System beginning February 18, 1932. On April 5, 1932, a notable series of broadcasts entitled "You and Your Government" was begun. It was planned and prepared with the co-operation of the American Political Science Association and the National League of Women Voters, and is broadcast over the country-wide Blue network of the National Broadcasting Company. On May 1 a series on the subject "Labor and the Nation" was inaugurated with the co-operation of the American Federation of Labor and the Workers' Education Bureau of America. This series is broadcast over a network of more than fifty stations associated with the Columbia Broadcasting System. The programs presented with the co-operation of these groups and under the auspices of the Council must be counted among the most distinguished offerings in the history of educational broadcasting in this country.

The co-operation of the Brookings Institution, the American Psychological Association, the Personnel Research Federation, the American Economic Association, the National League of Women Voters, the League for Industrial Democracy, the American Political Science Association, the National Vocational Guidance Association, the American Federation of Labor, the Workers' Education Bureau of America, the National Bureau of Economic Research, has been of inestimable help in the planning and production of programs. The American Library Association, the National Association of Book Publishers, and officials of the New York Public Library have aided the Council and our Committees in the preparation of reading lists and in other ways have assisted in making our programs of continuing educational value.¹

It must be emphasized that the type of activity conducted by the Council during the past year required the co-operation of such organizations, for only with their help can the Council secure the services of hundreds of prominent and exceptionally qualified individuals who participate in our programs. These

¹ The Council is one of a group of organizations associated with the National Committee on Education by Radio in a survey to determine broadcasting conditions in the land grant institutions and separate state universities.

individuals were drawn largely from colleges and universities from all parts of the country. The institutions themselves were generous in calling attention, through means available to them only, to the availability of our programs.

From the extremely limited experience the Council has had thus far, it is apparent that the program possibilities open to it are very extensive. Our committees have already submitted suggestions which, if followed out, would continue the good work already begun. The only limitation is financial. Of this more will be mentioned later.

III

In one sense, all educational broadcasting conducted at present is experimental. In our experience thus far we have learned some salutary lessons. The most important of these is that there is a public waiting to listen to good programs of a non-propagandistic nature. Just what these are and are not, is difficult to say. Also important is the lesson that merely putting noted speakers on the air is not sufficient. The availability to the radio listener of educational features such as Council programs must not be left to chance dial-turning or the greater part of their value and educational effectiveness will be lost. Therefore, notifying the public through dignified "publicity" channels of every description, securing the co-operation of all educational agencies, officials of the public school systems, of colleges and universities, and of labor and industrial organizations is of primary importance. We have been amazed at the degree of latent interest in this type of radio program on the part of all such groups. Not only have schools, colleges, and universities throughout the country co-operated with us, but adult educational organizations of every description, civic bodies such as chambers of commerce, boards of trade, and the larger major industrial groups, when notified, assist us willingly in making known to their constituencies the availability of our programs.

Another essential feature of all successful programs is proper organization for adequate follow-up. The value of an educa-

tional program lies chiefly in its stimulating qualities. The listener must be guided in following up the stimulation which the radio provides. We have adopted two methods. As indicated earlier, the Council designated the University of Chicago Press as official publisher. Arrangements have also been made with the American Library Association so that supplementary reading lists on the subjects of Council programs are provided and further readings made available, on request. Libraries are prepared to set aside special shelves of books of collateral reading about the subjects of our programs, and make space available for groups of listeners who meet before broadcasts for preliminary discussion and for debate subsequent to the radio program itself. The libraries undertake to provide qualified individuals to lead these discussions.

The American Library Association deserves a special note in this report. Among other contributions which this organization has made, aside from its general interest in everything the Council has undertaken, is the temporary provision of a staff member whose duty it is to effect contact with the libraries of the country and to assist our various committees in the preparation of reading lists. The latter is never easy. Groups of specialists such as those who constitute the membership of our committees do not always recommend readings of sufficient popular attractiveness or availability. Librarians, on the other hand, are not always familiar with the reliability of content of various publications. This particular staff member is a link between the potential public demand for supplementary reading which the libraries represent and the authoritative source material familiar to our experts. The net result is most happy and valuable to all concerned, particularly to the audience which is stimulated to further educational adventure by Council programs.

IV

Lack of time, necessary personnel, and adequate funds have caused a postponement of the organization of local councils during the past year. Evidences of the value of such branches of the main organization appear almost daily. Already a start

has been made in more than a dozen centers. As in almost every field, so it is in radio that a nation-wide undertaking, valuable as it may be, nevertheless cannot overlook the individual local needs and circumstances which are peculiar to that community and that community alone. Similarly, each community has resources of its own which are potentially valuable, certainly to itself, and many times to a much wider area, although infrequently to the country as a whole.

As an illustration of this very point we cite the recently organized Western Intercollegiate Broadcast, which means nothing less than the co-operation for an outstanding series of programs of upward of a dozen institutions in the Far West, chiefly on the Pacific Coast. The combined resources of ingenuity and personnel of these institutions can assemble educational broadcasts for that particular region which will be notable and illustrative of the best that that section of the country can produce. This venture has a particular significance in that time-differentials make it almost impossible to receive outstanding programs in that part of the country if those programs originate east of the Rocky Mountains at a time of day which is valuable listening time for residents of the Atlantic Coast district and the great Middle West. It is likely that this enterprise will be the first example of what combination of institutional resources will accomplish for radio in education.

To the student of radio all its phases are important, for they can hardly be dissociated one from the other. However, so far as educational broadcasting is concerned, the technical, legal, and economic developments of the past year are worth brief mention.

TECHNICAL

Progress of invention during the past year has not made any appreciable change in the general broadcasting situation. There has been a gradual increase in the technical efficiency of transmission and of reception. The Federal Radio Commission constantly increases the strictness of its requirements that all radio broadcasting stations maintain certain high standards of equip-

ment, installation, and operation. There has been a decided trend toward wider use of improved electric recording apparatus on the part of smaller and even by some of the larger stations. Experiments in the synchronization of broadcasting stations have not led to epoch-making changes in broadcasting organization, and nothing concrete has as yet been forecast. Television, although definite laboratory progress is indicated, is still around a most elusive corner, and there are no signs that it will be in general use for years. These matters are commented on in the report of the Council's Engineering Committee which is to be presented later in this meeting.

LEGAL

The Radio Act of 1927, which is the basic law controlling broadcasting in America today, has remained unchanged throughout the year save for a few amendments aimed at the simplification of technical difficulties and the clarification of procedure under the Act. The multiplicity of bills and resolutions relating to radio, which are before the National Congress at the present time, is an indication of public interest in the subject. Soon after Congress convened last December, Senator Simeon D. Fess of Ohio reintroduced his bill to set aside 15 per cent of the available frequencies for education. The Couzens resolution to investigate the broadcasting industry was later amended on motion of Senator Dill so as to include questions concerning educational broadcasting. The findings will be of interest and concern to all who are endeavoring to develop broadcasting into a useful instrumentality in education. The replies to the questions asked by the Couzens-Dill resolution will be sent to the Senate at an early date, and it is expected that many moot questions about the conduct of broadcasting in America will be answered.

ECONOMIC

The costs of broadcasting are still tremendous, and there are no signs that they are to be reduced. How to support broadcasting in America has been a puzzling question for nearly a

decade. There is more public discussion over radio advertising than any other subject in broadcasting. Although the sale of time to clients who by this means find a ready and attractive way to sell goods has provided support thus far, there is increasing evidence of repugnance on the part of listeners to the invasion of the home by constant and blatant selling talk. This has reached such an extent that the advertising profession has been condemned for an apparent lack of perception in building up odium against itself. Because this question is such a pertinent one, the Council decided to devote one entire session of the 1932 Assembly to the presentation of four phases of the subject, and it is hoped that some light will be thrown on its more important aspects.

The question of financial support for educational broadcasting is no nearer solution than it ever was. Costs are exceedingly heavy, and stagger the uninitiated. For example, one of the Council committees has been making a study of the sums needed for producing a program, one-half an hour per week, over a nation-wide chain. The subject of the broadcasting is of paramount public interest, and the undertaking is designed to meet an educational purpose of high order. Conservative estimates of the cost of producing this program in a manner which the opportunity warrants, and without any cost whatsoever for facilities, but with due regard for all the necessary and preliminary adequate follow-up processes, is above \$100,000 per annum. Even then, some of the most important activities for providing continuing educational stimulus for this program were disregarded. Other committees of the Council, when they begin to get right down to accurate figuring, have discovered immediately that to do a thorough broadcasting job that will attract and hold an audience, costs a lot of money. Transferring a leisurely classroom lecture to the air is the least effective and most unsatisfactory procedure in educational broadcasting and has already proved that it is of little use in that people do not listen. The medium has its advantages but it has its definite limitations. One of these is the perfect freedom the listener has to turn the dial. The educational broadcaster must not only at-

tract his audience to him in the first place but he must do what the commercial broadcaster has learned so clearly—he must hold that audience. To do so, he may have to disregard pedagogical practices which have been developed over many decades. If he can get the American public, or even a section of it, to listen to him, it will be worth the effort. But it is a difficult and expensive process at every stage. Broadcasting cannot be carried on mechanically without considerable expense. Even in Europe, where we are sometimes told conditions are much better than they are in America, technical operations are adequately cared for first. Program development comes next.

How are these enormous costs to be met in America if educational broadcasting is to be developed and persist? It is hardly conceivable that private funds can be secured, particularly at this stage of our economic history, to develop a well-rounded program of educational broadcasting. It isn't likely that a proposal that the industry should support educational broadcasts would receive much if any support. There is about as much likelihood that support should or could be secured from the federal government for this purpose. This question remains the most elusive and puzzling in educational broadcasting. All others are puny compared to it. It is, of course, apparent that funds for specific programs can be secured occasionally, but reference is made above to a continuing and homogeneous system of giving to the country a regular program of educational broadcasting.

AMERICAN PROGRAMS

Educational broadcasts have not developed to any great extent since last year. There has been a great deal of talk about the Fess bill, but until Congress makes up its mind to consider radio as an important subject, there is little likelihood that legislation will be enacted. The institutionally owned and operated station is having an increasingly hard time. Not only are costs not being reduced, but funds are harder to secure, both for technical operation and expansion and for program organization and production. Yet, under almost unbelievable difficulties, these stations, about forty in number, are attempting to carry on and

render service to the academic and public communities which they represent. However, there have been some developments of considerable significance which show the possibilities of nation-wide broadcasting, chiefly to adults. Mention has already been made of the Western Intercollegiate Broadcast on the Pacific Coast. The National Education Association, through its president, Miss Florence Hale, has undertaken to present to the public by means of a nation-wide broadcast the most pressing problems which the schools of the nation are facing in these parlous times of economic readjustment. Popular favorites such as the American School of the Air, the Damrosch Musical Appreciation Concerts (although these were originally designed only for the schoolroom, they now have large adult followings), the programs broadcast under the auspices of the Foreign Policy Association and the National League of Women Voters, to mention only a few, have gained many new followers in the radio audience. The Council's programs will be amply described during the Assembly. The Ohio School of the Air, although suffering a drastic cut in its budget, is still carrying on. The state of Pennsylvania has announced a ten-year broadcasting plan. Wisconsin has developed state-wide activity. Minnesota is studying what can be done with the resources available, and seems peculiarly well fitted to develop its facilities. North Carolina also has a School of the Air. Other attempts are on record.

The city of Cleveland, which for many years has made such intelligent use of radio for its schools, is again reporting new achievements at this year's Assembly. For a time it seemed as if the Chicago schools would have to depend entirely upon the radio if the children of that city were to get any instruction at all during a period when the municipal financial structure was tottering. Other broadcasts directly to the schools, which have retained their usefulness and developed further possibilities, are the Standard School Broadcast on the Pacific Coast, the American School of the Air, and the Damrosch programs, already mentioned.

If one looks at all these attempts to utilize radio as an instru-

mentality in education as experiments, there is room for encouragement. If, on the other hand, these various undertakings are interpreted to be finished products and the ultimate that America can develop, there is cause for considerable concern. There has seemed to be little desire to consolidate resources and join forces to determine, on the basis of fact and experience, just how radio can be used in American education, if at all. There have been surprisingly few of the leaders of education in America who, thus far, have made up their minds to give serious consideration to radio. Men and women of this caliber are usually busy with other matters, and these other matters they may have conceived to be of more importance than the development of radio. Has radio been taken too seriously so far as its educational possibilities are concerned? The medium is unsurpassed for reaching large numbers of people at one and the same time, and provides opportunity for bringing to the people, including school children, a record of important events as they occur. But, with very few exceptions, when this is said, isn't everything said? Of course, the exceptionally gifted teacher can now find a wider outlet for his or her talents. The discovery of the exceptionally gifted teacher does not diminish his or her value but does emphasize the existence of the average teacher, upon the ability of whom the entire educational system rests. It would seem that if the appearance on the educational scene of radio promised any particular revolutionary pedagogic developments our European friends would have discovered them ere this. In Europe, with its educational systems so much more compact nationally than ours, nothing astounding has appeared. What has been done nationally in Europe does not surpass in quality what Cleveland, Ohio, has done in America. Yet, in so far as organization is concerned, with radio government-controlled and education an integral part of that government organization, the results have by no means been revolutionary. There is one definite result in Europe which was inevitable. Professional broadcasters and professional educators are compelled to work together and each learns more about the problems and essential characteristics of the other. It is to be hoped that

whatever is in store for us in America will result in some such entente. There is no point in educators using high-brow condemnatory adjectives about broadcasters as long as educational broadcasters themselves have made no notable demonstration of success. Each group needs the other, just as there are some characteristics of both which might be disregarded to their mutual benefit and to the relief and delight of the public. It is a regrettable fact, however, that educational institutions as a whole in this country are lethargic about radio. At least there is no indication that a rush to make use of it or even to study it and examine into its possibilities is imminent. However, it is apparent that through the medium of the Council something like a consolidated educational front has been effected, and for the first time we have evidence of a desire on the part of the educational group to recognize the utility and far-reaching importance of the radio as an instrumentality in education.

BROADCASTING ABROAD

The director of the Council attended and was chairman of the first international conference on educational broadcasting held in Vienna in August, 1931, under the auspices of the World Association for Adult Education. It seems that there has been a great deal of misinformation spread in this country about the extent of educational broadcasting abroad. It is difficult to establish bases of comparison, if such bases are necessary. There are a few facts, however, which are established beyond question of doubt, and these are somewhat surprising in view of statements that have been made. Throughout Europe, according to the Union Internationale de Radiodiffusion, there is not a single college or university that owns or operates a broadcasting station. In that respect we seem to be ahead of Europe. In practically every country in Europe an agency formally representing education is now at work and for some time has been engaged in studying the uses to which radio can be put in the educational system of that country. In that respect Europe seems to be ahead of us. With the possible exception of Russia, every country in Europe can be reached from one central station, and there

are no time differentials to take into account, making broadcasting to schools an easy matter compared to conditions we face in America when we contemplate a national program for schools. In that respect there is hardly any basis for comparison. Practically every country in Europe has a national system of education; in America we work under the theory of state autonomy. Again comparisons are difficult if not impossible. In Europe the government has established a rigid censorship. In America whatever censorship exists is entirely in the hands of the owners of licenses. One system is as bad as the other; he would be courageous, indeed, who would say which is worse. In Europe a government tax supports broadcasting to a large extent in almost all countries. In America advertising supports it almost entirely. The result is less broadcasting proportionately in Europe than in America and better broadcasting mechanically in America. Comparisons of programs as to quality is a matter of individual opinion which differs widely. The compilation of factual information about European broadcasting, prepared for the Council by the Union Internationale de Radiodiffusion and published as one number in our Bulletin of Information series, gives the first collection of reliable and disinterested information on the subject of European broadcasting that has appeared in this country up to this time.² The

² The National Committee on Education by Radio has called attention to the fact that under the authorship of Mr. Armstrong Perry it issued a report on European radio broadcasting in its publication *Education by Radio* under date of February 18, 1932, which was subsequently printed in the *Congressional Record*. Copies of this report are available on application to this Committee, 1201 Sixteenth Street, N. W., Washington, D.C. The introduction to this report states: "The United States Department of State gave Mr. Perry a letter of introduction addressed to the diplomatic and consular officers of the United States of America. The United States Commissioner of Education gave him a letter of introduction addressed to educational officials in Europe. In each of the thirty-five countries visited, Mr. Perry called first at the American consulate, unless the consulate had previously made arrangements which rendered a call unnecessary. The consulates arranged for his interviews with radio officials and officials of public education. Usually a member of the staff of the consulate accompanied him and was present during the interviews. Mr. Perry prepared a report concerning each country and submitted these reports to the consulates which had arranged for his interviews. At his request the consulates submitted the reports to the persons interviewed except in one case in which the consulate suggested that the reports be sent directly to the persons interviewed. Such changes as were suggested by the consulates or by persons interviewed were made."

study of information such as this ought to shed light on our own problems in so far as we can take any leaves from Europe's book. It now appears that the proceedings of the Vienna conference will be published abroad by the Cambridge University Press and will be issued in this country as one of the "Radio in Education series" of the University of Chicago Press.

Finally, the director wishes to make acknowledgments to the host of organizations and individuals who have been of assistance to the Council during the year just passed. These are too numerous to mention individually. Particularly does he wish to thank the members of a very faithful office staff, each one of which has shown exceptional consideration for his vagaries and idiosyncrasies through a very busy, though extremely interesting, year.

Respectfully submitted,
LEVERING TYSON, *Director*

May 15, 1932

CHAIRMAN SCOTT: One of the agencies for carrying on is the well-known American system of committees. The system sometimes works, particularly if the committee is given a definite assignment for a definite task. Our director has taken care that all of the Council's committees were so provided. This morning we are to hear from these committees. First on the program is Mr. Felix Morley, executive secretary of the Committee on Economics.

REPORT OF THE COMMITTEE ON ECONOMICS

FELIX MORLEY, *Executive Secretary*

Since October, your Committee on Economics has been broadcasting weekly a series of programs on economics. In formulating the programs we were confronted with the problem of what should be the purpose of our series. It seemed to me to be pretty clear that we should have, and continue to have through the programs, two major objectives in mind, and one of those was that the contribution of speakers must be an expert contribution. There was plenty of stuff, not merely on the air, but in every possible channel of public discussion, treating viewpoints from a professional and biased or definitely propagandist point of view. Plenty of "isms" were being voiced and plenty

of viewpoints pro and con, with probably not unmaterial connections, were being expressed. It was therefore the more important that our speakers should be kept to the line of expressing what seemed to them, and what we ourselves could agree, to be an absolutely unbiased viewpoint on the subjects given.

It was a professional viewpoint, of course. All of our speakers, virtually, were trained economists amply able to present the viewpoint of trained economists, and the idea behind the program was that at a time when the county was going through an unprecedented economic depression, through unprecedented difficulties, it would be of fundamental value if the man who had studied economics as a science, the man who had devoted his life to this science or quasi-science, could be put in a position where he could express his own unprejudiced viewpoint side by side with those who had an ax to grind and a universal panacea to advocate.

Another point where the Committee was in unanimous agreement was the importance of integrating the different addresses which were given to vital current events; that is, that there was no point in having a talk on some general economic theory, the theory of rent, wages, marginal utility, or any of the old economic war horses, without connecting it more or less directly with the current events of the day in such a way as to arouse public interest and public understanding of the underlying principle.

So we started with those two ideas, one of an expert, unbiased contribution and the other of a connection and integration of that contribution to important current events.

Jumping over the program itself and looking backward, how would we assess the contribution of our program now that it is just about to come to a close? In the first place, I think that all our speakers have contributed, in their different ways and on their different themes, an extraordinarily reliable body of material upon the different subjects on which they have been speaking. There is no doubt that any of you who have followed the programs or studied the pamphlet form in which they later appeared will agree that those speakers have set down in their different addresses a body of data and experience which is es-

entially reliable. They have erred perhaps on the side of not being sufficiently provocative to attract a great deal of public attention, they may have erred on the side of trying to pack too much into their separate limited time-periods, but they have not erred from the standpoint of reliability, and in the twenty-nine broadcasts, which I am very glad to say shortly are to be collected into book form, there is a body of material of very definite educational value and importance.

I believe that volume, when brought out by the University of Chicago Press, is going to come increasingly into use as a reference book, a reference book understandable to anybody of high-school education, on the general theme of economics. I shall be very much surprised if the book is not used quite widely for collateral reading in Freshmen courses. If that proves to be true, certainly it will indicate that, from the viewpoint of educational broadcasting, our program has been successful.

The second point is correlative with the one I have just mentioned, the second point in summation of the value of the program; that is, the availability of this material which we have issued. Of course, in the first instance, it was available to every radio listener. We have no figures and it would be relatively idle to try to guess what proportion—of course, it was a very small proportion—of the total radio audience listened with any regularity to the weekly lectures. But now, with the collection in book form, we have available a body of data which covers in a sense an extremely wide field and yet has authoritative value, something without precedent in our previous experience in educational broadcasting. Never has so much expert material from so many men of real prominence in this line been made easily available to the layman.

And the third point, the third philosophic—if I may use the adjective—contribution of the program has been, in general, stimulation in the field of education by radio. To my personal attention has come instance after instance, and to an increasing extent during recent weeks in the latter part of the course, of the formation of groups of listeners and of group discussion classes. I seem to insist on the fact of the pamphlet publication

of the talks, but here we see a very important aspect of the pamphlets inasmuch as they render it much easier for these discussion classes to continue their courses throughout the year, and after the reception of these pamphlets, after listening to a talk on one Saturday night, to take up again any point that was not clear to them in listening to that talk. I think the current publication of the talks is indispensable to a full, complete functioning of the program.

Well, now, what of the shortcomings of the program? I probably could talk at much greater length on that subject than on the contributions. In the first place, I think the apparent lack of unity in the program has struck some listeners as a serious shortcoming. This is to some extent inevitable. You cannot plan on the assumption that you are going to have a continuous group of listeners sitting week after week and following talk after talk as they would follow a continued story in the *Saturday Evening Post*. Each talk has got to be a unit in itself, and naturally that involves a lack of unity or relative lack of unity for the series as a whole.

It seems to me that next year more attention should be paid to securing a real consecutiveness in the program without interfering with the basic necessity of having each talk a separate and listenable unit.

The second shortcoming I have noted is the irregularity of appeal by our speakers. I have heard a good deal since I began to be interested in the radio—and I am still an absolute neophyte on the subject—about the importance of radio personality and I am beginning to believe there must be a good deal in it, because, as I have listened to our speakers myself, I have been able even in my crude way to detect the very greatest difference in the way the man was getting across, independent of the message. In selecting our speakers I fear we did not consider that very important subject adequately.

The program committee next year will consider that factor and deal more seriously with it than we did this year. And I should imagine the same lesson would apply to any similar program of an educational variety.

A third point is one which your Director touched upon when he spoke of the impossibility of getting across a straight classroom discussion over the radio. A good many of the talks have been too academic. Our speakers, the great majority of them university professors, have been a little too likely to talk down in a professorial way to their audience, and while we have been able to remedy some of those defects by editing, yet editing, if done by the heaviest blue pencil, cannot correct a theme, an address, which is based on the principle of a professorial lecture.

There is a big problem involved in how to get your expert academician, your expert student of the subject, to speak, I won't say as a journalist, but with something approaching the technique of the newspaper man or the effective Chautauqua orator. I use these types as symbols. We do not want professors to talk like Chautauqua speakers and write like newspaper men, but if we can fuse the virtues of all these three symbolic graces, then I think we shall have more or less the ideal speaker for our purpose, and this year we paid little attention to the question of the academic character of our speeches.

Now, the fourth point is the lessons from the program. Some of these lessons are still a little vague. I think the program is too recent, we have been too much occupied with the detailed work of carrying the thing along to brood upon it and reflect as to what the outstanding lessons are. A few stand out.

I think the first one, and it is correlative with what I said earlier, is that the speaker is a more important factor in the program than the speech. Now, that is going to be a rather hard doctrine for the typical professorial mind to follow. I myself feel that the question of the personality of the speaker, naturally within obviously sensible limitations, is a more important matter than the speech which he is giving. We deliberately proceeded on the reverse assumption. I may be giving the impression that everything our Committee did was wrong, which is far from the fact, but you probably are more interested here in hearing what I think are our mistakes than in hearing of what I think are our successes.

The second lesson which seems to me important from the

experience of our program is that careful editing of the manuscripts is very necessary, that your chairman or your secretary of the committee, whatever his title may be, must be expected to have the authority not only vis-à-vis the Council—and there is no difficulty in getting it there—but more particularly vis-à-vis the list of speakers, and have it understood, in advance, that he has the right to make pretty drastic suggestions for alterations of copy.

If you go on the assumption that Mr. So-and-so will send in a paper and the central program director will send the paper to the printer and in due time the speaker will give the paper exactly as he has written it, you will find the program as a whole will lack in potential effectiveness at least 50 per cent. I am beginning to learn the technique, and I believe the central man must have the right to edit the paper, with the various lessons in mind which I have been touching on heretofore.

The other lesson from the program I have already discussed, and that is the fact that publication is, I think, essential for any proper follow-up work, and therefore for the full fruition of the educational purpose of the program. I won't go into that at any greater length.

Then there are our plans for next year.

There is one point which I think is pretty generally decided upon: the program next year, while it will in general follow the lines of this year's program, will be divided more sharply into groups of talks, and between these groups of talks there will be a very distinct continuity. Some of our most successful talks this year, the most successful taken as a group of all thirty talks, I think, have been the group of talks which were devoted to the subject of economic planning, in which there is not only a great deal of public interest at the present time, but which served as a correlated and well-integrated series of talks following each other. Each talk stimulated and aroused interest in those which followed.

In next year's program the idea is that we should build on a group basis, and instead of having thirty apparently relatively unconnected talks, or talks only connected by a broad theme,

such as, "Aspects of the Depression," a theme which seems to get broader all the time, we shall have these groups definitely connected, perhaps four groups with four, five, six, or seven talks in each group. That is one idea on which all the Committee are in accord.

Correlatively with that lies an agreement on the principle that our field should be somewhat narrower and should go somewhat deeper. We have received letters accusing us of being capitalistic, of being a communistic enterprise, of being too academic, and some have accused us of being too low-brow. There has been great satisfaction in the fact that the comments from the different groups have contradicted each other in the summation of the program. But I should say the outstanding lesson of the letters, the outstanding criticism of value therein, is that we have skated too much over the surface and that the speakers have tried to cover too much in the time available. It would be better to have a slightly narrower field in each talk and encourage each speaker to go a little deeper. I do not mean they should be more profound, more academic, more theoretical, but they should come closer to grips with the actual subjects in the minds of everybody at the present time.

And the third point regarding the continuation of the program, and about which I think all members of the Committee are agreed, is that it must be enlivened and lightened in some way by interviews or question and answers. We have not thought sufficiently on the subject, but certainly the continuation week after week of formal addresses, while suitable for an opening program, would not be satisfactory or successful if it were carried through another year's program. There must be more variety in the programs; that is largely a matter of working out an effective technique which the program director should have primary responsibility for doing. Of course, there are the obvious limitations of the medium in which we are working, but nevertheless a great deal more could be done in that field than we have done. There are many examples currently on the air giving hints and pointing the way to an advance in that direction.

Finally, I want to revert to the function of the man, the pro-

gram director, whose position it is to hold the reins in hand. He must have a good deal of authority and a good deal of discretion in the handling of his program. If he is simply a rubber stamp for the committee, a committee that is scattered and that meets only at irregular intervals, the program will show that. If the program director is given authority to follow the thing through from day to day and make the changes that are urgent, then he will be able to forward the programs in many ways in which there is no time to particularize. I do think, as my experience indicates, that a very important attribute of the program director, a necessity for him, is close attention to detail. We were very lucky in our program. We have had thirty speakers, and every one of them has appeared at the right moment on the right day without any difficulty. That was largely due, I believe, to infinite attention to detail and writing to the speakers and checking continuously, even a month or so in advance.

And the last point is, there must be a certain adaptability in the program. That is a generality, but I think it will hold true for any program. That is part of my thesis that the program director must have a large amount of freedom and discretion. He must be given discretion, not only in the editing of the speeches sent to him, but in varying the program from time to time so as to keep it more closely connected with the news of the day. I think a great deal can be done without in any way sacrificing the scientific character of the program, perhaps merely through aligning the programs with the subjects uppermost in public interest, and the subjects of the most vital importance at the present time.

Our program has not done as much in that respect as it should have done. Our program failed in many ways, but from our failures there stand out certain lessons that should be very helpful in forwarding the purpose which we all have in mind.

CHAIRMAN SCOTT: It gives me great pleasure to introduce Dr. Walter V. Bingham, chairman of the Committee on Psychology.

AN EXPERIMENT IN BROADCASTING PSYCHOLOGY:
REPORT OF THE COMMITTEE ON
PSYCHOLOGY

WALTER V. BINGHAM, *Chairman*

The Committee on Psychology reports the completion of a series of weekly addresses on "Psychology Today," given on Saturday evenings from 8:30 to 8:45 P.M., Eastern Standard Time, by thirty speakers over a network of fifty-four stations of the National Broadcasting Company.

This course consisted of six units. The first, inaugurated by President James R. Angell on October 17, was general in character. It introduced the listeners to the point of view of psychology as a modern experimental science of human management, and described the rise of new schools in psychology as reactions against old prejudices. It illustrated the applications of scientific method to personal problems of learning and of control of social attitudes.

The snowstorm of mail, telegrams, and listeners' reports on this first unit was extremely gratifying. They came from cities and farms, from the backwoods of Canada, and even from Honolulu. Lawyer and preacher, labor leader and village cobbler, student and teacher, old and young, wrote to say how keenly they appreciated this new educational opportunity. Some of them valued the privilege of actually hearing the voices of distinguished scientists whose books they had read. Many had their attention drawn for the first time to the subject of psychology as a science, one which is related to public affairs and to their own personal problems.

But there were also plenty of criticisms, pointed enough to keep us modest. More than one discriminating auditor commented on the fine diction and clarity of our announcer! And as to content, we received comments like these: "The lectures so far seem to be too introductory," "Why spend time telling what everybody knows?" and so on.

So we redoubled our efforts to reach more nearly the ideal we had set for these broadcasts. This has been, to present a survey

of contemporary psychology by means of examples, at once interesting and authentic, of what this science has been contributing to our understanding of the causes and control of human behavior; and to do this in a way which would be informing to all intelligent listeners, irrespective of the extent of their formal education. To approach this ideal, it is essential that every broadcast contain some new technical information fresh from the investigator's research, unfamiliar even to those listeners who are already well read in the subject; and that it be described clearly, in a vocabulary within the range of listeners who have not been to college. How hard it is to do this, no one knows as well as those who have been through the actual struggle of composition for the microphone. All of our speakers have done their best to reach these specifications, most of them re-writing their manuscripts as many as three or four times. The first revision usually added more solid content. Later revisions were in the interest of vividness and clarity of wording.

After the five broadcasts of this first unit, the lectures became somewhat more specialized. The second unit, on "Child Development," dealt with recent research on mental growth in infancy, emotional and social behavior in childhood, and the typical problems of adolescence. The third unit, entitled "Our Changing Personalities," had reference to the prevention and cure of emotional difficulties and mental disorders—always a sure-fire topic—and these addresses were probably the most popular of the year if fan mail is a reliable index. The fourth unit dealt with "Animal Behavior" and the light thrown on human actions through experimental studies of anthropoid apes and lower orders. "Psychology of Education" was the broad field of the fifth unit, illustrated in recent studies of the origin, nature, and extent of differences between individuals, and of the processes of learning to read and to sing. The sixth unit, now drawing to a close, deals with "Industrial Psychology"—incentives and rewards, matching men and occupations, and ways of working and of combating the effects of fatigue and monotony in a machine age.

We were not content to present only what could be said over

the air. Listening is only a step toward learning. Our slogan has been, "Listen and Learn." This is why our speakers have striven to sum up the most recent knowledge on the topic presented so interestingly and vividly that our listeners would be intrigued to do some systematic reading on the subject and to discuss it afterward with their friends. This is why we have undertaken to encourage the formation of listeners' discussion circles. This is why we prepared a page of instructions for listeners on "Getting the Most Out of a Radio Address," as well as a three-page memorandum for speakers on "The Preparation of a Radio Address," after studying the style of several distinguished broadcasters and holding conferences with various experts. This is why we carried on a profuse correspondence with our speakers regarding substance, form, and details of expression. And this is why we deemed it worth while to spend months of time in the preparation of supplementary materials embodied in what we have called "Listener's Notebooks."

Six "Listener's Notebooks" have been published, one for each unit of the series. Each contained a Foreword and a chapter introducing the general reader to the particular field of that unit—a chapter designed to be of such merit that the pamphlet would have permanent value. Next, each of the five addresses was printed in summary. Following each summary were questions for group discussion and suggested readings for beginners and for more advanced students. There was also a general annotated Bibliography, selected with the utmost care after conference with representatives of public libraries, in order that we might be certain that the readings suggested were most suitable for the purpose and that they would be available in the libraries. These "Notebooks" were profusely illustrated. They aimed to supplement the spoken word not only with the printed word but also with pictures, tables, charts, and similar visual aids to learning.

One other feature was included in each of the "Listener's Notebooks"—a Listener's Report Form (see p. 41 of "Notebook" No. 1). This was designed to serve several purposes: first, to encourage the listener to be discriminating; second, to

give him convenient opportunity to express not only his opinions about the broadcasts but his preferences as to other topics which he would like to have treated in the future. These reports from listeners have also been of value to the Committee, although the number filled out and returned has not been large enough to make possible as many accurate comparisons between the different broadcasts as we should like.

We were surprised to find from the first set of 200 reports that there was a marked tendency to rank each of the broadcasts high in interest and in effectiveness of delivery, but not so high in answer to the question "How much did you learn?" It would seem that either listeners have some reluctance in admitting that they have learned something new, or our speakers had succeeded in presenting their materials in an exceptionally plausible way which left the listener with the impression that he had always known these facts, or else there really was not as much new content in each of these addresses as there should have been. Nevertheless, in answer to the final question on the report form, "On the whole, did you like this address?" there was in each instance a large preponderance of listeners who reported "I enjoyed it thoroughly." On this point there was very little difference between the five broadcasts, so, in an effort to secure more sharply discriminating responses in subsequent units, we devised for use in the last three "Notebooks" a report form which permits comparison of each address with the last previous address (see p. 1 of "Listener's Notebook" No. 6). Such a form has proved to be a distinct advance in the technique of rating broadcasts. Dr. Lumley is at present analyzing these reports.

The Committee wishes to congratulate the University of Chicago Press on its excellent printing and also on the speed and skill with which it brought these pamphlets out under tremendous pressure of time.

The problem of the distribution of "Listener's Notebooks" to those who could and would make the best use of them has been only partially solved. It was not possible to distribute them free of charge. They had to be sold at cost, twenty-five

cents each, or fifteen cents in lots of ten. Even so, upward of 45,000 "Listener's Notebooks" have been distributed. We know that a larger number would have been purchased if they had always been available at least ten days before the first broadcast. While sales to individuals have in general been increasing with each successive edition, sales in quantities have dropped off. This indicates how important it is to complete the plans for a series of broadcasts well in advance, much longer than is ordinarily supposed. We, for instance, had little more than a month's time after hearing definitely that we were to go on the air.

To get a "Listener's Notebook" off the press in ample season, all the addresses in that unit should be in hand, at least in first draft, three months before the first broadcast. Only so is it possible to prepare the summaries, select the appropriate bibliographical references and the questions for group discussion, edit the lists of books to which reference is made, and get them into the hands of librarians the country over in ample season for them to purchase missing volumes and have them catalogued and on the shelves before listeners begin to ask for them. Only so is it possible to write an appropriate introductory chapter, assemble copy for the illustrations, carry through the necessary correspondence with speakers regarding minute details of the copy, and still allow the Press ample time to print the "Notebook" and ship it to reach remote purchasers several days in advance of the initial broadcast. For these reasons we strongly recommend to committees contemplating the preparation of such aids to adult education that they plan to select all their speakers and get the major part of the preparations completed four or five months before the first broadcast.

In building up the audience, both Director Tyson and Mr. Morley have spoken of the help of the national societies. We have had exceptional co-operation from members of the American Psychological Association. They have been back of this enterprise from its inception. It may be of interest to other committees to know something about the procedures used to encourage such active participation.

After a good deal of preliminary correspondence, a letter

went on October 5 to all the 1,300 members of the American Psychological Association, which described the first series to begin on October 17. It also contained these paragraphs:

The National Advisory Council on Radio in Education is undertaking to bring this series of addresses to the attention of a wide audience of more than ordinarily intelligent listeners, and to this end has the cooperation of fifteen hundred public libraries which will display placards announcing the addresses, and put on their reference shelves the books recommended for reading. Similar cooperation is being received from parent-teacher organizations, state superintendents of education, Y.M. and Y.W.C.A.'s, labor organizations, the American Alumni Council, and other large groups.

The National Broadcasting Company is giving every possible aid to the Advisory Council in the effort to determine through experimentation over an adequate period of time whether radio in education is a myth or a reality, and if a reality, how much of a reality it is. In this effort we need your help in two directions: first, in securing the right audience; second, in appraising the results.

To these ends, may I ask whether you will be willing to do some or all of the following things: [A postcard enclosed enabled each member to check which of these things he was willing to undertake.]

(1) Act as our agent in your institution, to bring this series of addresses to the attention of your own students and others?

(2) Suggest to your students that they act as your agents in this connection, by writing home to parents and friends, telling them about the broadcasts and about the Listener's Notebook to be available through the University of Chicago Press, and suggesting that these friends at home form "Discussion Groups" to get together on Saturday evenings to hear the broadcasts and to discuss the questions raised?

(3) Ask your own students and their friends to fill out and send in a Listener's Report Form which will be included in each booklet, in order that we may have data regarding such points as size and character of audience reached, relative interest and importance of different topics treated, clearness of reception through the station serving your area, etc.?

(4) Quiz those of your students who hear these broadcasts to find out what, if anything, they are able to carry away from them which they did not previously know?

(5) Bring the facts about this series of addresses to the attention of newspapers in your city?

(6) Let us know now your rough estimate of the number of copies your students may want of the first of the Listener's Notebooks, as a help in planning the size of the first printing and establishing the lowest possible price? . . .

This enterprise which began in a modest way is already growing by leaps

and bounds. It is not easy to forecast the course it may ultimately take. We hope you will agree that it is a worthy undertaking, in the interest of a better general understanding of what psychology is today.

Somewhat similar letters have gone out every five weeks since that time, not calling for quite as much specific response in each case, but in every instance insuring that our members throughout the United States were informed of what was going on, in order that they might take an active part in furthering the enterprise.

It is difficult to predict what is going to happen in an undertaking of this sort. Being in Chicago on October 17, I seized the opportunity to read the final proof of the first "Listener's Notebook" at the University of Chicago Press. The question at that moment was, how large an edition to print. From responses already received, I ventured the estimate that it would be safe to print 5,000. The publishers decided on 7,500. The presses, which at the moment were turning out the new translation of the Bible, were stopped in order to give precedence to radio in education, and the first edition of the "Notebook" was printed. The broadcasts began on Saturday evening. On the following Tuesday, 9,000 copies had been distributed and before another week was over the number had risen to 15,000.

Later on, errors of estimate were made in the other direction. We wrongly assumed that the initial enthusiasm would carry over to the next series; but unfortunately, either we had not sent our publicity far enough in advance to reach the particular groups which would be interested in the series on "Child Development" or it was not essentially as interesting a topic as our original one. For some reason the demand for the second "Listener's Notebook" was not as great as we anticipated.

We found ourselves from time to time broadcasting to unexpected groups. Not long ago a letter told of two blind girls who had translated the "Listener's Notebook" into Braille for the benefit of their fellow-students, and raised the question whether all the notebooks might not be printed in Braille for the blind auditors who, more than other people, depend on the radio for a part of their education. A reply to this question must await decision as to whether we can arrange our broadcasts so as to

get the "Listener's Notebooks" published and then translated into Braille far enough in advance for distribution to our blind listeners.

I am tempted to tell some of our experiences, amusing and painful, in the studio, because one of our questions, as with Mr. Morley, has been how best to present the addresses, once they had been written. Is it advisable to choose our speakers with due consideration of voice and personality? Is it advisable to arrange for rehearsals?

We gave some attention to the question of radio personality in selecting our speakers in the first instance, but we soon learned that we did not know how to judge in advance whether a speaker would have a superior radio personality. One eminent psychologist was invited to speak, in spite of a prevailing opinion in the committee that his manner would be hesitant and his voice rather harsh and inflexible, for we were confident that he would write an exceptionally good broadcast. When, after repeated rehearsals, he actually confronted the microphone, he spoke with ease and fluency; and the radio sifted out the harsh qualities so that his voice came through splendidly. With some speakers our experience was quite the opposite, for they hesitated, mispronounced, or used an inflexible voice not at all effective through the microphone. To predict without a regular audition whether a speaker will have a good radio personality is extremely difficult. Nevertheless, we must try to select the most effective speakers.

Furthermore, speakers inexperienced in broadcasting often appreciate the opportunity for full-length rehearsal. This should be provided well in advance of the broadcast. Since it is sometimes necessary to call attention to details of pronunciation or manner, there should be time for any needed changes to become thoroughly habitual before the actual delivery of the address. Otherwise the speaker is subject to a degree of self-consciousness which interferes with the smoothness of his presentation. One of our inexperienced speakers had a rehearsal on the afternoon of his broadcast. It was superb in all regards except for one peculiarity: unlike most speakers, his sibilants did not come

clearly through the radio. The studio manager illustrated for him: "For instance, when you said 'specific,' it sounded like 'pacific.'" So he rehearsed again, and delivered his address that evening without a flaw, except that as he was approaching the line in which that word "specific" occurred, he saw it, took a flying leap, and missed it.

In summary, we have learned the importance of doing what we can to help speakers, both in their composition for the microphone and in preparation for delivery. We have learned the value of carefully preparing supplementary printed materials well in advance, and of securing the co-operation of the libraries and of such groups as the American Psychological Association in building up an audience. It has been a keen satisfaction to work with the co-operation of an expert staff—Mr. Tyson, Mr. Lakeman, and, in all matters of publicity, Miss Rowden. We can only hope that other committees will have as satisfactory an experience as ours has been during this adventure in the broadcasting of psychology.

CHAIRMAN SCOTT: Mr. Leonard Miller will now present the report of the Vocational Guidance Committee.

REPORT OF THE COMMITTEE ON
VOCATIONAL GUIDANCELEONARD M. MILLER, *Secretary*

The first "Vocational Guidance series" was broadcast over sixty stations of the Columbia Broadcasting System network on Sunday evenings from 7:00 to 7:30, between February 18 and April 24. The first broadcast was scheduled at the time of the annual meeting of the National Vocational Guidance Association in Washington.

The Committee did not attempt to offer eight individual lectures on the subject of vocational guidance but rather to present a unified series indicating the steps that go into a vocational guidance program.

Dr. Brewer of Harvard told, on the first day, what vocational guidance was, and Dr. Jastrow told what it was not. Briefly summarized, it is not an attempt by some psychic or pseudo-scientific method to locate the one best job for every person in the world. But it is rather an attempt first to provide people, especially young men and women about to enter the world of work, with reliable facts about the occupations in which they may be interested, and second, to study these same people with the help of all the reliable tests and other tools at our disposal, so that the individual, with a knowledge both of the requirements and duties of the job and an understanding of his own accomplishments and capabilities, may choose wisely the line of work in which he is most likely to be successful and happy.

On the next Sunday, Secretary Wilbur gave the opening address for two dramatizations showing the difference between finding a job in Benjamin Franklin's time and finding a job in 1932. We pictured Benjamin Franklin being taken by his father to observe at first hand the work of the cobbler, of the baker, of the sailmaker, and the millwright, thus obtaining a first-hand picture of the job on the basis of which he could make his choice. Two hundred years later we showed how quantity production and the simplification of operations limits the content

and the possibilities for individual expression in the great majority of our present-day jobs.

In view of the present industrial depression, we felt the necessity of showing also the place of vocational guidance in connection with the industrial depression, so we secured Dr. Paul Douglas of the University of Chicago to talk of how technological changes affect vocational choice, and Mr. Cyrus H. Ching of the United States Rubber Company to describe the desirability of retraining and adjustment, when changes in industrial processes have altered or even done away with a man's job.

Next we asked Dr. Clarence Yoakum of the University of Michigan to describe the process of studying the individual by means of general intelligence and of aptitude tests and trade tests, by a study of his educational and experience record, by taking into account the circumstances of his family situation, his health, and all the other factors that help to make an individual what he is. We then dramatized what Dr. Yoakum said in a sketch called "What Kind of a Boy Is Bill?"

Then we took the other side of the picture and Dr. C. R. Mann, director of the American Council on Education in Washington, told how occupations could be studied and the significant duties related to the qualifications of the applicants; how, for example, a woman slightly hard of hearing could be a successful bookkeeper, but would be badly handicapped as a telephone operator; how a boy with no bookish interests but with good manual ability could make a skilful tradesman but fall down as a lawyer. We illustrated this by a skit of "Tom, Dick and Harry on the Job," where various types of workmen described to an interested questioner the work that they were doing.

The next week we staged a drama of a counselor helping first a boy and then a girl to steer a course toward a line of work in accordance with their interests and abilities. We described the pitfall of an ambitious parent's efforts to plan a boy's future in terms of his own ambition rather than taking into account the boy's interest; and, in the case of the girl, the counselor, by showing her that there existed in the industrial world a line of

work slightly different from the conventional occupations for women of teaching and clerical work, enabled her to capitalize on a specific ability which she possessed.

Next we had Dr. Snedden of Columbia University talking on the varieties of education and training which the modern public school system now offers. In the dramatization we pictured a talented young girl choosing a course in commercial art, a mechanically minded boy being taught the sheet metal trade, as well as the possibilities for straight academic work leading to college and the professions for the youngsters whose interests and abilities lie in that direction.

Finally, we presented the other side of the picture—the utilization of our leisure time and the necessity for adequate training, so that we may be able to get the fullest profit and enjoyment from our hours of ease. Both simplification of industry whereby pride of craftsmanship in the job are decreased and the corresponding shortening of the working day and working week so that the leisure time available is increased, make it necessary for us not only to provide our youngsters during their school years with sufficient general education to make them into good citizens and sufficient technical skill to enable them to earn a livelihood, but to furnish them also with a background for appreciation and participation in one or more fields of activity for their leisure time, whether this be the arts, the crafts, athletics, stamp-collecting, contract bridge, or what not. Just what line this activity takes is relatively unessential so long as the individual is actively interested and his interest grows by what it feeds on. Vocational guidance, then, aims not only to bring about a successful work adjustment but a continuously satisfying adjustment to leisure and to life.

Listener's handbook.—The *Listener's Handbook* was prepared by Miss Dorothea de Schweinitz. In view of her wide experience in industry and in placement bureaus, Miss de Schweinitz has compiled a pamphlet which not only furnishes a valuable outline on the whole field of vocational adjustment especially helpful to the average layman but also supplies helpful suggestions and bibliography for the counselor or personnel director.

Dramatizations.—The problem of arranging and presenting dramatizations had the committee guessing for quite some time. There was little experience from previous educational broadcasts that the committee could draw on. To keep the dramatizations free from propaganda was equally difficult. Many favorable comments have been received on the fact that there was little or no evidence of propaganda.

We thought the acting and writing of the continuities could be done mainly by members of the committee but we soon learned that only approved actors of the Columbia Broadcasting System would be acceptable and that only continuity writers with a knowledge of creating proper dramatic and sound effects could be used. Even recommended continuity writers were difficult to use because they lacked the vocational guidance techniques that had to be brought out. The most successful dramatizations were written by members of our own ranks who, after discovering the necessary dramatic techniques, were able to give the vocational and educational guidance content. (It is interesting to note that one of the continuity writers, who was discovered as a result of this series, has been approached by the National Broadcasting Company to prepare some special dramatizations for them.)

The matter of employing approved actors and musicians and the proper use of sound effects, all of which had to be paid for, added an expense item which was not anticipated in the beginning. In fairness to the Columbia Broadcasting System we wish to point out the fact that the artists' services were given at a very much reduced figure. The services of the dramatic director were given absolutely free of charge. In criticizing the dramatizations, the time-element entailed far more effort than we anticipated. Rehearsals took anywhere from one hour to two hours before the dramatizations could be presented. The selection of characters and the importance of leaving the correct impression with the listening public involved close check-up at each rehearsal on the part of one or more members of the committee as well as the careful scrutiny of the dramatic director. There are many problems and experiences which ought to be

shared with other committees contemplating the use of dramatizations. If desirable, our committee will be glad to prepare some "do's and don'ts" on educational radio dramatizations.

Returns.—The actual fan mail has been somewhat disappointing as to quantity but not as to quality. The actual requests for copies of the speeches total less than five hundred. This may be due primarily to the fact that it was not announced that these speeches and dramatizations would be made available as has been and is being done by some of the other committees.

We have received very few listener's reports, perhaps due to the fact that we failed to mention a return address on the report blank.

Analysis of returns.—Analyzing a group of eighty-five letters taken at random, we discovered forty-eight letters were received from parents and young people. Thirty-seven letters were received from educators and experts in the vocational guidance field.

The following excerpts of letters will illustrate that the purpose of the series was accomplished to a large degree: From Miss H. B., Farmingdale, New Jersey:

As there wasn't time at the luncheon today to answer your inquiry as to the dramatized program broadcast on Sunday, February 21, I am taking the liberty of writing you these few lines. While visiting on Sunday, one serious minded person wished to listen to this program, piqued by the title "choosing a job in 1932" and remarking that there is no choice today. The dramatization as I remember brought out this point well, that there is very little choice. I also remember some confusion in the broadcast, a change in scene when the boy is coached by his father, and the subsequent interview with the placement secretary. These are details which should be watched closely, as I feel sure that because of the unemployment situation there were many listeners who may also have been confused because of a necessarily rapid change without previous notice.

From H. A. W., Chicago, Illinois:

I wish to congratulate the Council on the new series of broadcasts covering the subject, "Vocational guidance," because if there is anything that is needed at the moment, it is vocational guidance. By the way, our Society is doing a lot of this work at present in order to help the professional engineer.

I am a constant listener to the programs of the Council and want to take this opportunity to compliment you on the work you are doing.

From J. E. B., Los Angeles, California:

Please send me the booklet and contents of the Vocational Guidance Series, over which Dr. Douglas and Mr. Ching spoke Sunday, February 28. May I offer a suggestion: have the speakers who read their speeches turn their pages a little more gently; it sounds like the mike is having convulsions!

From E. R. J., Memphis, Tennessee:

My gratitude goes to you for the very able presentation of your subject on last Sunday night. My group in Child Study is listening to these addresses and discussing them afterward.

You referred to Vocational Aptitude Tests in your address. Can you give me a list of tests found reliable, and where they can be purchased? Some years ago I worked in this field under Dr. Mary Hayes of the Vocational Service for Juniors, but here I have dropped behind. I am familiar with the Intelligence Testing material, and the Stenquist Mechanical Aptitude Tests but I should like to obtain, for example, the test you quoted for powers of discernment and any other material you can suggest.

From Mrs. B. R. D., Columbia, South Carolina:

I tuned on your program just now, in time to hear your speaker's closing remark as to Trades Schools but failed to catch his name. As a member of this City's Board of School Commissioners I am deeply interested in the question of a Trade School for our city and am advocating same in my campaign for Town Council, whereby I hope if I am elected to push the matter to realization more quickly.

From Miss L. G. W., Chicago, Illinois:

I have listened in with great interest on your vocational guidance programs. I have charge of the 9A Divisions in Social Studies at the Burbank Junior High School and vocational guidance is the major topic in this grade. I have tried to interest the children in these programs but unfortunately it is a poor neighborhood and few have radios.

I was wondering whether your playlets on vocational guidance were available for use in class rooms or assembly work. I am sure they would prove of inestimable value and interest.

We would be grateful for any material along the vocational guidance line. Will you kindly advise whether this is to be had.

From H. M. J., Newark, New Jersey:

I am particularly interested in using a copy of that program in a report that I am to render in a course at New York University. I would, therefore, earnestly appreciate your mailing to me, if available, a copy of this particular program.

From Miss E. S. M., Minneapolis, Minnesota:

You have undoubtedly received many comments on the timely Vocational Series recently on the air. May I add the testimony of an alert beginning stenographer with whom I talked last week. She had volunteered that she kept her speed up by taking notes of radio lectures and when the Vocational Series was mentioned, she said "Oh yes, I liked them too—they were so natural."

The new series on Government is being anticipated eagerly. Keep up the good work.

From E. A. V., Midlothian, Illinois:

I chanced to listen to your radio program on Child Guidance, the other day and was deeply interested.

Being in Boy Scout work I come in contact with boys and young men, who, in the majority of cases need help.

If literature is available along this line, I will appreciate your suggesting a practical working outline.

This is pleasant construction work with far-reaching possibilities. Knowledge on this subject will benefit leaders greatly, I am sure, in young peoples movement.

From J. H. D., Bloomington, Indiana:

I was very glad to receive the announcer's manuscript of the program in connection with the dramatization of "Tom, Dick and Harry on the Job." I have secured permission to reproduce this and the entire series of playlets at our Parent-Teacher Association meetings. This is part of a movement to stimulate interest in the installing of a radio system in our school. This program would serve as a means of showing the possibilities of this type of educational device.

A major part of the success of this endeavor will result from identifying this type of program with the radio services of the various broadcasting systems, your advisory council, and the contributing associations. I was especially interested in the program for last Sunday evening, and I feel that the philosophy of Vocational Guidance is being placed before the public in a most commendable manner. It would be most effective if we could carry the theme that has been running through your programs through our P-T-A program. I am asking again if it would be in any way possible to secure a copy of the other dramatizations that have been given in the last month or so and those that are to follow on the subject of vocational guidance.

I would like to see the subject of *Worthy Use of Leisure Time* (hobby) discussed through a series of lectures and playlets in the near future. I believe that one of our principal jobs in education today is to train and interest our future citizens *in enjoying themselves alone*.

I wish you all of the success possible in these programs and I hope to hear from you soon relative to my request.

From Miss M. S., Chicago, Illinois:

It is my regret that I have not heard the previous lectures on Vocational Guidance over Station WGN, and I am wondering if it would be possible in any way, to obtain a copy of your lecture or of any of the other lectures, so that I might study them. Your lecture was an inspiration to me, there is no other way to express it—I am truly inspired and enlightened and can now work on toward my goal with renewed energies.

The following are excerpts of letters received from parents and young people:

From P. S., Minneapolis, Minnesota:

CONGRATULATIONS! on your admirable broadcasting this afternoon. MORE POWER TO YOU with the New Community Dramatic Club. I liked the sincerity of your work—especially in the dishwashing scene. Your voice ran true to character.

From Mrs. R. F. M., Albion, Michigan:

I am hoping you can help us with our decision regarding our young son who is graduating from high school in June. He is an A-B student, was elected to National Honor Society, is high score man on basket ball team and has always been a leader among the boys—popular among the teachers and pupils alike—but now that he must decide upon his college, is at a loss to know what to do.

From Miss A. T., Montpelier, Ohio:

Sunday evening, March 27, I heard your program on vocational guidance, which I understand was a part of the Columbia Broadcasting program and was relayed through Station WGN.

I am interested in Costume Designing and would like to attend a school that would help me learn this occupation. This vocation was mentioned during the program last Sunday evening and I thought you might be able to give me the names of schools offering the training I have chosen.

From H. B. P., Huron, South Dakota:

Please send me information regarding your work in vocational guidance. I am interested in the training of sales people but often find applicants not properly fitted for sales work and would like to know what could be done for them.

From J. F. W., Englewood, New Jersey:

Tonight I heard in part a program of vocational guidance which ended at 7:30 P.M.

Would you please advise me if the sponsors of this program maintain a vocational guidance bureau? If so, would you please have me furnished with particulars of their service as to consultation fees, etc.?

From M. D. LeC., Hartford, Connecticut:

On March 6, I heard you speak on the radio in regard to personal character analysis.

I am a young man, twenty-four years old. Ever since I was a young boy I have had the desire and ambition to succeed in some form of executive business. Up to the present time I have not been able to find myself in a position that is best suited for me. In other words, I do not know what line of work is best for me.

The next thing that I have made up my mind to do is to have a personal analysis in order that I may be started on the right line of work.

From Mrs. B. B. L., Irvington, New Jersey:

I am writing for some advice and I earnestly hope you can help me. I have a son who will be twelve years old in July. He is bright—his teachers since beginning school have been of the opinion that mentally he is far in advance of his years. He hates school and is a “regular little red.” He has done some beautiful work in Manual Art and loves to build shacks in the lot near us. He calls these club houses. He is all I have and it will mean a great sacrifice to send him through high school and college, but I’d make any sacrifice to do this. He simply must be prepared for the life ahead of him.

How can I help him to find his “niche”? I’ll appreciate any advice you may give me, so much.

I am afraid he is another “Bill.”

From S. E. F., Plymouth, Indiana:

I have listened to a few of your Tom, Dick and Harry dramatizations. And wonder if it is too late for some guiding hand to set my feet on the right path. I was born on January 29, 1898. I was not at the head of my classes at school. February 1, 1916 just came along and I enlisted May 11, 1917. Came home October 3, 1919. Carpentered some. Got married. Went to South Bend got a job September 17, 1920 with the Studebaker Corporation. I have held practically the same job all the time. Other men have moved up and around me. I have thought I deserved promotions. Something is lacking or the executives over me have other reasons for holding me back. The latter is the way I look at it. A couple of years ago I had a second hand Ford. It was stolen. I reported it to the police. The desk sergeant was surprised when I gave him the license number, motor number, kind of tires on front and rear and all he wanted to know from memory. He said there was good job waiting for me someplace. Anyone that could keep all that in his head. But how am I to find that job?

From M. C. K., Lyndhurst, New Jersey:

I have listened to your program on WABC, Sunday evenings with great interest but I have also listened with dismay. I have just graduated from a

high school which unfortunately had neither vocational guidance course nor vocational guidance counselor. Your program has pointed out to me how inadequately prepared, I am to choose my life's work.

From Mrs. E. M. W., Torrington, Connecticut:

As I live in a small town, there are no facilities for getting advice along the lines of which Professor Snedden speaks. I would greatly appreciate it if you could tell me just where I can get information of this kind. New Haven and Hartford are the nearest cities to our home town.

From V. F. T., Brooklyn, New York:

I am a constant listener of your broadcasting which is very interesting. Your stories I am quite sure bring the truth home to many a young boy and girl, and help them get started on the right road to happiness and success.

From C. B., Pittsburgh, Pennsylvania:

I have been listening to your program over Station WJAS every Sunday evening and I think it is wonderful. Every program I have heard is just like every day occurrences. Those things happen every day where the parents want their children to be something that the parents like. But the child is different in plans and ideas. Because I know the same thing happened to me.

From Miss G. D., Des Moines, Iowa:

Last evening while listening to your program "Choosing Your Life Work," I was delighted to hear about Rose Bradley, because her experiences were so much like my own, except that I had no one to advise me and took up stenography which I have regretted ever since the first day I started working. I, like Rose, have a natural ability for choosing the right things to wear, and have any number of friends who depend upon me to give them advice before purchasing their clothes. I lived in Los Angeles for three years, and while there I also had friends and acquaintances who would come to me for advice on color, style and material of their gowns. I had no idea that stores employed people for doing this kind of work and am so excited to think that I might at last do the kind of work I have always wanted to do that I can hardly wait to hear from you.

Will you kindly write me immediately as to the course I should pursue in getting started with this work? I am enclosing a self-addressed stamped envelope for your convenience in replying. Please give me all details.

From M. S. Flesherton, Ontario:

I received your broadcasts perfectly away up here in Southern Ontario. Will you please send me your book of lectures given by a professor of the University of Chicago.

Follow-up.—Using the sources of information on vocational guidance which were available through the J. C. Penney Foun-

dation, we followed up each inquiry. We also referred individuals to local counselors wherever possible. Some of these involved a follow-up of several letters.

Electrical transcripts.—We feel that the dramatizations would lend themselves to electrical transcripts. Since a special technique must be used to reproduce these the committee will approach several sound studios to determine what can be done along these lines.

Committee formation.—The vocational guidance committee functions a bit differently than other committees. The committee is comprised of twelve members scattered in various parts of the United States. Instead of having one central committee responsible for all programs, each member of the committee is asked to assume responsibility for the broadcast of a special series. For instance, Dr. O. Latham Hatcher is chairman of the rural section of the National Vocational Guidance Association, is a member of our committee, and hence functions as chairman of the rural section for the radio division. Dean Bradshaw of North Carolina University has assumed responsibility for planning and financing “Your Program of Training.”

Each of these chairmen will select his own members located in a central area where they can function as a whole in working out the series. The secretary of the committee, will meet with these committees in their central locations to help plan the broadcasts.

Future programs.—The Committee has tentative plans under way to broadcast a series of programs on the following:

1. Planning and financing your program of training.
2. A rural series planned under the Rural Section of the National Vocational Guidance Association.
3. A series relating to racial factors in vocational guidance.

However, the immediate program on which the Committee wishes to concentrate is “Training for Leisure Time,” under the subheading “Utilization to the Best Advantage of Periods of Enforced Idleness.” This series is planned to show people how to prepare themselves for better jobs and also how to develop creative projects for those who find themselves with a lot of

leisure time on their hands. Therefore, four specific factors are being considered in this series. They are the following:

1. How to keep up morale.
2. How in general to use leisure time.
3. How to give guidance to unemployed.
4. How the unemployed person may use his time in preparing himself for greater proficiency in the work in which he was previously employed or for a new job.

The Committee feels that it is exceedingly important that we plan this series to meet both the rural and urban groups. We could well extend this series throughout the year, but for the present we are planning, first, a series of eight broadcasts which will give special help to communities by showing how they may plan leisure-time projects. Unless this will be done, it is felt, in view of the continued large number of unemployed persons, that many will become violently discontented. We feel, too, that civic organizations should be interested in doing more for the unemployed. We can use the radio by showing projects that can be undertaken in different localities.

The Committee spent a great deal of time in considering the personnel that should make up the committee planning this series.

Conclusion.—In view of the increased interest in vocational guidance projects, we feel our Committee has a unique opportunity to stimulate schools and service agencies, to establish vocational guidance programs, and also to interest individuals in seeking aid in adjusting their vocational problems. We are also quite aware of the dangers of overstimulation and are, therefore, proceeding cautiously with any future programs.

We want to express our appreciation for the splendid co-operation we have received from the Columbia Broadcasting System and also from Mr. Bean of the University of Chicago Press. The fine spirit of co-operation and encouragement which one always receives from the central office through Mr. Tyson, Mr. Lakeman, Miss Rowden, and the secretaries, makes the task of our committee work most delightful.

CHAIRMAN SCOTT: I am now going to ask Dr. Thomas H. Reed to report on the work done by the Committee on Civics and Government.

REPORT OF THE COMMITTEE ON CIVICS
AND GOVERNMENTTHOMAS H. REED, *Chairman*

I will be as brief as it is possible to be. I can say at the outset that we have had all the experiences that all the other Committees have had, except that we have not tried to broadcast anything of a dramatic nature.

We suffered peculiarly in the "Civic series" from the fact that we were not in a position to prepare and mail our advertising material far enough in advance of the beginning of the broadcasts. We were greatly hurried. It was nobody's fault but it just happened that way. I am told it does usually happen that way in radio. There seems to be a sort of fatality about broadcasting which brings things up to a final conclusion in a great rush.

I feel, too, as the other chairmen have felt, that we owe a very great debt of gratitude to Mr. Tyson, Mr. Lakeman, Miss Rowden, and the other members of the staff of the Radio Council, for their very efficient co-operation.

We did one thing that was suggested by Mr. Morley. We were very careful in the selection of our speakers from the point of view of getting men who were well known as popularizers and as first-rate lecturers. You cannot tell absolutely about a man's radio personality by his ability to appear before an audience and charm them, but if people talk well before an audience they usually talk well over the radio. The art of turning their phrases and handling their voices and all that sort of thing works well over the radio as it does before an audience, and from that point of view I think our speakers were very well chosen.

We, of course, face a difficulty in the matter of a program in civic education in that we have got to try to make it reach an even wider audience than is reached by programs in psychology or in economics. We endeavor to reach as wide an audience as we can, and the result is that most of the talks which are presented are not of very great interest to the learned members of

the American Political Science Association. The addresses are so simplified in their terms that they are interesting to the public but not interesting to the political scientist.

I want to say a word about the importance and significance of civic education by radio. We had a session on civic education at the meeting of the American Association for Adult Education this week. There is, of course, no more important thing that can be done in our democracy today than to provide some kind of civic education. America is suffering very materially from the fact that we have no leadership in our public affairs. We have leadership in all sorts of specialties: we have leaders in economics, and leaders in psychology, and leaders in vocational guidance, and leaders in industry, and leaders in banking, and leaders in this, that, and the other thing, but almost no persons who are qualified to lead in the integration of these various elements of society into that compound that we call the state. After all, the state is the greatest integrator we have and we leave the work of handling the state practically altogether to a certain group of persons that we call politicians and whom we are in the habit of looking down upon and criticizing, and who actually do what is, in many respects, the most important job that is done.

Now, with all due respect to them, they probably are not the best people in the community to handle that job, and yet it is left to them. We leave politics to the politician as we leave banking to the banker or chemistry to the chemist.

The opportunity of reaching through the radio a vast number of the American people on the subject of the organization, the processes, and the issues of government is one which seems to me to give an opportunity to supply to a certain extent that lack of leadership. We can give the opportunity to the man who knows, to the man who has given years of thought and study to the problems of government and politics, to reach the public. We can give him the opportunity to speak over the radio, which makes him potentially a speaker to millions, and then we can supply him with the necessary advertising, the necessary ballyhoo, if you want to call it that, which will induce people to

listen to him. Thus we can bring to the American people an impressive lesson. Heaven knows whether democracy can be preserved or not, but I think it is worth making an effort to preserve it. Too much sacrifice has gone into creating our democracy to make it wise to sacrifice it without a struggle, and it seems to me the most effective struggle we can make is this attempt to reach the public through the one medium which is universal, the radio.

I perhaps can illustrate what I mean by this situation. There is all over the United States today a tremendous sentiment for economy in government. Every tax-payer is feeling his wounds these days. They are all sore and angry. They are in many cases positively hysterical. Organizations are going about the country demanding that taxes be cut, regardless of what is cut. In Michigan the State Grange, for example, is proposing that the rate of taxation be limited to 1.5 per cent of the assessed valuation, \$15.00 a thousand, which is about one-third of what it actually costs to run the government. It is the most destructive kind of folly that could possibly be proposed, and if the proposition gets upon the ballot at the fall election this year, it is going to be adopted hands down, because the hysteria of the people over their tax burden is so excessive.

There is a vast opportunity to use the sentiment that exists for economy, the sentiment that makes people conscious of government in a way that has not been known for generations. There is a wonderful opportunity to use it constructively if we can give it the right kind of constructive leadership—if we take this sentiment that is so powerful and insistent and direct it and control it. How can we do that better than by a group of political scientists, let us say, formulating a program of reform. They can readily agree as to what substantial reforms should be made in state and local government. These are not controversial questions in any real sense of the word. We can formulate a policy and present it to the public, present it over the radio in a manner in which it cannot be presented any other way. We can reach millions. We can take this sentiment and direct it and control it in the right line, and to miss that opportunity,

it seems to me, would be a thing so regrettable that I am unwilling to contemplate the possibility of it.

It seems to me we have here an opportunity to plan something which can do a bit at least to save the present situation—a situation which is going to be more impressive in its menace in the next few months than it has been in the past. We have got to do something or else admit that we are lying down on our job and failing to perform our functions as a democracy.

This may seem to be an ambitious program for a committee on civic education by radio, but, after all, somebody has to act. We can't leave it to the politicians. We can't leave it to the men in the halls of our legislatures to pursue what is after all a destructive or negative policy, thinking in terms of whether it is going to get them elected to office and what effect their vote this way and that is going to have, thinking in terms of their own selfish ambitions. We can't leave it to the ignorant movement of the mass of people who feel sore and hurt, but do not know exactly what it is that has hurt them. We have got to give it intelligent direction and we are prepared to try to do that if we can get the chance.

Now, that is the position of the Civic Education Committee. We feel that we have an opportunity that is beyond all measure as a matter of fact, and we only want the opportunity to carry out our plan.

CHAIRMAN SCOTT: We shall now hear from Mr. Spencer Miller, Jr., secretary of the Committee on Labor.

REPORT OF THE COMMITTEE ON LABOR

SPENCER MILLER, JR., *Secretary*

This report on the "Labor series" will be brief; it will correspond to the brevity of our experience. We have given but three broadcasts to date. I have no generalizations to make on so limited an activity; I will merely outline our approach and the methods we have pursued.

In the first place, we have conceived of our audience as made up for the most part of the average citizen who knows little

about American history and less about the contribution of labor to the development of our American commonwealth. While we have anticipated that we should have many working-men listening to our program, we have conceived of our program as addressed as well to the man who is not in labor. We have, accordingly, kept our addresses simple and non-technical in language.

In the second place, we have divided our half-hour period into two parts: the first part for the address, the second part for the question period. The addresses have been timed for about eighteen minutes followed by ten minutes of questions. The question period has been under my direction. It is, of course, impossible to answer all the questions which are submitted. Accordingly we have set up two criteria for any questions to be answered: (1) those which arise naturally out of previous addresses; and (2) those which have universal interest. The questions which we have not answered in the question period have been answered by mail. The response to the question period has thus far been most encouraging. We shall continue to encourage the idea of co-operative thinking among our listeners in this discussion of labor questions, through the question and answer method.

In the third place, we have followed the practice of having each man present his own address in person. This is somewhat easier in the case of the "Labor series," as all of the men have had experience both in public speaking and in broadcasting. For the first series of ten broadcasts we shall use men of our Labor Committee, but we hope to extend the range of our speakers for the next series of ten addresses. We intend also to try an experiment with the dialogue method of presentation as well as the address followed by questions.

We have divided our series on "American Labor and the Nation" into units of ten lectures each. The first ten which began on May Day with an opening address by President Green are largely historical. The second series of ten which will begin on Labor Sunday—the day before Labor Day—will deal with "Current Labor Problems."

Our general experience to date coincides with that of the other committees: the necessity for ample time not only in the arranging of the program, but for the editing of speeches and the development of continuity.

There have been one or two interesting results of our series thus far: We have received letters from local unions and from trade councils and individual trade unionists, as well as many who are not in labor, indicating that they are developing listening groups at their unions or in their homes. I had word from a trade unionist in Newark, New Jersey, saying that a group of twenty men who didn't have radios in their homes were meeting on Sunday at the trades council rooms in order to listen to the broadcast. I have a report from a mining group in Wyoming stating that there is a group of coal-diggers meeting in the room of one of the old miners of Wyoming to listen to this series of broadcasts. Another group of printers down in Memphis, Tennessee, told me when I was in Tennessee recently that they have been meeting at the home of the editor of the local labor paper Sunday mornings to listen in on the program.

May I just read you one or two very brief notes with reference to the kind of reaction that we have been getting from Labor? The first letter is from President Green of the American Federation of Labor. He says:

I listened with feelings of genuine pleasure and satisfaction to the delivery of the address of our mutual friend, Victor Olander, over the Columbia Broadcasting Company yesterday. While listening to his address I appreciated more than ever the value of the series of addresses which you and those associated with you have arranged. Mr. Olander prepared and submitted a very excellent address and one which I am sure made a deep impression upon his radio audience.

This second letter is from the president of a relatively small union in the city of New York. It reads as follows:

The Executive Board of the Bookkeepers and Stenographers and Accountants Union of New York at its meeting on May 9th took cognizance of the radio series, "American Labor and the Nation," and extends to you hearty congratulations on your effort to reach millions of listeners in this great educational work, to enlighten the American people and even members of unions on the objects and purposes of the American Federation of Labor. We have notified all our members of the program and have urged them to listen in.

These letters are typical of many more we have received and will give you an idea of the labor reaction to the program.

May I, in conclusion, join with the representatives of the committee in expressing my appreciation to the staff of the Radio Council for their generous help in making preparations for this series, and to the representatives of the Columbia Broadcasting System who have extended every courtesy to us in the development of this program.

We are very much in the mood of experimenters with both our methods and the content of our addresses. We shall appreciate the criticism or suggestion of any person, and attempt to utilize the suggestions to the best of our ability.

CHAIRMAN SCOTT: Mr. Carroll Dunn, who is scheduled for this afternoon's program, has asked to speak now. Mr. Dunn will speak on "A National Survey of Radio Listening."

A NATIONAL SURVEY OF RADIO LISTENING

CARROLL DUNN

Director of Research, Crossley, Inc.

When we faced the problem of going out into this nation and making measurements of the American radio audience, we seemed to be undertaking something as intangible and as ephemeral as anyone could imagine.

For several years we had been commissioned to make restricted surveys in the radio field and had developed in this way a good deal of experimental groundwork on the subject. Perhaps the first project in this field was carried on by our staff of resident investigators in a group of eastern cities almost six years ago—a considerable time back in radio history and undoubtedly a pioneer work. This undertaking led to a series of studies in radio for various national advertisers who had begun to use radio as a publicity medium. Each of these surveys was, on our part, an original piece of work and each developed an isolated fact or two for the corporation which had commissioned us. But these various projects were unrelated and each became the confidential information of a single advertiser. The vast

unknowns of radio as an advertising medium remained as mysterious as ever to business men in general.

Eventually a method was found for widening the usefulness of our data. It happened that most of the companies for whom we had made radio studies were members of a highly progressive and closely knit organization—the Association of National Advertisers. Through the association our material was brought together and to some degree correlated for general use. This led, in turn, to a somewhat vast research undertaking in which the various member companies of the association who were interested in radio advertising jointly financed a co-operative fund for a single national radio study in which they could all share the findings.

Early in 1930, after successful preliminary testing, Crossley, Inc., commenced its field work in this national survey of radio as an advertising medium. The field technique, which we had by that time perfected for work of this kind, was extremely simple. Qualified investigators in the various cities throughout the United States called on radio owners in their homes and made a factual record of the preceding day's radio listening in each home. No questions of opinion or preference were asked in obtaining this single-day record. Simply four facts were recorded: (1) the hours during which the radio set was in use on the day in question; (2) the programs that were heard during these hours; (3) the station from which each program was heard; (4) who was listening.

Each of these field records was a case history of a single radio day in one home. By accumulating thousands of these records and analyzing them statistically we determined what proportion of all listeners were using their radios at each hour of the day, and what proportion tuned their sets to each broadcasting station and to each individual program. We were able to learn a great many facts about people's habits and tastes without ever asking about them. If on Thursday evening, for example, twenty thousand people in a given area listened to Rudy Vallee and fourteen thousand listened to the Lucky Strike program, then Rudy Vallee could be designated as the more popular fea-

ture in that area without ever asking anyone's opinion of either program.

Rigid checks and controls were employed, of course, throughout the operation. In the field records themselves the data on hour, program, and station were required to check exactly with each other before becoming eligible for analysis. Controls were in force governing the size of the sample for each day, week, month and season, as well as for exact geographical, population, and financial distribution.

The statistical details are actually somewhat involved and are of no direct interest here. The only important fact that should be mentioned is that the work very strikingly verifies itself by the comparison of its component parts. The original program of this project was planned for a twelve months period in order to cover all seasonal influences bearing on broadcast reception. Field reports were tabulated every month for national program popularity ratings and every four months for station and hour ratings as well as geographical, population, and financial breakdowns. Before the completion of this first year's work this study received the Harvard Award for outstanding research in the field of advertising, and the Association of National Advertisers and the various participating corporations found that the value and usefulness of the data warranted their continued support for a second year.

Today the study is in its third year and represents an analysis to date of 555,000 individual program reports. The total list of participants now includes 65 of the largest corporations in the country and their advertising agencies, jointly financing and sharing the findings of this project which is known as the Co-operative Analysis of Broadcasting.

On the basis of this work, several facts have been shown to be consistently true of radio listeners in general. Perhaps it can be considered a paradox that program tastes are constantly changing, while other factors in which pure whim plays a dominant part fall into fixed routines. For example, we shall find that a little less than three-quarters of all radio families will use their sets at some time today. This same proportion will be

found tomorrow and the day after tomorrow, as it was found a week ago and a year ago today. Likewise we find that of all radio sets in the country about one-third will be used on any given morning, slightly less in the afternoon, and about two-thirds will be used during the evening. Breaking this same data into hourly divisions, we may lay down a curve showing the size of the audience from hour to hour throughout the day and evening. This curve will show the same characteristics from day to day throughout the year.

Slight variations do occur. Week-ends, for example, differ somewhat from week days, especially during summer months. An analysis by seasons, geographical sections, population groups, or financial class of listeners shows certain individual characteristics. These variations, while consistent, are of little practical consequence. In general, it is found that the listening public falls broadly into a common routine from coast to coast and from farm to metropolis.

Analyzing the status of broadcasting stations reveals no such generalities. Station data from city to city shows an endless variety of conditions. Eighteen stations are reported as serving New York City while 98 per cent of the entertainment in that city appears to be drawn from 4 local transmitters. In Joplin, Missouri, listeners report hearing programs from 50 stations and in Casper, Wyoming, 50 stations supply entertainment from points sometimes as far away as New York, Dallas, San Francisco, and Mexico. In Worcester, Massachusetts, substantially all the entertainment is drawn from 2 stations, both of which are local. Many individual conditions govern the availability and popularity of broadcasting stations. The current report of the Co-operative Analysis of Broadcasting analyzes 150 different communities from the standpoint of station popularity and analyzes 418 stations from the standpoint of coverage.

Each community and each station shows an individual set of conditions which is a composite resultant of power, wave length, location, competition, program structure, and geological or metropolitan building conditions. No national generality can

be made about the coverage or popularity of broadcasting stations.

A study of program appeal likewise reveals many variations. It becomes immediately apparent that radio is at present largely an entertainment medium with all the varying appeals that are familiar in the field of fiction or the theater. Contrary to expectation, there are no preferred types of entertainment in the public taste. An outstanding program conceived and executed in showman-like manner may draw a maximum audience while another feature of exactly the same type but less skilfully presented may fail.

It appears that there are five different factors of more or less importance in bringing an audience to a given radio program, not including the element of station coverage.

The first of these is the intrinsic entertainment value or appeal of the idea around which the program is built. The second is the showmanship of the program directors. The third is the personnel of entertainers or speakers presented—the all-important and often costly element of talent. The next two are peculiar to the structure of radio broadcasting: first, competition of other features being broadcast simultaneously in the same area; and second, popularity of features immediately preceding or following on the same station or network.

This last factor is subject to conflicting opinions, and there is a great deal of data to support several different types of argument on the subject. Undoubtedly there is some effect from programs preceding and following, although the exact nature and extent of this effect is not always clear.

The competitive effect of simultaneous broadcasts from other stations in the area is evident in any analysis of our monthly program tabulations. If it will be recalled that the size of the total audience is practically constant for any given hour, it may be seen that this fixed total audience must be shared by all programs broadcast during that hour. A growing audience for Program A will inevitably cause a decrease in the audience for Program B or Program C or possibly for both.

The talent factor has always been recognized as important in

building program popularity. To some extent also, the value of the basic entertainment idea has been regarded as important. Perhaps surpassing both these in effect is the factor of individual showmanship in program direction. Showmanship is a talent as definite as that of merchandising or seamanship or high-goal polo. It is skilful showmanship that surmounts weaknesses in the personnel of entertainers or in the continuity, or even overcomes limitations in station popularity. It is usually this quality alone that translates itself into universal public appeal. For this reason any statement about the most popular types of radio features becomes meaningless. We have measured the relative audiences of about two hundred regular broadcasts and have found for every feature of major appeal several similar programs of dwindling popularity.

There remain only two general truths about program appeal. The first of these is true almost without exception. That radio programs accumulate their audiences gradually. An analysis of our monthly figures covering a period of over two years shows that radio features destined to achieve major popularity attracted the most limited audiences during their first months on the air. There are no instantaneous hits. Every month brings a new group of features to the air, each one nibbling its way into the general competition from a small beginning.

Another fact of general application is that few individual features make an impression on more than 20 per cent of the radio users in their area on any given broadcast. The majority of leading broadcasts can be recalled from memory by only about 10 per cent of those who have used their radios on the day of the broadcast and in the area covered by it. This 10 per cent may represent millions of families, of course, in the case of a program broadcast nationally, but it demonstrates perhaps more clearly than any other single fact the limitations that must be placed on the dreams of those who hope through radio to reach with ease the ears of all mankind.

DR. W. W. CHARTERS: As one who has a Committee report to present and as chairman of the afternoon session, I move that the reports that are written out be not given orally but published in the proceedings.

MISS JUDITH WALLER: I second the motion.

CHAIRMAN SCOTT: Well, really, the offense and the contribution are equal. I wouldn't have cut down on these reports at all. They were long but made up for it in quality.

The motion was put to a vote and lost.

MR. CARL H. MILAM: Mr. Chairman, I move the committees be limited to five minutes each. I feel, however, out of respect to Mr. Tyson, that it might be well for this motion to have been made and then referred to the officers to use their discretion, rather than to be used to railroad anything over the Program Committee.

The motion was seconded, put to a vote, and carried.

The meeting adjourned at twelve-fifty o'clock.

THURSDAY AFTERNOON SESSION

MAY 19, 1932

The meeting convened at two-ten o'clock, Dr. W. W. Charters, Ohio State University, presiding.

CHAIRMAN CHARTERS: Having a full program this afternoon we must start as nearly on time as we can. While the audience is assembling I shall read my own report as chairman of the Committee on Research.

REPORT OF THE COMMITTEE ON RESEARCH

W. W. CHARTERS, *Chairman*

Owing to the fact that the Council has devoted all of its available funds during the year to the production of the successful programs it has inaugurated, it has had no money to spend for investigation beyond the service studies necessary to carry on its work. Consequently there has been no occasion for a meeting of the Committee on Research.

The direct activities of the Committee have been confined to the revision of "Information Series," No. 4, entitled, *Research Problems in Radio Education*. This revision being necessary by the exhaustion of the first edition, the occasion was seized to incorporate recent experiences within the field.

The chairman believes that it is appropriate to report upon the status of research in radio education for the year 1931-32 throughout the nation. This can best be done by describing plans which have been evolved and set in operation for securing the co-ordination of research efforts in the field. In the summer of 1931 the Radio Division of the Bureau of Educational Research of Ohio State University, supported by the Payne Fund, offered to set up machinery by which investigators in the field might keep in touch with each other's activities. To this end it provided the simple technique of securing from each investigator a statement of all of his problems and distributing them to the other investigators. In this way each investigator knew what the other was doing. As a result of this procedure, it appears that at the present time investigations are being carried

on in at least the nine centers included in our list. These are: the National Advisory Council which reports three projects; the Bureau of Radio Research of Columbia University reporting seven projects; the Radio Division of the Bureau of Educational Research, Ohio State University, with a list of five projects; the Department of Speech of the University of Wisconsin, two projects; the United States Office of Education, eight projects; the National Committee on Education by Radio, two projects; Northwestern University, one project; the Institute of Human Relations, Yale University, one project; Department of Psychology, Iowa State College, two projects.

This makes a total of thirty-one projects. The growth in the numbers of studies reported during the year is very gratifying, especially in view of the fact that undoubtedly other studies not reported are being carried on in other centers.

Members of the Council are urged to stimulate organizations and individuals to report investigations to the Bureau, however unimportant the modesty of the investigators leads them to feel their investigations are.

On pages 11-16 of *Research Problems in Radio Education* will be found the detailed statement of the reported problems. There it will be noted that the studies are being carried on in eleven of the thirteen areas of investigation outlined in pages 17-32. Studies of objectives and history alone are not touched.

The members of the Council may be interested in a brief analysis of the areas which are being covered by these studies. A few may be mentioned, as follows:

In the field of instruction, studies of the growth of musical information and musical preferences are being made at Teachers College; the amount of information that can be gained over the radio is being studied at Teachers College, at Ohio State University, and the University of Wisconsin; and three studies of the relative importance of the radio and oral or visual presentation are being made at the University of Wisconsin, Teachers College, and Iowa State College.

Three studies are being conducted in connection with programs. The Council is making a general study of the content of programs; Teachers College is investigating the programs of

one hundred stations; and Northwestern University is making an extensive study of the presentation of religious programs throughout the nation.

Two surveys of the status of educational broadcasting are being made by the National Committee on Education by Radio—a study of the broadcasting activities and stations of the land grant colleges and state universities, and of state departments of education.

The Office of Education is making a study of all the available literature in radio education, and is preparing a forty-page document of selected bibliographies.

The need for manuals is being met by the Council, which is preparing a manual for administrators, and by the Office of Education in connection with the Radio Manufacturers of America, which is devising a manual dealing with radio equipment for educational purposes.

In the field of foreign languages an intensive study is being made of the methods of presenting French and Spanish in the high schools by the Romance Language Department and the Bureau of Educational Research of Ohio State University.

The techniques of the psychological laboratory are being applied to radio education through a study of distortion in speech and the effect of rate of speech and change of rate in presentation at Ohio State University, and of style of presentation at the University of Wisconsin.

Finally may be mentioned the fact that Ohio State University has collected all available techniques that have been used by advertising agencies, broadcasters, universities, and schools in measuring the effectiveness of radio as a means of communication and is to publish them during the summer.

A number of other miscellaneous studies have been carried on in various fields, but the foregoing analysis indicates the range of fields which are being touched. The central impression gained from studying the problems listed is that the investigators who are now entering the field are feeling their way, projecting exploratory studies, and, in general, squaring away as pioneers in preparation for the carrying on of fundamental and systematic investigations.

While the Council has not been directly responsible for a large amount of research, it has co-operated in the research activities of many centers which give budding promise of comprehensive and sustained activity in the field.

That is the report, Mr. Tyson, of the Committee on Research.

CHAIRMAN CHARTERS: Professor Peter Riccio, chairman of the Italian Committee, will now make his report.

REPORT OF THE ITALIAN COMMITTEE

PETER RICCIO, *Chairman*

After several meetings of the Italian Radio Committee during the past few months we have decided to submit the following report for your consideration as a point of departure for organizing a representative radio program on subjects relating to Italian history, art, music, letters, and science.

In the first place, it is recommended that the Casa Italiana of Columbia University, since it is generally acknowledged to be the most important center of Italian cultural activities in America, be designated as the headquarters of the Italian Radio Committee and that an appropriate room be fitted therein for broadcasting purposes.

The following are suggestions for the coming year's program of activities.

1. *The inaugural broadcast.*—It is recommended that the Italian radio program be inaugurated from Rome, Italy, with an address (preferably on the subject of world disarmament) by His Excellency Premier Benito Mussolini. (Dr. Nicholas Murray Butler as president of Columbia University and a friend of His Excellency might fittingly introduce on that occasion the speaker to the American public.)

2. The second number of the Italian radio program might be devoted to a concert of Italian music directed by Arturo Toscanini.

3. A talk by His Holiness the Pope from the Vatican radio station followed by a musical program by the Vatican choir.

4. A talk by Senator Guglielmo Marconi on some phase of radio activity.

5. A radio sightseeing tour of Venice to be broadcast direct

from Venice in a gondola, with mandolin and guitar music. The lecturer might give a brief summary of the history and beauty of Venice and its influence on history and art.

6. A talk by Dr. Offner, well-known critic of New York University, on Italian painters.

7. A radio sightseeing tour of the Roman Forum and the Colosseum to be broadcast direct from Rome by a competent authority.

8. A talk on "Italian Gardens" by Signora Agresti of the Italy-America Society.

9. "The Italian Immigrant to the United States—His Contribution to American Civilization" by Edward Corsi, newly appointed commissioner of immigration for the Port of New York.

10. A radio sightseeing tour of Naples and Capri with Neapolitan music and folk songs to be broadcast direct from Naples. The lecturer might also give here a brief summary of the history of these cities.

11. A talk by Dr. James J. Walsh, author and scholar, on "What Civilization Owes to Italy."

12. A talk on Anglo-Italian intellectual relations by Stark Young, Ernest Hemingway, or John Erskine.

13. "Italian Educators or The Italian Child at School" by Angelo Patri.

14. "Italian Authors of Today—Croce, Pirandello, Soffici, Benelli, Papini, etc.," by some member of the Italian Department at Columbia University.

15. A radio tour of Southern Italy and Sicily with appropriate Sicilian music. The broadcast might be direct from the famous Greek theater at Taormina near Mount Etna or from Palermo.

16. A talk on the beautiful monuments or the beautiful churches of Italy.

17. A lecture on "Italian Masterpieces" to be broadcast direct from the Uffizi Gallery of Florence by Mr. Berenson, internationally known art critic.

18. A talk on "Famous Italian Kitchen Recipes."

19. A lecture on the influence of the Italian Renaissance on world-culture by Professor Carlton Hayes.

20. Readings from the most famous Italian poets, with English translations.

21. The committee recommends a series of Italian conversational lessons over the radio by an expert teacher.

22. "What To See in Italy," a radio travelogue for the prospective American tourist to that country.

23. "Dante and the Divine Comedy" by Professor Jefferson B. Fletcher, who has just published what critics have acclaimed as the best translation of this world classic.

24. A talk on Florence, the city of flowers, with a discussion of its influence in the history of art, letters, and political thought.

25. A talk on Rome and its important rôle in the development of world-history and art.

26. A talk on Venice and its important rôle in the development of world-history and art.

27. A series of short talks on "Great Men of Italy." The series might start with men like Caesar, Cicero, Virgil, Augustus, and continue with St. Francis of Assisi, Leonardo da Vinci, Michelangelo, Columbus, Amerigo Vespucci, Marco Polo, Galileo, Raphael, Benvenuto Cellini, Machiavelli; makers of modern Italy—Garibaldi, Cavour, Mazzini, Marconi.

28. A program of the more popular Italian musical selections and folk songs, with the collaboration of artists of the Metropolitan Opera Company.

We sincerely hope that the above suggestions will provide sufficient material from which to select a representative educational radio program on Italy for the coming year.

CHAIRMAN CHARTERS: Miss Waller will report for the Committee on Operating Broadcasters.

REPORT OF THE COMMITTEE OF OPERATING BROADCASTERS

JUDITH C. WALLER, *Chairman*

Inasmuch as the Committee on Operating Broadcasters is the same as the Committee on Education of the National Association of Broadcasters, and as said Committee was not appointed until this spring, we have not been able to call a meeting. How-

ever, such a meeting has been arranged to be held at the time of the Third Annual Institute of Education by Radio at Ohio State University in Columbus, Monday, June 6.

There is, therefore, little which I can report in the way of accomplishment from a Committee standpoint. The foregoing statement does not mean education by radio has been at a standstill throughout the country; quite the contrary is true. I firmly believe that more thought is being expended on this particular field of broadcasting than on any other at present. The reports of the chairmen of your other committees, which you have been listening to, in themselves indicate the strides and progress that have been made along these lines. The fact that forty-five stations showed their desire to take your first program when the QST was sent out from the National Broadcasting Company, and that this was increased to fifty-five stations almost immediately, and that later, when the offering of the first program in another series was made by the Columbia Broadcasting System, eighty stations immediately wired in an acceptance, proves that the broadcasting station is feeling the public pulse.

Original interest has not diminished in any degree since those first calls were sent out, which is also indicative that the public is demanding information and programs from the broadcasting stations along more serious lines, and that the broadcasters recognize this changing attitude. So much so that throughout many parts of the country attempts are being made by them to co-operate more fully; to put on more excellent and informative material; to work toward a better technique and to help organize listening and discussion units. This latter plan is under way in Chicago, fathered by the Adult Education Council, working with the National Advisory Council. The University of Chicago also is organizing an association to be known as the University of Chicago Associates, whose purpose is "to crystallize a group which considers educational broadcasting desirable into a body sufficiently strong to impress the radio industry with the importance of educational broadcasting." This organization will have the privilege of offering suggestions and requesting information in line with the subject matter of a particular broadcast,

and it is hoped that the group will develop into an excellent advisory body to the University.

This one instance is cited merely as an example of the type of interest and co-operation that is being developed between the broadcaster and the listener. Many other examples could be quoted, and your Director, in his report this morning, touched upon a number of cases of work under way.

It is encouraging to those of us who see a future in this field of endeavor, and we believe that everything possible should be done to further any effort along these lines. Anything that will tend to bring the broadcaster and the listener into closer harmony, developing a clearer conception of the aims of both, is a step forward in the right direction.

I trust we will have a more definite and detailed report to present to you next year.

CHAIRMAN CHARTERS: Professor Frank Callcott will report for the Committee on Spanish.

REPORT OF THE SPANISH COMMITTEE

FRANK CALLCOTT, *Chairman*

During the current year your Spanish Committee has endeavored to determine first what the interest of the public in North America is in regard to Hispanic culture, in order to use this information as a guide in preparing the Spanish program. As a result of this study a program has been prepared which your Committee feels will have a wide and general appeal, including both those who are interested in general information concerning the life, customs, habits, and traditions of the people who speak Spanish and those who wish to learn the language itself.

Professor W. S. Hendrix of the Ohio State University has accepted membership on the Committee. He was invited because of his practical experience in the broadcasting of Spanish and French lessons at Ohio State University.

A request has already been made by your Committee for the appointment of a specialist, on full or part-time, to work under the direction of Professor Hendrix and the chairman of the

Committee in drawing up a suitable course in Spanish to be broadcast when the National Advisory Council is ready for it. It is hoped that this appointment will be made in the near future.

A very helpful conference between the chairman of your Spanish Committee and the director of the Pan-American Union resulted among other things in the acceptance by Miss Heloise Brainerd, chief of the Division of Intellectual Co-operation of the Pan-American Union, of an invitation to serve on the Spanish Committee. Miss Brainerd, however, is serving in her capacity as a member of the American Association of Teachers of Spanish. Her presence on the Committee will prove unusually helpful because of the aid she can give in connection with the musical programs and short-wave rebroadcasts from Spanish-speaking countries as well as because of the continual last-minute information at her command relative to Pan-American developments.

Your Committee has completed a detailed outline of a program of thirty broadcasts of thirty minutes each including the dramatization of historical events and literary masterpieces of the Spanish-speaking people; Hispanic music; lectures by leading economists, historians, and artists, etc., whose special interest lies in this field, and by leading Hispanic scholars of the United States. Tentative provision has also been made in this program for five short-wave rebroadcasts from Latin America. It is the present plan to have all the lectures and dramatizations given in English. It is hoped, however, that it may prove feasible in a later series to include lectures and dramatizations in Spanish by some of the eminent authorities and artists of Spain whose services become available from time to time. This program has already been submitted and your Committee is now awaiting further instructions.

CHAIRMAN CHARTERS: The reports of the other committees, the chairmen of which are not present, will be published in the *Proceedings*.

These reports follow.

REPORT OF THE COMMITTEE ON PARENT EDUCATION

SIDONIE M. GRUENBERG, *Chairman*

The Committee on Parent Education is identical with the Committee on Radio, Motion Pictures, Phonograph Records, etc., of the National Council of Parent Education. Individual members of the Committee have been increasingly sponsoring programs in parent education in connection with their particular activities. They have held a number of meetings, pooling their own experiences and discussing various possibilities in the way of radio programs.

Last year the Committee made a questionnaire study of radio programs in parent education throughout the country, a summary of which was presented to the conference of the National Advisory Council on Radio in Education. A representative of the White House Conference used the questionnaires of this report as a basis for further investigation. The material thus obtained included scripts that had been used by constituent agencies and examples of content used by small centers in educational broadcasting. Commercial agencies were also approached for scripts of their educational or pseudo-educational programs. All of this material is now on file.

The possible use of White House Conference material in connection with radio programs, as well as with motion pictures and phonograph records, was discussed.

The Committee has also made a study of the literature on education by means of radio, with special reference to the needs of parents and the opportunity of reaching parents. This literature was summarized and filed for ready reference. Magazine articles on this subject were accumulated and filed. The programs in parent education which have been presented by various agencies were analyzed, and a detailed summary of these was prepared.

The Committee attempted to evaluate the possibilities in the new technical methods and devices which experience with radio has brought forward. In this connection various experiments in this field were studied. For instance, one organization had

experimented with a form of dialogue—a discussion of parent education content between two equally qualified persons. This was not an interview but rather in the nature of a conversation which the listeners were permitted to overhear. The attempt to evaluate this effort brought out an interesting contrast in viewpoint: All of the informed listeners who were asked to criticize the method condemned it as artificial and pointless. Persons in charge of the broadcasting station, however, were unanimous in preferring the presentation to the straight lecture method; and the number of listeners' letters received was greater than the number either of the two speakers had received separately for single discussions of similar problems.

In an effort to throw some light upon the particular problems in this field, as related to the whole problem of radio education, the Committee interviewed the chairmen of some of the other committees working under the National Advisory Council. Many of the general findings of these committees will be of use in planning and evaluating programs in the parent education field. Listeners' notebooks in connection with these committees' program were also studied as a basis for evaluation and criticism.

A conference was held with a professional script writer who is an expert in sound effects and dramatization in radio presentation. A working combination of experts in the education field (to prepare the material) with a radio expert (to assist in its presentation) was considered as a possibility to be discussed by the Committee at a forthcoming meeting.

The use of the radio in parent education presents a number of features which distinguish it from the educational program in certain specialized fields of study. The information offered for instruction in psychology, economics, or the natural sciences, for example, is subject to more or less definite and formal organization. In the field of parent education, however, the treatment is largely synthetic, consisting of information derived from many specialized fields of study, involving organization of objectives and values, and embodying practical suggestions for the guidance of the listener. It is education in an art, rather than instruction in scientific, historical, or other facts. Furthermore, those engaged in parent education include among their numbers

a relatively large proportion of pedagogically trained individuals, as against those interested in research or fact-finding or in the development of theory.

The leaders in the parent education movement, reaching, as they do, a group that is heterogeneous and at the same time rather well organized, are in a peculiarly favorable situation to use their listeners' groups for both systematic instruction and for investigation into the many problems of method, selection of subject matter, technical questions of choice of vocabulary, sound, etc. Here are listeners' groups virtually ready at hand to co-operate with us whenever we are ready to address them.

These elements in the situation suggest the desirability as well as the opportunity of this particular committee's making a fundamental contribution to the pedagogy of adult education over the radio. This would involve a longer period for experimentation and for evaluating results. The work would then proceed along two major lines: (1) Problems in the propaganda of ideas: the search for engaging methods of presentation that would be attractive and impressive for the ultimate learner; the development of monologues and dramatizations—perhaps the creation of something like a radio family analogous to the cartoon series of articulate characters—the typical individuals and symbols of which could gradually come to be recognized as representing the situations and problems growing out of family life and the social settings of growing children and their parents. (2) Problems in the organization of information for those in search of guidance in the management of their affairs as parents—not so much condensation of classroom lectures but something new especially developed in relation to the possibilities and limitations of the radio, with specially prepared follow-up material along the lines of the listeners' notebook prepared by the other committees of the National Advisory Council.

We are convinced that the parent education movement is in a position to make a distinct contribution to radio education. The Committee did not plan a program for this year because there seemed to be no opportunity for anything more than a series of short talks; and that kind of program is, in fact, already being offered in many different states. It was felt that it would

be wiser to wait until there can be worked out, under the auspices of the Committee, a truly representative program. Such a program would present to the public, not only those who are contributing to our specialized knowledge about children and their development and about the conditions that influence such development, but also those who are most active and representative in the scientific treatment of this new information and insight, and in making it available for the use of parents.

REPORT OF THE COMMITTEE ON HISTORY

JOHN A. KROUT, *Chairman*

The History Committee which is co-operating with the National Advisory Council on Radio in Education has endeavored during the past year to carry forward the plans set forth in the report of May, 1931. At its meeting in December, 1931, the Council of the American Historical Association approved the Committee's suggestion that a series of lectures be broadcast by members of the Association. The general time selected was that of the growth of democratic ideas during the period of the American Revolution. Dr. Charles A. Beard has been invited to deliver an introductory lecture on the aims and objectives of the teaching of history. The following series, under the caption of "The Age of Washington," has been arranged by the Committee in the hope that it may be broadcast during the autumn of 1932.

- I. "The Ferment of the Middle of the Eighteenth Century," Professor N. W. Stephenson, Scripps College.
- II. "The Itinerant Clergy as Prophets of Democracy," Professor E. B. Greene, Columbia University.
- III. "The Aristocratic Republicans," Professor V. W. Crane, University of Michigan.
- IV. "The American Merchants and the British Imperialists,"
- V. "The Radicals,"
- VI. "The Explosion," Professor Henry S. Commager, New York University.
- VII. "The Decision for Independence," Professor W. T. Root, University of Iowa.
- VIII. "The War—Its International Character," Professor E. S. Corwin, Princeton University.

- IX. "The Proscription of the Tories," Professor D. R. Fox, Columbia University.
- X. "The New Electorate," Professor C. R. Fish, University of Wisconsin.
- XI. "Washington's Contribution," Professor S. E. Morison, Harvard University.

It is the hope of the Committee that the first broadcasts may be followed by a series of lectures dealing with the spread of democratic ideas throughout Western Europe.

COMMITTEE ON ENGINEERING DEVELOPMENTS

The report of the Committee on Engineering Developments was presented in printed form. This report was a supplement to the original report of the Committee presented at the First Annual Assembly in 1931, and brings down to date the latest developments in radio telephone broadcasting, high power broadcast transmission, synchronizing of broadcast transmitting stations, electrically transcribed programs and their syndication, and television.¹

CHAIRMAN CHARTERS: I shall now introduce Mr. Bean, manager of the University of Chicago Press, about whom you have heard so much this morning, particularly in connection with his ability and interest in getting out the literature connected with the broadcasts, which seems to be quite as important as the addresses that are delivered by the broadcasters.

PUBLISHING FOR A RADIO AUDIENCE

DONALD P. BEAN

Manager, Publication Department, University of Chicago Press

This would ordinarily be a glorious opportunity for a publisher! Members of that profession are very much accustomed to abuse in public and seldom are accorded an opportunity to talk back. That precedent was given a very serious blow this morning and I am still rallying from the change in the ordinary procedure by this morning's speakers. Instead of doing the customary thing of damning the publisher, they gave such praise

¹ This supplement as well as the original report are items in the "Bulletin of Information series" published by the Council and may be had without charge on application to the Director.

as was never thought of under sea or sky, and certainly very much undeserved.

With your permission I shall restrain my natural impulse to speak of the publishing aspects of this job and go to the other extreme. Instead of recounting the hundreds of thousands of pieces of printed material distributed by this University Press in connection with the radio broadcasts given under the auspices of this Council, I am here to acknowledge disappointment and a deficit—the expense of printing and distributing this material will exceed the receipts by approximately five thousand dollars.

Instead of praising in eloquent terms the achievements of the Council committees in assembling a great array of professional talent in the fields of economics, psychology, politics, and labor, I am here to regret the unevenness of the speeches—an unnecessarily highbrow level in many of them, and the unnecessary writing-down to a popular level in others.

Some time ago I intimated that the librarians were withholding their complete support of this program because of secret fear that this new instrument of the devil might lead readers by their ears away from their books and their reading habits.

Instead of praising the broadcasting companies for generous donations of time, I am here to complain of their not putting more strenuous efforts behind these series.

In each case, the failure is one of insufficient imagination. We are all guilty of planning as if the main task was to lure a few people in the radio audience with sugar-coated medicine from other programs which they so much more ardently desire.

I wonder whether all of us yet realize our mistake. We have been amazed at the size of the audience. Mr. Dunn rates “talks” rather low down in the scale, but against his figures we have the names and addresses of 30,000 people who have enrolled in the Council series. And even more astonishing is the fact that more than 5,000 of these people paid for printed study material in the various series.

I wonder if the radio audience is really hungry and thirsty for real food and drink. Listen to this letter which is typical of many of the thirty thousand:

It was my privilege last Saturday to hear, over Station WCAE, your two presentations, one a talk on agriculture and the other a talk on psychology. I greatly enjoyed, and also received much worthwhile knowledge from these two programs, which came as a pleasant relief from the blatant advertising and general mediocrity of most radio programs on the air today.

Because of my attitude towards present radio broadcasting, I am not a devout radio fan and consequently do not pay close attention to the radio pages in the daily papers. As a result of this attitude I have been unaware of the existence of the programs of "Radio in Education" until last Saturday evening [this was late in the series] when instead of following my usual habit of going out to look for my entertainment, I had to remain at home, and for diversion I turned on the radio and was tuned, quite by accident, to your station in Pittsburgh, WCAE. I listened closely with interest to the entire program and following announcements.

I wish to send in my congratulations for the splendid work in sponsoring these programs and I also wish to send in my request to be included among the listeners from all over the country who tune in to this program every Saturday. Also I would like to receive information on how I may secure for the nominal sum mentioned in the programs reprints of the lectures already presented, also other items like the student's notebook, programs for coming lectures, et cetera. . . .

Is it possible that the radio audience is ready for something more substantial than fancy cookies? Their letters have convinced me that this is the case and that the Council is ironically confronted by the challenge of its own name to provide a real menu which will satisfy full-grown appetites. It is a challenge to provide good food, cooked well, served with linen and silver, in an atmosphere sufficiently congenial to draw out latent resources for intelligent, creative conversation—a "cuisine" so enjoyable that the diners would strive to substitute it hereafter for the less attractive and the less nourishing intellectual fare with which they are now content.

I beg your pardon! This part of my speech was written in New Orleans and this is Buffalo! Mr. Tyson asked me to say something at this meeting about "organizing the various adjuncts of broadcasting ends, including the spoken word with the written word." That word "adjuncts" caused all of your present troubles. I thought that I had convinced him that the printed word was an integral and essential tool of any educational program. The hammer to the carpenter—the silver fork to the

diner. If my efforts have not been availing, I hope that the speakers this morning convinced Mr. Tyson.

Printing is, of course, only one tool, but it is one which will serve both in the preparation of the meal and in the appreciation of the finished product. A combination of cooking vessel and silver fork. My organization has thoroughly enjoyed the labors so far assigned to us in acting as publishers to the radio audience. Our proximity to a great educational institution which is still struggling with other aspects of intellectual menus accounts for our thrill in this task, and for our presumption in suggesting points from our experience with the problems of making the results of research irresistible to reluctant customers, which we think may increase the value of our contribution as publishers to the radio audience. Most of the speakers who have preceded me have drawn the same conclusions. If I chose to pay any attention to the five-minute rule I might stop at this point by referring you to their excellent speeches. But I choose to re-emphasize certain points, because their confirmation from the publishing angle should reassure these gentlemen and register effectively my disapproval of the gag rule.

The chairmen of the committees have confirmed my criticism of spottiness in the speeches presented in these first series. The speakers, most of them professors, would also agree. All of them recognize that a speech is not education, even though delivered by an eminent professor. They know that courses of this character should be systematic, thorough, well presented, should aid the progress of the listener, and strive to interest him actively in some participation which will make the material a part of his future intellectual equipment.

The plan which has been followed so far is to attempt to place printed material in the listener's hands in advance of the broadcasts. This introductory material has taken the form of the "Listener's Manuals" and "Notebooks" of the present series, which have already been described. Listeners have also been urged to secure the printed speeches for careful scrutiny after the delivery of the speech itself. If my own personal experience is any criterion, it would be even more helpful if the

speeches could be in the listener's hands and reception over the air strengthened by the visual reading image.

Future printed material for listeners should be even more carefully prepared and should go much farther in stimulating independent reading and use of the information received during the broadcast. More attention also should be given to the gradation of the material in each series, and to tests or other checks to record the listener's progress and to stimulate him through the thrill which comes from knowledge of such achievement.

The remarks which I made to the librarians are now definitely untrue. The most progressive libraries of the country are now the staunchest supporters of these radio broadcasts. Many of them have special bulletin boards in their main buildings and in their branches on which are posted the date, the hour, the speaker, and the subject for all of the broadcasts of the current week. The books are prominently displayed and many of them distribute or sell the printed material in large quantities. These reports indicate that libraries realize that this is an opportunity to co-operate in a movement which shall really test in a national way the possibility of stimulating and directing the reading interests of large sections of the population.

The summer reading list for radio listeners, which you find in your seats, is another effort to stimulate a continuation of independent reading and study habits. These are to be distributed through the libraries of the country. An announcement after the remaining broadcast in each series will challenge the listener not to let the summer slip by without further reading in these subjects. Libraries are being asked to co-operate in distribution of the lists and the books recommended therein.

Any comments as to the attitude of the broadcasting companies should be prefaced with praise of the generous allotments of time and the interest of the broadcasting companies' executives. I do not think that the entire industry is deeply convinced of the value of this type of broadcast, or shares the feeling that even from a selfish point of view it is in the line of their greatest opportunity. To disregard the opportunities available in the present school situation, let me point out the opportunity in this type of adult education program to soften

the dissatisfaction with present advertising methods and to quiet the political and legislative rumblings.

I feel that the broadcaster should value much more highly the attitude of the listener in this letter, who writes:

May I take this means of expressing my sincere thanks for the superb series of broadcasts on psychology just ended? The value of such educational lectures would be impossible to exaggerate. This applies especially to those of us separated from the great centers of learning and thought by geographical and geological barriers. Now the medium of the radio has been invoked to allow the rural communities the same privilege as the urban centers. It was formerly all too easy for those situated as I am, far from cultural gatherings, to fall into a deep trench of ignorance and indifference. Now, through the efforts of your committee and like bodies, that trench has been filled, and the excuse no longer exists for us to plead lack of facilities. This is especially true this year, when the National Council has fostered and supplied such truly remarkable programs, bringing to the listening millions the greatest savants of the twentieth century. These lectures, together with such remarkable broadcasts as the operas from the Metropolitan, the symphonies from the New York Philharmonic, and the International rebroadcasts, have entirely changed cultural and intellectual conditions in the country districts.

It is entirely impossible to express our gratitude to the far-thinking men and women who have made this possible. However, the mere realization that you and your fellow philanthropists have brought happiness and knowledge, as well as contentment, to uncounted members must prove of great satisfaction and partial compensation for the great labor and thought involved in the inception and execution of these programs.

I trust that it will be possible to continue this type of program indefinitely and that more of a similar nature may be added in the not too distant future.

That is just the opening of the letter. The author went on to make very concrete and very helpful suggestions.

In my opinion the broadcasting companies should do more than donate time. They should continue to insist on improvements in presentation based on their experience. Teachers need constant reminders that radio audiences are not classrooms. Once or twice during the series I have felt that instruction and practice before the microphone would have helped. The broadcaster should, on his part, realize that the audience for this type of broadcast must be approached by special methods. The regular forms of radio publicity are not sufficient. Part of this special publicity can and has been admirably pre-

pared by the Council. But, in the last analysis, the local broadcasting station should co-operate with local individuals, organizations, schools, and libraries. After the time and effort which goes into planning the initial publicity for the series and the selection of the time and the hour of the broadcast, the local broadcasting station should follow through with the local publicity and attention to the inquiries received from individual listeners.

I hope no one in this room will misunderstand the disappointment which I expressed regarding the publishing activities. It is not over the deficit. A University Press is not a money-making organization, and certainly in this case our participation is not prompted by that motive. In fact, the deficit is small, and we interpret its smallness as a further testimony to the genuine interest of those who are willing to pay for their own improvement. Listeners may not always continue to do so, but we are convinced that they will be benefited to a far greater extent if their participation represents a sacrifice than if it is on a gratuity basis.

Our disappointment is with our own lack of imagination and with the obvious mistakes which we have made as your publishers. In extenuation of these weaknesses, let me plead pressure of time and available resources. We have not wasted many minutes since this program began, and if the full extent of its financial obligations had been known beforehand we should probably not have undertaken it.

That we are still optimistic as to the future possibilities is another tribute to the response of those to whom the undertaking has come as promise of greater things.

In summary, these suggestions for future series, prompted by the publisher's contact with the radio audience, are five in number:

1. Limit the subjects of future series to the fields of widespread interest—personality, pocketbooks, and politics. We suggest the continuation next year of broadcasts in psychology and economics. I am not certain but that actual repetition of some of the present programs would be advisable.

2. More careful cultivation of the audience.

3. Organization of the content and presentation of the material.

4. Better co-ordination of the broadcasts with the printed material so as to stimulate independent educational efforts.

5. Collection of more complete statistics about listeners, their reactions, and their preferences.

Finally, I presume I should confess that I have the feeling that Mr. Tyson probably wanted me to give more statistics about the distribution of the printed material—"Statistics," as Amos says. Too many figures ruin a broadcast and I have again practiced restraint by putting the figures in your hands. I shall be glad to discuss them or to attempt to answer any questions that you may have concerning these earnest but, as I warned you, prejudiced remarks.

CHAIRMAN CHARTERS: Any questions that you may like to ask Mr. Bean may be held until all the papers have been delivered and then we shall have a round-table discussion on all of them.

Mr. Dickerson was to speak to us on "The Relation of Reading and Radio," but he, for various reasons, could not be here and Mr. Carl Milam, secretary of the American Library Association, has consented to substitute for him.

THE RELATION OF READING AND RADIO

CARL H. MILAM

Secretary, American Library Association

The Library Committee has three main interests: first, to broadcast talks about books, new and old, the purpose of which would be to give information and suggestions to those who are admittedly interested in books and to insinuate into the minds of those who are not at all bookish the idea that the occasional reading of books may be pleasurable and not always unprofitable; second, we hope to broadcast a daily program for children which will deal with all subjects of interest to children, using the techniques which have been or may be proved best for each subject, all with a view to promoting children's interest in reading. These two programs await financing. Our third interest, which is perhaps of first importance, is to assist in encouraging reading following the educational broadcasts.

Education apparently involves continuity and participation. One of the easiest ways of providing additional continuity and some actual participation in radio broadcasts is through the encouragement of reading after listening. The director, in his report, and the other speakers, particularly Mr. Bean, have indicated the types of library co-operation which have been given by the best libraries. There are, however, certain problems. The selection of books which will be authoritative and also acceptable to the general reader is not easy. Getting the book lists ready in time to allow the librarian to order needed books and have them on the shelves before the lecture is broadcast seems to be a very difficult thing. In most cases the book lists arrive after the first and second addresses in the series have been delivered. If the books are to be collected and displayed properly, and appropriate publicity is to be obtained, it is necessary to receive the list early even if the library has the books.

We also think it very important that the printed addresses themselves should include brief reading lists (chosen from the longer list prepared for the whole course) in order that the idea of reading may again be suggested when the lecture is read. If the lecturers themselves would occasionally mention a book in the course of the talk, or the idea of reading in connection with the broadcast, it would no doubt increase the demands that are made on libraries and bookstores for the recommended books.

We solicit the help of the lecturers themselves, the committees in charge of the programs, bookstores, and libraries, in promoting reading following the lectures, as one means of making all broadcasts which have a good subject content actually educational in character.

CHAIRMAN CHARTERS: I should like to qualify as a radio announcer in one respect. The next speaker, Mr. Kesten, said he would like to get on the air at three o'clock, and we have managed it, with the co-operation of the previous speakers. I will now introduce Mr. Kesten of the Columbia Broadcasting System who will talk to us on the problem of stimulating interest in programs.

MERCHANDISING A RADIO PROGRAM

PAUL KESTEN

Columbia Broadcasting System

When I told your director that I was going to bring along a group of show cards and graphs and charts,¹ he thanked me very graciously for taking these extra pains to embellish and ornament—I think he phrased it—what I had to say. I would like to accept those thanks in the spirit in which they were offered but I couldn't do so without being quite a hypocrite. I brought along these displays as a sort of cloak to cover my confusion. Or perhaps more as a parachute to bring me back to earth if I blow up.

That may seem a little strange to those of you who are not identified personally and intimately with the broadcasting structure, because I think the general illusion prevails that anyone in broadcasting is part of its vocal manifestations. But I should like to assure you that some of us in broadcasting are on the practical and business side of it—some of us who have not been announcers, some of us who have not been monologists, some of us whose speech-making has been largely into a dictaphone and to whom even the thought of a platform and audience is grave cause for alarm. So I shall fall back upon my graphic crutches as I need to.

The subject of merchandising a radio program is one that in itself, because of the name that has been given to it, requires a little explanation. Mr. Tyson and I discussed that title. We agreed it was unsatisfactory. We struggled around for another. We didn't get it, and both of us realized that what had happened in radio has happened in a number of vigorous new developments whose momentum has been too swift for nomenclature to catch up to them.

Merchandising a radio program, then, is a term which has been borrowed from other fields—a phrase which has been pushed and pulled, stretched and strained a bit, to cover a

¹ The charts referred to in this paper have been omitted from the published Proceedings because of lack of space.

number of very diverse activities, none of which it exactly describes. Yet we haven't a better one. (We'll call "a conference" one of these days and try to evolve a proper code of technical terms.)

So, beginning with that and apologizing for it, I have tried not to retitle, but to break down this title into three wholly different, though not always separate, phases of what is loosely called merchandising a radio program.

(Chart)

1. Distribution
—(of Product)
2. Competition
—(for Audience)
3. Liaison
—(with the Listener)

The first of these hardly belongs on a card that appears before such a group as yours. I include it only because it explains the source, as it were, of the term. If you will excuse me for speaking from the practical background of radio as a medium which derives its present means of functioning from advertising revenue, than I can tell you very simply that merchandising is an advertising term—one that has been applied to every form of advertising for decades. Merchandising a magazine advertising effort, merchandising a newspaper advertising effort, are the familiar prototypes of our phrase: merchandising a radio program. When a manufacturer prepared an advertising campaign in one or more of these media, he presented the proofs of his campaign, in advance, to dealers and to jobbers and allotted them merchandise, sold them goods, in anticipation of the demand for his product which that campaign was calculated to stimulate among the public.

That is one form of merchandising a radio program which is closest to the source of the word, and I have placed it first on this chart, but it has certainly the least bearing upon the mutual interests that we have here today.

The third form of merchandising I am going to dismiss with a brief explanation, because I want to clear the decks for No. 2

—the subject that is of major interest to us today. I have called this third form of radio merchandising “liaison with the listener,” because it implies and is attended by some sort of response, some sort of personal contact established between the broadcaster and the audience. It may have for its objective one of several aims. It may aim to measure the audience, to determine its location and its relative intensity by areas—to ascertain relative appeal of a program in the East, the South, or the West.

It usually hinges upon some sort of offer, some sort of invitation on the air to the people listening to write or communicate or do something that puts them in direct contact with the advertiser. It may go a step farther by subjecting the resultant mail response to more detailed analysis, determining whether it comes from adults or from children, from upper or lower economic levels, and other qualitative aspects.

A second reason for a liaison with the listener is to distribute samples. A quarter of a million bars of soap were distributed in response to an offer made on the air which had the double objective of determining where the audience was, how big it was, and also of placing in the hands of each of the listeners a sample of the product.

Neither of those—and I am gradually getting into the subject that I think I am expected to talk about—is used in the sense of building an audience, which I have phrased as “competition for the audience.” Here is the factor of merchandising which has been highly developed. It has been advanced from the field of experiment through trial and error to the point where, though far from approaching an exact science, it has nevertheless evolved certain thumb rules or yardsticks that can be depended upon. It has been found practical and possible to stimulate an audience for a given program to the maximum size, and to accomplish this in minimum time. I think those two points, size and time, should be emphasized.

In that group of merchandising activity then, which we can define, as I say, for lack of any current technical term in radio, as competition for the audience, I should like to ask the question and answer the question: “Competition against what?”

Competition against other programs, competition against the movies, against bridge, against the reading of detective thrillers, or against any one of innumerable other activities that Mr. Jones or Mrs. Jones or the little Joneses could indulge in when you want them to be listening to your radio program.

If I seem to address each of you as program sponsors, it is because I should like to have you put yourself in the position of the individual or group of individuals placing a program on the air.

Curiously enough, not until quite recently has there been an acute consciousness of the various forms of competition that have to be battled, not to gain an audience, but to gain an audience as large as possible and as quickly as possible. I don't know how many of you are familiar with the sort of program opposition that has given many program sponsors a great deal of thought. It was almost the only type of competition that was recognized until a few years ago. An automobile manufacturer's first consideration in putting on a radio program was to know that no other automobile manufacturer was broadcasting at the same time or even right before or right after his program, on the same stations or on other stations.

The second consideration was the question of the strength of his program, its relative appeal, whether or not he could divert listeners to his program. He measured his talent against other talent on the air at the time he wanted to present his program. If he felt this competition was too strong, he chose another program or another time.

But recently, in the period of the last few years, that competition for audience has been recognized to be much broader. Program sponsors have applied to their radio thinking a very specific lesson that I think American industry at large learned within the last two decades about marketing and merchandising and selling products. It is rather contemporary thinking on the part of groups of manufacturers and individual manufacturers to recognize that the competition for an electric refrigerator may be a steamship line and not merely another electric refrigerator, or the competition for an automobile may be a radio set or a railroad excursion to California.

In other words, advertisers have only in recent times come to recognize the competition between industries rather than merely between members of an industry.

Exactly the same thinking has been applied effectively to radio program presentation, to radio program merchandising. Just as the manufacturer of an electric ice-box realized that if people spent the \$150 that his ice-box cost upon a trip to California, he wasn't going to get the \$150, so in radio the time-element has been recognized as all important. People have so much time. That time is divided among so many activities. Anything, then, that can be done to influence a radio listener to choose to listen to your program at the time that it is presented rather than doing anything else, not merely listening to another program, is what must be considered. It is competition in American life against the thousand and one urges that are constantly assailing almost all of us: invitations to spend our time and funds in one way or another, and it is probably more keenly developed in this country than in any other.

This sort of effort may take many strange and apparently intricate forms, but, reduced to its simplest equation, there is nothing strange or intricate about it. It rests on the basic premise of disseminating information to people who can benefit by that information or who should be interested in it. It is as old as the first milestone pointing the way to Rome, for the guidance of travelers. It is as obvious as the town crier calling citizens to the meeting-hall. It can be as dignified as an engraved notice of a board of directors' meeting, or as raucous as a circus barker. It is frankly and simply "spreading the news." Twenty years ago, advertising psychologists rechristened it the science of getting attention, but by any term it remains, in principle, as plain and forthright as a window display for merchandise within a store.

It is one of the cardinal principles of all advertising, and is the opposite of the outworn adage that if you can but build a better mousetrap, people will beat a trail through the wilderness to your door.

Now, in a rather tardy attempt to keep the horse before the

cart, I have listed here a number of individual examples of merchandising effort. They are culled from sources as different as possible, with no attempt to make the list complete, but, if possible, to impress you with its variety.

Each of these, then, is the symbol or a name for a merchandising effort that has been successfully used by radio advertisers toward the end of building up an audience: an Indian chief; a milk bottle; telephone bill; subway platform; an Edgar Guest poem; movie ticket stub; dining-car menu; a page in *Hygeia*; a vaudeville show; a paper book cover; "Dear Doctor" (a letter to doctors); a department store ad; a page in *Time*; a motor bus; a bookstore window.

The list could be added to almost indefinitely and with almost as great variety. I want to indicate what each was, with this general idea: that it would be quite unpardonable presumption on my part to indicate a pattern, a formula, a go-thou-and-do-this sort of message for educational broadcasters. But I do believe, and I think your director and his associates believe, that out of the trials and errors, out of the experience and results achieved toward this end by radio's commercial sponsors on the air, there may be a technique that can be successfully applied or molded or completely transfused into something else in the merchandising—in the competition for audience, of educational programs.

The William Wrigley Company have presented over a period of the past months a program called, "The Lone Wolf," dedicated to children and outlining in a very charming, informative, and educational way the Indian folk lore of early America. In conjunction with that, an Indian chief who participated in the programs visited a number of schools. He was adored by the children. He appeared in full feather headdress and war paint, and he stimulated a remarkable degree of renewed and additional interest in listening to the program. There was no attempt at a direct tie-up. There was no compromising the generosity of the gesture by any attempt to identify him with the program or the time at which it was on the air, but a check-up later indicated that had been wholly unnecessary. The reaction was

spontaneous and genuine and natural, and a remarkable degree of additional listening was generated for the program simply by that particular type of merchandising effort.

The program I speak of originated in Chicago and I was not personally familiar with some of its details, so I asked for them by wire and got this reply:

When Wrigley Program started Max Big Man, known as "Chief Grabs the Enemy's Gun," visited schools in Chicago as publicity stunt. When Big Man returned to New York he visited schools there and Chief Whirling Thunder continued school visits here. During last few months Chief Little Moose made appearances in theatres in Pennsylvania anthracite districts. Indian chief story-teller in program. Whirling Thunder and Chief Evergreen Tree have been used for animal and bird imitations in script.

I think that is probably one of the most unique business telegrams ever transmitted over Western Union wires.

The next is "a milk bottle." A million milk bottles! That is important—a milk bottle multiplied by a million. A dairy company, a large distributor of milk, was sponsoring a radio program, and in the second week of the program every milk bottle that was delivered to the doorways of homes in seven states carried upon its neck a cardboard collar which presented an invitation to the customers of the dairy to listen to their radio program—simple, effective, inexpensive merchandising. The specific results of that are the sort that cannot be measured tangibly. Some of the other examples have shown results which could be definitely measured; and I will come to them later.

A telephone bill.—The telephone company presented over a period of thirteen weeks a very unusual series of programs in the evenings, every Sunday evening, I believe, and they used the most obvious, simplest, least expensive manner they could to advise every telephone subscriber to listen to the program. The program emphasized long distance telephone calls. Every subscriber received his telephone invoice every month, to which was clipped a very cleverly and tactfully worded invitation to tune in "Music along the Wires."

A subway platform.—One of the largest manufacturers of cigarettes launched a radio program within the last year and

at the time of doing so had plans for the use of various other forms of advertising. Recognizing the fact that much of the advertising that was being done for his product was reminder advertising, he converted an entire series of subway display cards on subway platforms into magnificent posters inviting people to tune in.

An Edgar Guest poem.—One of the big surprises to those of us who thought we knew all the answers in radio broadcasting, consisted of the broadcasts of a manufacturer of motor cars, on whose program every week a poem by Edgar Guest was read by Mr. Guest. In the windows of thousands of automobile display rooms throughout the country were displayed etchings of the poem read that particular week, with the added caption, "Would you like to know how to get an etching of the Edgar Guest poem? Tune in to our program," and so on, giving the time. Over 600,000 copies of the etchings were distributed.

A movie ticket stub.—A large chain of motion picture theaters offered a photograph of a motion picture star to those who attended their theaters and retained the stubs. In the lobbies of the theaters a reproduction of the photograph of a star appeared with the suggestion, "If you would like to know how to get one, tune in our program at such and such an hour." I don't know how many millions of people passed through those theater lobbies, but perhaps seven out of ten of them saw that poster. It presented an effective message in a strategic place and way.

A dining-car menu.—A little while ago a program was broadcast from a moving train between Washington and Baltimore. It was sponsored by the Ever-Ready razor blade manufacturers and was merchandised in a very unusual way without their intervention at all. The B & O dining-car menus carried an insert which advised its passengers, during the three weeks prior to the broadcast, that a unique program was to be put on the air on a certain date and invited them to listen.

A page in "Hygeia."—I have some of these smaller items here just to give you a quick glance at them. The Great Atlantic & Pacific Tea Company have a page in this issue and I think in successive issues of the American Medical Association Magazine,

not advertising their products primarily, but advertising their radio program. "Anybody can cook a cheap meal," is the headline, "but a well-balanced, nourishing, delightful meal is something that needs expert planning, and if you would like to know how to plan expertly, tune in on our program."

A vaudeville show.—Morton Downey and Jacques Renard and the entire Camel broadcasting group recently completed a tour of the entire United States, appearing in vaudeville theaters and broadcasting from the cities which they were in. Measurements were kept of the effect upon the audience of the program in the cities in which they appeared, and it was found there was a 20-25 per cent increase in listening during the week following their appearance in a given city.

A paper book cover.—The program, "Devils, Drugs and Doctors," with the personal appearance of Dr. Haggard on the program, was sponsored by the Eastman people. It was merchandised in many effective ways. One of the most unusual of them was this book cover. For two years prior to these broadcasts the book, *Devils, Drugs and Doctors*, had been one of the best sellers in its field in bookstores all over the country. The publishers took strategic advantage of the fact that Dr. Haggard was to appear on a series of broadcasts in which he used material from his book, and within a month there appeared on the book and around the paper covers of the book this extra strip featuring, "Listen in every Sunday night to 'Devils, Drugs and Doctors' over the Columbia network." That was done, not as a manufacturing move by the sponsors of the program, but as a book promotion project to help the sale of the book by the book publishers. It resulted in mutual profit. The move was entirely a surprise to the sponsors of the program.

"Dear Doctor."—This particular example concerns the same program and is one of the most interesting incidents that I have to tell you. It really belongs in the second part of this outline, but because it pertains particularly to this program, I want to go into it now. After "Devils, Drugs and Doctors" had been on the air for about seven weeks, a letter was sent out to some 5,000 doctors. The letter asked the doctors for co-operation in

determining the program preferences of professional men and inclosed a card for their return. These questions appeared on the card:

“Do you listen to the radio?”

“About how often?”

“Have you heard the Columbia Network program, ‘Devils, Drugs and Doctors,’ a series of talks by Dr. Haggard of Yale University?”

“If so, what is your opinion of it?”

The response to that letter indicated that 46 out of 100 doctors had heard the program at the time this letter was sent out. Because we know approximately at the end of the seventh week of a series of programs how much an audience is apt to be increased through each successive week, through our study of programs, it would have been possible to predict that four weeks later at the conclusion of the series, probably 55 or 56 out of 100 doctors would have heard it. Wholly as an experiment, as a check upon the effectiveness of this sort of merchandising effort, another letter was sent out four weeks later. Five thousand more letters were sent out to the same 5,000 doctors and another 5,000 were sent to a new list of doctors asking the same questions. The cards came back from both groups. In the second group (those who had not received the first letter), 55 per cent had heard the program. In the first group (those who had received the first letter), 81 out of 100 had heard the program. There is a difference of 30 doctors between the group who had received the first letter and the group who had not received the first letter. The inference can only be that the unconscious effect of merely the inquiry, “Have you heard the program?” called their attention to it and was sufficiently effective to induce that many more doctors to listen.

A department store ad.—One of the sponsors of a very fashionable line of cotton dress fabrics secured the co-operation of some 200 department stores who daily, for a week prior to the first broadcast of the series, featured in their own retail newspaper advertising the fact that they carried these fabrics and invited the public to listen to the program. This was done by the de-

partment stores themselves simply because they felt it was good merchandising for them.

A page in "Time" magazine.—Perhaps many of you have heard the *Time* magazine broadcasts, "The March of Time," and those of you who are readers of the magazine have doubtless seen the full-page announcements during the broadcasts, calling attention to them.

A motor bus.—The Greyhound Lines have been presenting a series of travelogue talks, largely informative in character, describing the history and character of various cities through which their bus lines pass, and they display in each bus all over the United States large cards calling attention to their program.

A bookstore window.—The "American School of the Air," a series of educational broadcasts sponsored by Columbia, have been very effectively merchandised in many ways that I won't attempt to go into, one of them, notably, a display in thousands of bookstore windows during a given week of certain books which were a part of the American School of the Air program. Thus the passers-by, estimated by clockers to run into the millions, received the message of the American School of the Air program.

I realize that I have given you here a patchwork quilt that seems to have no apparent thread of continuity, no semblance of pattern; and I would like to correct this impression. For there is one thing common to all these various forms of merchandising activity. You will note that in each case the sponsor of the program has used the tools that were closest to his hands, the weapons that he knew best how to use. The milk distributor used the milk bottle, the telephone company used the telephone bill, the Chesterfield cigarette manufacturer, in using outdoor display, used his own subway cards to feature the program. The railroad used the dining-car menu. That is probably the most important, if the simplest, thing I have to say. Probably the only secret we know of effective merchandising is not a secret of patented manner or perfected technique, but of ingenuity, resourcefulness, and energy devoted to the channels that are

most open to the sponsor of the program that is to be merchandised.

I promised you something of an index of the effectiveness of this sort of effort. I am afraid it is incumbent upon me to do so because the lament, the cry, the invocation of broadcasters, "Tell people about your program," might be subjected to some slight suspicion of self-interest and partiality were we not able to prove that this kind of activity pays back its sponsors a thousand fold.

Here is the curve of audience accumulation during thirteen weeks, charted by our statistical department, in which many programs have been reduced to a single curve. This is the normal curve of audience expectation during a period of thirteen weeks for a program that is not actively merchandised. Note that the line has a rather steady, gradual up-swing. It continues going up a little after the ninth or tenth week.

A similar group of programs, vigorously merchandised and with the audience measured from week to week, showed a much more sharply inclined curve at the outset of the program, reaching a nearly maximum audience more quickly and holding it throughout.

In each case, assuming the programs are of equal length and, for the purpose of comparison, of equal attractiveness, note the increase in audience for the advertiser, because of his merchandising effort.

That sort of measurement was carried to a still more detailed breakdown in this particular instance.

A cigar manufacturer, using a hook-up of so many stations, measured his audience during a period of thirteen weeks. In 31 cities in which detailed measurements of audience were taken during the first four weeks of the program, we got this curve, a gradual increase in size of audience from week to week. Then, because of a special complication in distributing arrangements, it was possible to put into effect certain merchandising efforts in only 14 of those 31 cities. From here on notice how the curves separate. This one shows the gain in audience where the pro-

gram was merchandised. This represents the much more gradual gain in audience where the program was not merchandised. That is perhaps the nearest to a scientific example of results because of the element of control being so happily included with the 17 cities in which the program was not merchandised.

I wonder if the thought has stirred in your minds, while I have been detailing the experiences of radio advertisers, "But that's all right for an advertiser. He is trying to sell something. He has a commercial ax to grind. Do not the purely educational objectives of the National Advisory Council programs fall into a sharply different class? Do they need this sort of corollary effort?"

I should like to answer that in this way. It is both a greater need and a greater opportunity. A program needs more merchandising if it is a less typically popular type of entertainment program. Programs that do not have that typically popular appeal, that people do not listen to for the sheer lazy enjoyment of listening, need greater merchandising.

A program needs merchandising in proportion to the extent of lazy listening. That is a phrase I would like to explain. Many programs are background programs, other programs are foreground programs—psychologically background or psychologically foreground. There are programs that can be tuned in while people play bridge or have dinner and talk, such as orchestral programs that do not need to be closely attended to, but to the degree that a program needs concentration in listening, it needs more merchandising.

So it seems self-evident that no program more thoroughly justifies merchandising effort than educational programs, and I can't leave without making this one final point. Perhaps it isn't a part of my subject but it is a part of my thoughts and I know I can say, with confidence in the concurrence of the broadcasting group here, it is part of the thoughts of the entire broadcasting industry.

Surely no rôle that radio can play is held by us to be closer to

its proper heritage than the rôle of educator. No program or group of programs on the air seem to us to fill the more serious mission of radio in millions of homes than the programs of the National Advisory Council. We stand by and see other programs, commercial programs which make possible these other programs, vigorously merchandised. We see them hurled at people's attention in a thousand and one ways. We see people reminded, invited, coaxed, nudged, whispered to and hammered at to listen to these programs.

Knowing that the educational programs that are being planned and presented by your group are as close to our hearts as they are, you can well understand with what frankness, with what eagerness, we look to this group for every bit of possible initiative in disseminating the story about these programs to as many people as you can tell it to.

CHAIRMAN CHARTERS: It is appropriate now that Miss Rowden, to whom reference has been frequently made today, should speak on "Publicity for an Educational Program."

PUBLICITY FOR AN EDUCATIONAL PROGRAM

DOROTHY ROWDEN

Publicity Director, National Advisory Council on Radio in Education

Early in the fall of 1931, shortly after the Council's first program was broadcast, Mrs. Dorothy Canfield Fisher visited our offices in New York and brought the disturbing news that she had found very few people in small towns in New England who had ever heard of our broadcasts. Here indeed was a grave situation, for it meant that our publicity was probably not reaching the small towns in any section of the country, despite the fact that thousands of press releases and program announcements had been sent out. Mrs. Fisher suggested that we renew our efforts to have our material published in small-town newspapers and left us with our problem.

The gods must have been listening to that conversation and must have decided that the Council was a worthy body, for almost immediately the problem was solved. The solution came

in the form of a bulging envelope from our clipping bureau. It contained dozens and dozens of clippings, all exactly alike—very evidently fathered by the same plate—and from small-town daily and weekly newspapers. Each clipping gave the details of the economics and psychology programs, printing the Council's name in full, properly—a feat—and gave directions about writing to the University of Chicago Press for printed material. The next mail brought a similar envelope even larger than the first, stuffed with clippings of the same parentage.

The next day and the next we had bigger and fatter envelopes in every mail containing the same kind of clippings, tied in bundles of twenty-five and fifty. This went on, with the envelopes only very gradually losing their girth, over a period of weeks. Clippings came from small-town newspapers in nearly every state in the union.

Every success story has a gap. The millionaire in writing the tale of his rise from office boy to president purposely omits the point immediately responsible for his success, so that all the gaping office boys who read his story won't grow up and be presidents—thereby glutting the president market.

This is the gap in my story. I discussed the matter of the avalanche of clippings with the representative of the Press Relations Department of one of the broadcasting companies and he offered to have a clipping expert look at the story and discover for me what syndicate was responsible for such a wide printing. This is what the expert reported:

The syndicate responsible for this story makes a business of sending out to a large number of small-town newspapers boiler-plate advertisements paid for by advertisers. To insure the printing of the advertisement in the small-town paper the syndicate attaches a boiler-plate news story. The Council's story had been attached to an ad glorifying cod liver oil.

The vocational guidance series reached the small-town papers hand in glove, very appropriately, with a radio manufacturer's advertisement. So far, to my knowledge no enterprising advertiser has bid for the other programs, and perhaps it is just as well lest the Council be accused of commercialism.

When we undertook to broadcast these programs it was at once apparent that the publicity would have to be divided between the Council's office and the broadcasting companies. Because the broadcasting companies had facilities for mimeographing and mailing large quantities of releases, as well as experts to prepare them, it was decided to have releases for newspapers go out from the companies' Press Relations Departments. That left direct mail publicity, magazine publicity, and general educational publicity for the Council's office. This division of duties is not hard and fast; frequently, for example, the Council sends information to newspapers, but the broadcasting companies' representatives are always informed of this, and sometimes it is at their suggestion that such stories are sent out. Both the broadcasting companies have appointed men to work with us who have been co-operative, interested, and intelligent as to the purpose of the series broadcast. The Council is indebted to them for their good work. The University of Chicago Press has given special publicity to publications, and the various organizations co-operating in planning the broadcasts, such as the American Psychological Association, American Political Science Association, the Workers' Education Bureau of America, and the National Vocational Guidance Association have sent special publicity to their members. The Council's office acts as the center of distribution for all information used as a basis for releases and for other material sent out by co-operating organizations.

The mailing of program announcements to organizations and individuals is perhaps the most important part of the Council's publicity. Leaflets have been printed for each series, and as many as 200,000 copies of the announcement for a single program have been distributed. Mailing lists are carefully selected as soon as a definite date is set for broadcasting a series. In addition to a standing mailing list of nearly 35,000 (this includes a list built up for the Council by the University of Chicago Press), we also procure membership lists and mailing lists of other organizations. Most organizations gladly accede to our requests for their lists, and either allow us to use member-

ship lists or their list of officers and state and local leaders. Sometimes they mail our programs to their members from their own offices. Organizations whose lists we have circularized include the Daughters of the American Revolution, the Grange, municipal leagues, the American Library Association, consumers' leagues, various state and local women's clubs, the Kiwanis, Rotary, Lions International, American Legion, American Association of University Women, American Psychological Association, American Economic Association, National Congress of Parents and Teachers, Y.M.C.A., National Vocational Guidance Association, National Council of Jewish Women, Knights of Columbus, American Association of Social Workers, Child Study Association of America, Masons, chambers of commerce, the American Bar Association, and many others. Many of these organizations have published articles and news notes about the programs in their bulletins and news sheets.

Requests for quantities of the program announcements come from all parts of the United States as a result of the initial mailing. Teachers ask for copies of the programs for distribution to their students. Industrial concerns such as the Western Electric Company, Procter and Gamble, the Singer Sewing Machine Company, have distributed thousands of copies to their employees. A store in Philadelphia asked for copies of the psychology program announcement for their salesmen, and librarians all over the country have distributed thousands of folders to their readers.

We feel that the librarians have been perhaps the most interested and enthusiastic group of people that we have worked with. As an experiment we sent to a list of 2,000 members of the American Library Association copies of the first program announcement with a note saying that more copies were available for free distribution to readers. Almost immediately requests for hundreds of copies came to the Council office. A number of librarians now have a standing order for quantities of all the programs we publish.

This is the kind of assistance librarians have been giving us. A high-school librarian writes: "Our local newspapers will not

publish radio news, so I am sending copies of your announcement home with every pupil. We are also making posters for display in banks and other public places, and I hope in that way to reach all the people in this town."

At our suggestion many libraries have sent notices to their local newspapers, saying that the library was prepared to give book service to accompany the broadcasts. Over a period of two months, as a matter of record, I kept a count of the stories originating with librarians, and there were nearly forty, some of them a quarter- to a half-column in length.

As to newspaper publicity the Council's programs have had a generous share of the limited space most editors are now given for radio news. The radio editor of the Associated Press has sent out a good-sized story on all of our series of programs. Many radio editors have added editorial comment to the material released by the broadcasting companies, one going so far as to admonish his readers "to give their ears a rest from jazz and get a load of education."

Stories in newspapers originating with local organizations or individuals are, of course, the most valuable kind of publicity we can have, except, of course, word-of-mouth publicity. If Mrs. John Foster, prominent in local circles, or if the principal of a high school, or a superintendent of schools, writes a letter commending our programs to his local newspaper and it is published, that town knows the Council is broadcasting. Therefore, whenever feasible, we suggest in our correspondence about the program with individuals that they write to their local newspapers urging their fellow-townsmen to tune in. A surprising number of these letters have appeared in "constant reader" columns all over the country. As the Council continues its work we hope to add to this list of letter-writers and perhaps to actually appoint these people as publicity representatives for the Council in their localities. Such a publicity committee working with an organized listening group would be of immeasurable assistance in getting news of the Council's activities to the rural sections and the smaller towns where most of our potential listeners live.

Editors of magazines have dealt kindly with us. Many of

them, it is true, approached us cautiously surveyed us searchingly, and, still unconvinced that we meant what we said about "furthering the art of radio broadcasting in American education," sent their most sophisticated writers to see what our game was, very evidently with orders not to be overcome by our seemingly innocent manner. Once in the office, however, quite disarmed by our frankness as to our means of support and our purpose in life, the writers have melted and have declared themselves as being decidedly in favor of the Council's aims and objects. Articles and editorials in which the Council's work has been mentioned conspicuously have appeared during the past year in *Harper's*, *Atlantic Monthly*, *Woman's Home Companion*, *Survey*, *Scientific American*, *World's Work*, *Time*, *American Federationist*, *Tide*, *Business Week*, *Advertising and Selling*, as well as in many educational journals including *School and Society*, *Journal of Adult Education*, and the American Library Association's *Bulletin* and *Booklist*. Many farm journals and trade and technical publications have also carried notices about various aspects of the Council's activities.

Each speaker at this meeting should, I think, offer some constructive criticism, and this is mine—that programs be planned far enough ahead of the date of delivery to permit us to plan and to carry out a thorough advance publicity campaign. This is the thought I wish to leave, especially with the committee chairmen here assembled.

CHAIRMAN CHARTERS: We shall hear first from Mr. Chauncey J. Hamlin, chairman of the Committee on Museum Co-operation, about co-operation between radio programs and the museums.

REPORT OF THE COMMITTEE ON MUSEUM CO-OPERATION

CHAUNCEY J. HAMLIN, *Chairman*

Some time ago Mr. Tyson approached the American Association of Museums with the suggestion that the Association wheel into line behind the educational programs being put on by the Council. My part on the program here today is merely to report progress.

At a recent meeting of the American Association of Museums held in Boston, one session was devoted to museums and broadcasting. Mr. Tyson, among others, was kind enough to come to Boston to present the picture to us. I can now report that we have organized a committee that will consist of every individual associated with every museum that has taken up active work in broadcasting with its own community. Through a survey of museums we found quite a rapidly growing interest in broadcasting in their own communities.

For instance, Mr. Karl S. Bolander, the director of the Art Museum in Columbus, is here today. He has just returned from a meeting in Toronto of the Art Directors Association, an organization of the directors of the various art museums of the United States and Canada, and he has been commissioned by them to represent them on this Committee of the American Association of Museums.

We have a subcommittee consisting of the directors of three very active historical museums: Mr. Hardinge Scholle of the Museum of the City of New York; Mr. L. Hubbard Shattuck of the Chicago Historical Society; and Mr. Robert W. Bingham of the Buffalo Historical Society. They set themselves to the task of preparing a document, to be eventually turned over to Mr. Tyson, showing how historical museums can best co-operate with the Council.

Here is a document on *Science Museums and the Radio*, prepared by Mr. Austin H. Clark of the United States National Museum. This is to form part of the series, the historical report will form another part, and the third part will be prepared by Mr. Huger Elliott of the Metropolitan Museum of New York in co-operation with Mr. I. T. Frary of the Cleveland Museum of Art and Mr. Karl S. Bolander of the Columbus Gallery of Fine Arts. These will show how the art museums can work in radio.

The Radio Committee of the American Association of Museums then really has two functions to perform: one, the development of local educational programs; the other, the development of interest in national educational programs.

One thing that has impressed me in connection with this program today is the growing sense of personal obligation on the part of individuals in a local community to get behind these programs. We have here in Buffalo a local Radio Committee which is part of the Buffalo Educational Council. It is up to each community to devise ways and means within its boundaries, through the co-operation of libraries, museums, newspapers, men's and women's organizations, schools, and other agencies, to bring the value of these programs to the attention of as many people as possible. That to me has been the big message of this session today. So far as Buffalo and the local group here are concerned, I am sure that the fact that you have held your meetings here and have brought these most important programs to us will directly result in interesting local people in using their radios more than they have up to date.

One thought has come to me in regard to local programs in connection with this discussion. We who are putting on local programs of an educational nature must be more than careful that our programs have a high value educationally and that they are really interesting. If we flood the air with programs of a mediocre character, it will damage the national programs of this Council. In other words, we must be very careful not to disappoint our audience, for we do not want them to tune out when they hear an educational program announced.

CHAIRMAN CHARTERS: The Program Committee has presented a very challenging question to Mr. Lakeman, "How Much Educational Broadcasting Is There?" Mr. Lakeman is associated with the director's office in New York City.

HOW MUCH EDUCATIONAL BROADCASTING IS THERE?

CURTIS EDMUNDS LAKEMAN

Assistant to the Director, National Advisory Council on Radio in Education

This paper has too expansive a title. If you expect me to answer its large question with a meaty array of facts and figures or with the erudition and eclecticism of an industrious professional listener you will surely be disappointed. I was put on

this program merely to describe the beginnings of a rather prosaic and circumscribed procedure which we are trying out as one means of getting facts on the extent of educational broadcasting. If in the course of performing my appointed task I grow rambling, or philosophical, or sentimental, you must place the responsibility upon the spacious text which the commanding officer has provided, without considering how much leeway he might be giving me.

We thought that one way to begin to find out how much education there is on the air would be to take the complete programs of radio stations just as they come and study them systematically. So we wrote, in July of last year, to all the stations in the United States and Canada, asking to be placed on their mailing lists for weekly programs, and also suggesting that they send us any special reports or data about their educational activities. We sent out 712 such letters and received fairly prompt responses from 176 stations. Of these, about 130 began sending us programs regularly. That gave us a sufficient mass of material to keep us busy for several months.

It has been, from the first, one of the purposes of the Council to collect information about educational broadcasting. As one phase of that objective we undertook this plan of analyzing current programs, because, so far as we know, it has not been done by any other organization or agency, at least not in the comprehensive way in which we have felt that it ought to be done. The Wilbur Committee made a comprehensive study of educational broadcasting in 1930, and the resulting material was subsequently deposited in the files of the United States Office of Education. The National Broadcasting Company and the Columbia Broadcasting System both issue periodical bulletins listing the educational features on their networks. Miss Margaret Harrison of the Radio Research Bureau of Teachers College, Columbia University, sends out printed and mimeographed circulars listing educational programs to help teachers in elementary schools which use the radio as an aid in their classroom work. Miss Harrison also made an analytical study in 1930, which is now being repeated for January, 1932, as a

result of which she estimated what proportion of all the broadcasting time represented in a typical range of programs is given to music, dramatizations, programs for women, for children, and for adults. These sources of information and others did not tell us exactly what we wanted to know. For our purposes we wanted to find out, in the first place, just how much educational work each station is doing. We thought it possible that much broadcasting of a really educational nature is being done all the time by various types of non-network stations as well as by those in national chains. We wanted, in short, a colorless, unprejudiced survey of the facts so far as they could be obtained by studying the records and programs of the stations themselves.

So, having collected a few bushels of programs, we went at the job. We decided to build up, first, a file which should eventually contain sample programs and other information in a folder for each radio station in the country; and second, a card index which would show at a glance what stations were broadcasting French, or history, or book reviews, or art appreciation, or psychology, or any of the principal subjects or fields of interest that might for our purposes be considered educational. It was clear that a simple technique would suffice at first. We could pick out representative programs for each station, and mark all items on them which appeared to fall within our definition of education. Then, from the checked items it would be easy to make up a subject index on ordinary library catalogue cards. As this plan progressed, our French card, for example, would accumulate a series of entries, by stations and dates of programs, and as much other detail as it might be feasible to enter, until eventually this subject card would indicate all radio stations in the United States which, on a reasonable sampling of their programs, were found to be broadcasting instruction in French. And so for the entire range of subjects.

This plan was adopted and put into routine operation. Sample programs from all stations responding to our first request have now been checked, indexed, and filed, and a follow-up letter is being written to the stations which have not yet sent us anything. If people now ask us what educational broad-

casting is being done, we have definite records from which we can make some kind of an answer, although we cannot as yet claim that it is a complete answer. In passing, let me explain that the great mass of weekly programs remaining after we have selected our samples for filing are not thrown away. By arrangement with Dr. Koon they are forwarded to the United States Office of Education for deposit in his growing collection of data on radio in education and are there accessible to all who may have occasion to study the record of American broadcasting.

Another detail of our plan is the preparation of an analytical sheet in the form of a check-list of subjects printed at the left of a standard-size filing sheet, with successive ruled columns to be dated at the top and filled in with check marks opposite the subject. Taking our marked sample programs as the source material, one of these secondary sheets may then be made up for each station by filling out one column to each program represented. In this manner, as two, or three, or four, or six programs a year are read and filed and abstracted, there will gradually be built up, we think, a fairly representative condensed picture of what each radio station is offering in the way of educational subject matter.

I should now indicate just what we include in this check-list. This is, in fact, the working basis of the whole plan, the scheme of subject matter we have in mind the moment we begin to read programs. The following subjects or rather group of subjects constitute the skeleton of the plan: agriculture; art and art appreciation; character education; chemistry; child welfare; civics and government; dental hygiene; drama; economics; education; English; health; history; home economics; international broadcasts; international relations; industrial relations; labor; languages—French, German, Italian, Spanish, etc.; law; literature; market information; museums; music appreciation; opera (Metropolitan) and symphony concerts; parent education; philosophy; psychology; public health; recreation and games; religious services; religious education; rural education; science—geography, botany, zoölogy, physics, etc.; sociology.

Our index cards include not only the foregoing subjects and their many subdivisions but also universities, museums, and various organizations which originate broadcast programs. In this respect, the indexing is being correlated with the study of broadcasting by voluntary organizations, which the Council is making in co-operation with the United States Office of Education.

So much for an outline of our office procedure in making this study of programs. Let me again remind you that my only purpose today is to describe the rather dry and mechanical details of this plan which has not yet been in operation long enough to give an adequate answer to the question in the title of my paper. Furthermore, the limitations of our procedure will be readily apparent. Your first question, for example, will be, What do we classify as educational? What do we mean by educational broadcasting? This is a question that perhaps no one has ever answered to the satisfaction of anyone else. There are as many answers as there were descriptions of the elephant by the blind men in the fable. We have said in our own publications that "all broadcasting is educational, whether good or bad, since it cannot fail to influence public thinking, public taste, and public interests, much as reading does."

It is true that nothing human is foreign to radio. One of the series of broadcasts over WMAQ, a station which has given us some of the finest examples of educational radio, has been published by the University of Chicago Press in the little book entitled *Philosophers in Hades*. Professor T. V. Smith of the Department of Philosophy of the University of Chicago is responsible for this intriguing series. He imagines himself smashed up in an airplane accident and suddenly transported to the lower regions, where he proceeds to interview Aristotle and Plato and Heraclitus and the rest, broadcasting these dialogues back to earth. In the Preface we find Pluto and Plato in an anxious discussion as to what this "Earthling" is doing and wondering whether they should allow the interviews to be published. Pluto thinks it is all right because they have been broadcast anyway. "Yes," says Plato, "thanks to that device of

yours—the Plutophone, as he calls it. Did you consider carefully the wisdom of putting that instrument in his hands?”

Pluto answers, “I admit you have the vantage of a wider view; but I am rather proud of Hades myself—being as it is the only home I’ve ever had—and I don’t see that whatever goes out from here is likely to injure anybody on earth.”

Perhaps the broadcasting companies feel, and no doubt the Federal Radio Commission sees to it, that whatever goes out on the air injures nobody on earth. The question still remains how much of it is educational. For my part I hold that anything which adversely affects the level of knowledge or taste or action cannot be regarded as educational without doing violence to a respectable word. But this may be verbal quibbling. Certainly, if I wanted to get an easy laugh I might start reading, right now, from any program picked at random from our collection and ask how many of these listings you would classify as in any sense educational. Perhaps one of the first things you would not include would be the “Cuckoo Hour.” But wait a minute! Is a good satirical newspaper cartoon educational? And when Mrs. Pennyfeather caricatures the accents of those who offer “helpful hints to perturbed people” and manages to suggest over the air the exact intelligence quotient of the nostrum-loving section of the population, is all this educational or is it not?

In any event, facing the need of a working definition of educational broadcasting we found nothing better than that suggested by Dr. W. W. Charters, who said, you will remember, “an educational program is one which purposes to raise standards of taste, to increase range of valuable information, or to stimulate audiences to undertake worth-while activities.”

A second difficulty is that it is pretty hard to tell, merely from what is listed for each fifteen minutes on the ordinary radio program, just what goes on behind the title. There is indeed no way, short of actually listening to every broadcast which is not already known, of reaching a really accurate and complete notion of what is being put on the air. This seems to be a serious count against the finality of any analysis of educational broadcasting made from printed programs alone. In pointing it out

we again disclaim any effort to make this study take on greater significance than it really has.

Another question arises as to the representative character of the sampling. First, we thought of using one day's program of each station as the basis of the study, but even before we began we saw that a week was a more characteristic and representative unit. Again, using the example of the French lessons, it is found that such subjects are likely to be broadcast two or three times a week rather than every day. Selecting a single day's program would therefore involve a heavy risk of error from inadequate sampling. The week's record which we are using is likely to pick up a wider range and a fairer selection of the activities of the particular station. But, then, the question arises as to how many weeks out of a year should be taken as samples, if we would give the stations a fair chance, so to speak, to be caught in this net we are spreading for educational fish. We invite your own opinions. Should we analyze a week's program every month or every three months or every six months? What we have actually done so far is to read and file two programs for each station, one taken as representing the range of winter programs and another the summer offerings.

One kind of educational broadcasting that most readily escapes through the large meshes of this net is that included in the outright commercial programs. No fair-minded listener would deny the educational value of some of the sponsored broadcasts. Of course, most of us watch for the sales motive so keenly that the educational factor gets heavily discounted. It is true enough that the present organization of our economic and political world is so careful to protect the interests of special business groups that the interests of the consumers, the "walking gentlemen who fill up the world," are usually quite forgotten. Certainly, some excellent music and good historical pageants and useful advice to parents can be found on the sponsored programs. But whatever the educational content of strictly commercial programs and, indeed, of some of the sustaining programs may be, it is hard to get at it from merely reading the daily listings. The "Watkins Coffee Quarter-Hour," or "Jones' Merry-Dairy-

men," or "The Householder's Searchlight," or the multifarious home and food institutes which fill up the program may (believe it or not) really contain soundly educational statements and suggestions. But certainly they would have to be closely scrutinized before one would dare include them on a list to be unqualifiedly recommended to schools or even to adults.

Among the many things we are not attempting to do in this study is to make any kind of a qualitative evaluation within the range of the material we are indexing. We check all items that look as if they might be educational in the wide meaning of our definition and index only those broadcasts which on their face offer a degree of certainty. For instance, foreign-language lessons are for the most part readily identifiable from the program listings. And foreign-language teaching by radio is one of the very interesting things we want to know about. For the purposes of the program study we pass over the question of a qualitative analysis of such listings. I mean, if a lesson in French is clearly offered, we do not now attempt to guess or to find out how good a French lesson it is. It suffices for our present purpose to note that an attempt is honestly being made to impart instruction in the French language over a particular radio station.

Again, no distinction has been made with respect to the audience toward which a particular broadcast is directed. We have indexed merely the subject and sometimes the author or source, regardless, for the present, of the group reached. Thus we have not attempted to distinguish between lessons in history given by the American School of the Air or the Ohio School of the Air and history intended for the general adult audience. We have, however, sought to list all the principal "schools of the air" on our index cards and to give in each case a summary of what they are mainly broadcasting. We take it that one of the excellent features of good school broadcasting is the extent to which older people eavesdrop on what is in theory intended for the school children. Possibly the penetration of educational radio could be indefinitely enlarged if it were possible to announce that only the right people may listen to certain pro-

grams. With the perverse curiosity which makes our species so delightfully human they would probably quit their business to listen! Mark Twain's ham actors knew how to sell out a Mississippi town with a "Royal None-Such" program, but that technique would be harder to carry out on the air.

In spite of all these limitations, our experience in reading a mass of programs seems to justify a certain amount of optimism that there is a good deal of broadcasting now going on which cannot help but "increase the range of useful knowledge and raise the level of public taste." The limitations of our method of getting at the facts are admittedly serious, but we believe that the study is worth continuing, and that some of its deficiencies can eventually be corrected. Such an endeavor must by its very nature remain indefinitely incomplete, since it aims at a flying goal. At any rate we hope to continue the study and expand its scope. For one thing our procedure needs to be checked and supplemented by an evaluation of all unknown program offerings through reports from selected listeners, in all parts of the country. Of course, it is possible for us in New York to get at the real nature of all the broadcasts that are given on the national networks. What I am referring to as needing more painstaking inquiry is the mass of local broadcasts from the hundreds of individual stations and regional networks that are not available to New York ears, hemmed in as we are by the wall of our high-powered stations.

A word should be said about the response from stations owned by educational institutions which are supposed to be broadcasting programs that are entirely or mainly educational. We sent a modified form of our circular letter requesting co-operation to fifty such stations and after nine months exactly half of them, or twenty-five, have sent us some kind of a reply. It should be said that this is a higher proportion of responses than we have received from the non-educational stations. We are including both groups without discrimination in the mechanics of the study already referred to.

What of the notable chain features in educational broadcasting? Any paper on the present subject must at least bow in

their direction, and it takes no special mechanism of research to find them out. They are listed in every newspaper and fortunately they are often found in the special boxes of outstanding broadcasts of the day. I refer, of course, to such series as the Damrosch, New York Philharmonic, and Philadelphia orchestral concerts; the American School of the Air; the National Student's Federation; Mr. McDonald's discussions of foreign policy; the Metropolitan Opera; the talks on public affairs by William Hard from Washington and Geneva; the new series of the National Education Association conducted this year by Miss Florence Hale; such talks on law as those of Dean Archer, and on medicine in Dr. Haggard's admirable series on "Devils, Drugs and Doctors"; the endless and excellent health talks such as those, for example, sponsored by the leading national and local organizations through the New York Academy of Medicine; Dr. Poling's Youth Conference; Mr. Kaltenborn's Current Events; the National Radio Forum; Dr. Julius Klein on the World's Business, and too many others to list here. In this society of its elders the Council is proud to have made its *début* this season with five new series of lectures on economics, psychology, vocational guidance, government, and labor. Where, except to such listings as all these, is the seeker-out of worth-while programs to turn if he would contend against the defeatist attitude which so frequently greets any discussion of the radio among intelligent people. A depressive psychology has indeed grown up about cultural radio, as has often been pointed out. It is easy to see and to hear how bad things are, and people who want and appreciate offerings of taste and intellectual appeal too readily condemn the whole diet instead of looking for what may even now be had on the menu. One effective way to combat this rather unfair attitude would be to encourage the publication of selected lists of the kind of programs wanted by the kind of people who want the better class of broadcasts. Such a selected list is frequently asked for, and the need has still to be filled. The Council hopes to issue such a periodical publication. The NBC and Columbia lists already referred to are apparently not available to a wide public. Miss Harrison's reports are

valuable both to the teachers for whom they are intended and to others who are looking for guidance, but the distribution of her lists is also limited. Such a publication as I have mentioned would find a welcome in every home where the average mental age of the family is above the well-known figure of thirteen.

The radio is endlessly compared with the newspaper in discussing these questions of group tastes. With the newspapers, selection is easier and is carried out automatically. The different groups go on side by side without mutual irritation and wear and tear. People who want the tabloids buy them and read them in the subway alongside those who read the high-brow journals, with no greater friction than occasional and no doubt mutual feelings of unexpressed contempt. But the radio is, in one sense, a more social instrument. To be sure it deals with family units, but apparently it sometimes threatens to disrupt the family. Ours used to be, the fond salesman hoped, a two-car country, but I have never heard it called a two-radio-to-the-family country, at least in the ordinary city apartment where trouble enough brews already. If one member of the family likes jazz, another, opera, while a third wants talks on psychology and a fourth, drama, how shall all be filled and contented at once? One of our many friends-by-mail, a lonely lady way down in Kentucky, referring to one of our recent talks on government, writes:

On account of others being in the room I did not get all the address. I was interested and would like to get the paper on politics that was mentioned, as I have no men folks I can get information from.

And then a Massachusetts lady apologizes for listening to only one of the "Child Psychology series," saying:

We usually have some one in, whose tastes do not run to educational talks. My husband is a man and when he returns from a day's grinding it requires all the music I can summon from the radio to "sooth the savage breast." If I were to ask him to listen to a talk on psychology it would be the last straw. I am quite sure he would go mad and bite me. I belong to a class of people who are cultured socially, but who have to walk the high road alone.

In this wandering discourse the only answer I have really attempted to give to the question in the title of my paper

is to suggest that for people who want to "walk the high road of culture" either alone or with their families the radio offers an increasing number of spiritual highways. We are not only trying to construct a few of these roads ourselves but to map out others for your guidance, and we think that we have devised a method which will increasingly serve your needs.

Though we say so a dozen times a day, and thereby, through a kind of defensive instinct, do our best to reduce its miraculous quality to a more comprehensible commonplace, the radio still remains a miracle. If we would take the wings of the morning and fly into the uttermost parts of the earth, this magic casement is open, our Persian carpet is ready to transport us in the twinkling of an eye. But radio not only offers us escape; by a paradox it can bring a whole world instantaneously closer to the realities of the day, telling us in a few moments the story of a child murder so atrocious that it shakes the very foundations of our social system. It is trite to say that the potential usefulness of radio is boundless. In this newest gift of research and invention we apprehend again the truth of Bacon's vision that science is, or should be, a rich storehouse for the relief of man's estate. May our use of this incomparable instrument be ever more worthy of its origin!

CHAIRMAN CHARTERS: Mr. Lakeman has presented a report of progress. I take it that we shall secure the answer to his question some years from now.

We have approached the time when our hosts have announced that they have arranged visits for us to educational institutions and other centers of interest in Buffalo. There will be an opportunity for discussion of these papers tomorrow. The chairman, therefore, rules that we shall have no discussion at the present time.

The meeting adjourned at four thirty-five o'clock.

THURSDAY EVENING SESSION

May 19, 1932

The Thursday Evening Session, held in the Auditorium of the State Teachers College, Buffalo, convened at eight-thirty o'clock, Harry W. Rockwell, president of the College, calling the meeting to order.

Overture—State Teachers College Orchestra, Eleanor Hurd, Conductor.

INTRODUCTION OF CHAIRMAN

HARRY W. ROCKWELL

President, State Teachers College, Buffalo, New York

I dare say that there are some in this distinguished audience who are here representing various phases of this great question of what we are to do with radio in education, and to those I particularly extend a very cordial welcome to this particular institution this evening.

If you will bear with me for just a moment, may I say to those of you who are here in this place for the first time that this location we feel has some historical interest. Located just across from the beautiful park which was used as the Pan-American grounds in 1901, we find ourselves near neighbors to two very beautiful classic temples, one now used as the Art Gallery and the other as the City Historical Building. These buildings were used at the Pan-American Exposition and were constructed at that time so as to be permanent.

As you who are strangers here tonight leave this hall, I ask you to look just to the north at that magnificent example of Doric architecture, the Historical Building, and admire it for the moment as you will see it bathed in that fine electrical effulgence which is usual at this particular hour.

Then I also want you to note that we are right here on the banks of the Scajaquada. Locally that may have a malodorous connotation but nationally it is of great historical import, because I need hardly remind native Buffalonians that it was at

the mouth of the Scajaquada that Commodore Perry fitted out his fleet which enabled him to send back to Congress that laconic but significant message, "We have met the enemy and they are ours."

And just beyond, in that park, McKinley met his tragic end, and over here a little farther we have that magnificent avenue, Delaware Avenue, which admits only a few superior thoroughfares in all the world. That avenue, may I say to the strangers here, is associated with four presidents. McKinley passed away on that street; Roosevelt took the oath of office in the residence of Ansley Wilcox; Grover Cleveland began his practice of law on that street; and Millard Fillmore spent a large part of his life there.

So I might give you other data which would impress you with the fact that you are on historic ground in a historic city. Of course, if I were adequately representing the Chamber of Commerce, I would say you are in the city which boasts of being the second largest railroad center in the United States. Railroad economists are not quite so extravagant as that, but we will use the Chamber of Commerce figures for your benefit.

I also like to think that nature is also working in Buffalo's favor. While, of course, we must acknowledge that we are so near Niagara Falls that you come here for conventions perhaps on that account, yet we are told that the Niagara Gorge is wearing back 3 or 4 feet every year, so perhaps when this convention on radio in education meets again in Buffalo, Niagara Falls will be just at Buffalo's side door. That is an encouraging hope Buffalonians frequently hold out in inviting future conventions.

We are interested in this particular convention because we hope that its deliberations during the few days while it is in session here may help it to formulate some plans, some definite plans perhaps, which will bring radio into the public schools as one of the instrumentalities for fostering greater efficiency in elementary education. If radio education, or if the radio, can supplement other important agencies—the textbook, the map, the chart, the library—then, of course, we may feel very properly

that we are on the threshold of a great development, and certainly elementary education, in particular, stands to win a great deal from any such development as that.

You will pardon me if I make the assertion that I believe that radio, on the other hand, would likewise benefit to a certain degree if it were connected up with such an important educative function. I noticed that one of the speakers today, who gave us the results of a rather far-reaching survey, indicated that radio was almost entirely now an entertainment feature, so if by this development radio became an instructive and educative feature, if it added that to its present function, I think it would gain in dignity and in importance.

While I am simply expressing the opinion of a mere layman, and I don't claim to know very much about radio, yet I know that survey of 600,000 persons didn't include me; so I will add my vote, then we have a survey of 600,001 persons. But I believe that radio would do well if it sought to raise the standard of its offerings, particularly in the musical field. I happen to know that the city schools of Buffalo are offering a very fine type of work in musical appreciation, one which is known far and wide very favorably. It seems to me that it is a waste of money and effort if children are to be given such splendid instruction in musical appreciation during the day and then go home at night and listen to a welter of mediocre music made up of jazz and crooning saxophones and other forms of crooning which have been denounced in the public press recently.

If you will permit a mere layman to suggest, I believe radio has a great mission in endeavoring to raise the standard of musical taste. In the field of journalism we confess to our shame that one tabloid in New York City has over a million subscribers. I understand, by the way, that the circulation fell very markedly last Saturday because so many of the usual readers were in the Beer Parade, but ordinarily that is not a thing to be proud of. On the other end of the scale, however, just note that the organ of greatest journalistic respectability in this country, nay, in the world, the *New York Times*, has also piled up a great circulation and is a marked financial success.

Now, is radio going to set its standard on the low level of mediocrity of the tabloid or on the higher plane of real excellence? Someone has said all Americans are divided into three classes: high brows, low brows, and wise brows. The high brows know more and more about less and less. The low brows know less and less about more and more. And the wise brows are glad to know a little something about anything.

Now, to which particular class will radio cater?

It occurs to me, however, that I am not on this program to speak on radio. I am here to introduce the chairman. The chairman comes from Washington where most of our history is made. You will pardon the passing observation that some of the history that has been made the past few weeks by Congress hasn't been so good, but as a gentleman said in the convention on adult education day before yesterday, "I am impressed with the high quality of service rendered by some of my colleagues whom I meet, for example, at the Cosmos Club in Washington." And so we all know that we have in Washington in many branches of our government service devoted men of the highest intelligence who are rendering a magnificent service there.

One of those men is our guest this evening, a man who has brought dignity and honor to the great position of commissioner of education, and we are profoundly thankful that it is our good fortune to welcome him here tonight, particularly because not so long ago he suffered a very severe accident in a neighboring city while he was going the rounds of his service. Happily he has recovered and is in his usual good health. We welcome him back to his accustomed field of service. We trust that he may long honor the position to which he has been so fortunately called.

We are glad, indeed, to welcome to this place the Honorable William J. Cooper, United States commissioner of education, who will act as chairman of the program this evening.

CHAIRMAN COOPER: It is a very great pleasure indeed to have the honor of presiding over this meeting, at the Second Annual Assembly of the Radio Council.

It is the function of a presiding officer to preside and not to speak, so without further ado, as the hour is getting late and our program is very long, I am

now pleased to announce some musical selections by the Glee Club, conducted by Miss Ruth E. Speir.

Music by the State Teachers College Glee Club.

CHAIRMAN COOPER: At the present time we had hoped to hear from Teachers College of Columbia University, an institution which has done a good deal in broadcasting to the schools in New York and New Jersey. It was intended that Mr. R. G. Reynolds, principal of the Horace Mann School, one of the schools under the guidance of the Teachers College, would be here tonight to explain what that great institution is doing in taking the lead for using radio in education.

Mr. Tyson, the director of the Council, however has received the following telegram from Mr. Reynolds:

"Regret inability to be present at meeting of Council. Extend my best wishes. I believe that radio properly used for the education of children can become a mighty force for the welfare of mankind.

"ROLLO REYNOLDS."

So we have to dispense with that first number on what is a long program anyway.

We are very glad tonight that in the absence of Superintendent Hartwell, Mr. Elmer J. Pierce, principal of the Seneca Vocational School, is here to give you some account of what they are doing in Buffalo in broadcasting to the schools.

BROADCASTING TO BUFFALO SCHOOLS

DR. ELMER S. PIERCE

Principal, Seneca Vocational High School

I want it thoroughly understood that I am not here tonight to take Dr. Hartwell's place on this program. That would be presumptuous on my part, for there is only one person who can do that and that man is Dr. Hartwell, superintendent of Buffalo's splendid school system.

I do appreciate the honor of taking part in this program and a chance to express some of my thoughts regarding radio as an educational factor.

Since 1927 the Board of Education has maintained at the Seneca Vocational High School a commercial broadcasting station, WSVS. We have had unlimited time until January of this year, now we have the liberal allowance of 2½ hours per day. So far, the station has existed primarily for the purpose of teaching the science and art of broadcasting.

The Board of Education has approved a complete new equipment for Station WSVS. It will be installed during July and August. I believe Station WSVS should be used to train and educate boys in radio broadcasting and that the programs put out can be largely of an educational content.

I am interested and believe there is a real future for the radio in our educational program. Quietly I have been studying, reading, and experimenting along this line and I do not feel I am conceited nor do I belittle my ability when I say that I have not yet solved the problem to my own satisfaction. I further think much of the so-called education by radio, has, let me say, been wrongly labeled. I would like to have some one draw a definite line between what is educational and what is not educational. Must we confine radio education to the listening public or to the boys and girls in our schools who put on the program?

As I am writing this paper I am listening to the students of East High School in their Assembly. The orchestra has played several numbers most beautifully. Right now the Seniors and Juniors are singing. They know that WSVS is sending the program out, their friends are listening, and I expect they are putting their best into it. Would they if the microphone was removed? I want to tell you it was a fine program and bespeaks great credit to the school and to its principal, Charles I. Costello.

Station WSVS at the Seneca Vocational High School has wire connections with the following schools: East High, Bennett High, State Teachers College, Buffalo City Hospital, and the Buffalo Museum of Natural Science. This, as I see it, is only the beginning, as we have other high schools as well as two more colleges—University of Buffalo and Canisius College. As far as I know, the Department of Education in Buffalo is the only one to own and operate a station. Our station is small but it is large enough, and we would not want to be compelled to make it larger.

Following are some of the conclusions I have reached in thinking about education by radio:

1. It is my personal judgment that education by radio must be supplementary.
2. Therefore, and secondly, education by radio is the function of the educators, the school men actually on the firing line.
3. Regardless of attempts, education by radio is going to be a local enterprise.
4. The supplementary course must be put on by one person and in consecutive teaching order. I do not believe there is much if any lasting value in running a course once a week and by different people.
5. I think a radio lesson should be short, about 15 minutes. Time can be given at the beginning or end to answer and explain questions brought out in the previous lessons.
6. Education by radio will never be a success until educational institutions and other cities, like Buffalo, have their own stations. For such broadcasting I prefer low power and unlimited time.
7. Buffalo as a city is fortunate in its educational possibilities for radio instruction.
 - a) We have the best public school system in the country.
 - b) We have in Buffalo the best State Teachers College.
 - c) We have two of the best colleges, University of Buffalo and Canisius College.
 - d) We have the best Museum of Natural Science.
 - e) We have also the best low-powered radio station, and it is all our own.

I am sure you will not question any of my last statements.

I believe that one great value that can come out of teaching children by radio is the opportunity for them to obtain supplementary information from local institutions other than the schools.

Museums, hospitals, and other public institutions should be invited to prepare special material for broadcasting into the schools that will give pupils information which frequently the teacher is not prepared, or has not time, to give.

CHAIRMAN COOPER: The United States Office of Education has within the last year, or a little over a year, succeeded in getting rid of all administrative work. It is an office which exists primarily for the purpose of research, investigation, and dissemination of what it finds. It is intended that that office shall relieve every state department of education, and to a certain extent every city department, of a large amount of research that is incumbent upon education. In appointing a man to have charge of radio in education, we realized that here was a difficult problem. It is a little more than a research problem. It is a matter of keeping track of what is being done in radio and of disseminating that information. In order that that might be done to the best advantage, the Congress a year ago allowed us a specialist and that specialist is here tonight to talk on the subject, "How Can the United States Office of Education Render the Greatest Possible Service to Education by Radio?"

HOW CAN THE UNITED STATES OFFICE OF EDUCATION RENDER THE GREATEST POSSIBLE SERVICE TO EDUCATION BY RADIO?

C. M. KOON

Senior Specialist in Education by Radio, United States Office of Education

About three years ago, Dr. Ray Lyman Wilbur, secretary of the Department of the Interior, appointed the National Advisory Committee on Education by Radio to make a study of the uses of radio in education. In accordance with a recommendation by this committee, a section on education by radio has been established in the United States Office of Education. This section, in harmony with the general purpose of the Office of Education, collects and diffuses information on educational uses of radio. The dissemination of this information is intended to encourage and facilitate further educational uses of this scientific marvel.

Radio is so new, the possibilities and problems are so numerous and varied, that it seems highly desirable that all forces interested in educational broadcasting should work together to harness this force which science has made available. Therefore, as I appear before this national assembly which has met here to discuss the various problems in the field of radio in education, it seems appropriate that I should report on our principal activities during the past few months. It further seems appropriate that I should raise the question, "How can the United States Office of Education render the greatest service to education by radio?"

The Office of Education was established for the purpose of gathering and diffusing information pertaining to every phase of education. As its avenues reach into every American community and its lines of communication touch every sphere of activity, it is certainly not in a position to conduct propaganda for any idea or specified plan in education by radio. On the other hand, as an agency of the people, its scope is so broad that it must by its very nature offer a helping hand to all who seek its assistance.

The Office of Education is called upon to answer a constant stream of inquiries on the vital subject of radio, which touches so many phases of life. From the remote regions and from the cosmopolitan areas, from amateurs, from professors, from students, from advertisers, from editors, from those who serve and those who are being served, from reformers and from those who need reforming, questions pour into the Office of Education. The radio has captivated the imagination of the entire civilized world. It is stimulating a new revival of learning.

It would be presumptuous to assume that the Office of Education could give satisfactory answers to the numerous and varied inquiries that have been received. In many instances, the answers lie beyond us in the vast unknown areas that remain to be conquered. The office can, however, serve as a national clearing-house for the exchange of information on the subject. It can also serve as a center through which many diverging interests can join their forces in co-operative endeavors toward the solution of common problems that all agree must be solved.

The Radio Section of the Office of Education is one of several national agencies interested in the uses of radio in education. The past few months have been months of orientation. We have tried to comprehend the vastness of the broadcasting movement and its social and educational significance. We have learned that, from a humble beginning less than a dozen years ago, popular broadcasting has been extended until now more than a billion people live within the regular reception areas of the world's broadcasting stations. In this country alone, more than six hundred stations surcharge the air with their daily offerings.

The rise of the broadcasting movement has had few parallels in history. Within a single decade this new means of communication has become an important social force in nearly every country in the world. It builds an acoustic bridge over widely separated terrestrial spaces, permitting even the people in remote regions to be ear-witnesses of important public occasions and to enjoy broadcast music and drama. Radio broadcasting provides the speediest method ever devised for the dissemina-

tion of information. It has already extended the mental horizons and enriched the lives of countless millions of people. Personally, I am forced to admit that I cannot even estimate the full power of this marvel of communication which science has placed in the hands of civilization. Even the civilization of the future may depend upon the control and direction of this power.

If we accept a broad social conception of education, we shall realize, with ever increasing significance, the desirability of utilizing the radio to further the educational process. It is the handmaiden of almost every development of science. By means of it the barriers of isolation can be broken down, and superior talent and superior material can be brought even to the hitherto underprivileged peoples of the remote regions. The radio may enable us to realize some of the commonly accepted objectives of education without going through the various steps that have been considered necessary in the past.

The effectiveness of broadcasting should be measured in terms of its influence on human behavior. If it motivates worthy activity, the broadcasting is educationally desirable whether or not it is labeled as an educational feature. It is a well-known fact that the emotional state is an important factor in determining human behavior even though our educational system has frequently underestimated the importance of emotional guidance. It appears that the radio is already an important influence in determining emotional states and may become a very vital force in this direction when we learn more about the art of teaching by radio.

As we have tried to comprehend the vastness of the broadcasting movement and its social and educational significance, we have become aware of a large number of unsolved problems in the field. Throughout this period of orientation the question which has been uppermost in our minds is, "How can the United States Office of Education render the greatest service to education by radio?"

At the present time the United States Office of Education is co-operating with no less than six national organizations in making studies of various phases of educational broadcasting. In

practically all instances, these projects will lead to publications either by the government or by the co-operating agencies. Permit me to call your attention to these studies and the agencies which are co-operating in making them. I hope that you will be interested in securing copies of some of the publications when they are available.

First, there is the study entitled, *How To Broadcast—The Art of Teaching by Radio*. The National Association of Broadcasters and the Association of College and University Broadcasting Stations have been co-operating with us in supplying the information for this bulletin. The purpose of this study is to make available to educators and broadcasters the best obtainable information on how to prepare and present educational broadcasts. The first draft has just been completed and is being edited.

Second, I shall call your attention to the forthcoming booklet on *Radio and Sound Equipment for Schools*, which has been written by Orrin E. Dunlap, Jr., radio editor of the *New York Times*, from material supplied by us and by the Radio Manufacturers' Association. This is intended to be a handbook for school officials, furnishing them the basic information needed to facilitate their securing, installing, using, and servicing suitable radio and sound equipment in their schools. The Radio Manufacturers' Association is co-operating in making this study.

Third, I shall mention a leaflet entitled *Select References in Education by Radio*, which is just off the press. This leaflet contains about sixty annotated references, and it is intended to make the reader acquainted with the principal sources of information on the subject.

Fourth, we have a study in progress on the German broadcasting system and the nature of the educational broadcasting that is being done. Nearly all of the material being included in this bulletin has been secured by the Department of State through the various consulates. It is hoped that the basic information in the bulletin will be valuable for comparative purposes. The booklet, entitled *Education by Radio in Germany*, is being reviewed in Germany at the present time.

Fifth, the National Advisory Council on Radio in Education is co-operating with us in making a survey of the present and contemplated uses of broadcasting by voluntary organizations. The principal purpose of this study will be to secure and make available the information needed to promote better understanding and mutually helpful relations between broadcasting stations and voluntary organization with public service objectives. It is too early to predict how this information will be made available. Possibly, it will be published by the National Advisory Council.

Sixth, the United States Office of Education is co-operating with the National Committee on Education by Radio and the United States Department of Agriculture in making an inter-view radio survey of the land grant colleges and independent state universities. This is an extensive survey involving the expenditure of several thousand dollars and is intended to make available rather complete information regarding the broadcasting activities and the opinions of the principal officials of the institutions being surveyed. The report probably will be published by the National Committee on Education by Radio after it has been officially approved by the various co-operating organizations which are interested in it.

In addition to the organizations mentioned above, the office has received valuable assistance from various other broadcasting and educational agencies. Our relations with our associations have been very pleasant indeed. We are deeply grateful to those who have joined forces with us in the common cause to use the radio for the greatest good to the greatest number of people. I believe that by impartial, open-minded, co-operative endeavor, we shall be able to unfold gradually a constructive educational program. This program should yield immeasurable benefits in the years which lie immediately before us. Team work is essential. Therefore, as we come near the close of our first year's activities and look forward to the vast amount of work that remains to be done, I ask your opinions on the question, "How can the United States Office of Education render the greatest possible service to education by radio?"

CHAIRMAN COOPER: At the first meeting of the Council about a year ago we heard about the work in the Cleveland schools. Superintendent Jones was present and Miss Baker, who supervises the work in arithmetic. Miss Baker at that time gave a lesson in arithmetic which was broadcast to the audience and they worked the problems themselves.

Tonight we are to hear some more about what is going on in Cleveland, from Mr. H. A. Bathrick, assistant superintendent of schools, Cleveland, Ohio.

BROADCASTING TO CLEVELAND SCHOOLS

H. A. BATHRICK

Assistant Superintendent of Schools, Cleveland, Ohio

I feel it is very much worth while to come to Buffalo and find out which city in the United States has the best school system. I have often wondered and I appreciate Mr. Pierce's giving me that information.

Out in Cleveland in that very fine new administration building which the Board of Education began before the depression, they call me the Assistant Superintendent in Charge of Disorganized Services, and it is a fitting title. The radio program is one of the disorganized services that I serve, more or less as a mechanician.

Cleveland has approximately one hundred and fifty school plants. About half of them are equipped with one or more radio receiving sets. Most of these sets are portable. They can be easily installed and as easily transferred from one classroom to another. In this way a very small number of receivers serve the needs of an entire building for all purposes. Six of our schools, three elementary, two junior high, and one senior high, are provided with public address systems. In these buildings speech from the air or from within the building itself may be transmitted at will to any or all classrooms. The schools equipped with public address systems are our experimental centers where radio lessons in many subjects are in preparation. They are tried, criticized, re-written. This is a refining process, tending toward much more careful teaching within these buildings. I find on the calendars of the centers weekly broadcasts in many subjects: geography, music, language, health, safety, English, hy-

giene, mechanical drawing, mathematics, travelogues, book reviews, art, etc. The microphone is extensively used for simultaneous testing and for administrative purposes. Pupil broadcasting is featured from the public address. Pupils covet the chance to speak through the microphone.

Since the beginning of February, 1932, the National Broadcasting Station WTAM has given to the Cleveland Board of Education without any charge sufficient time for ten broadcasts each week. Prior to that we were buying service from Station WHK, though not at the commercial rates. Eight of the WTAM broadcasts are devoted to the children of the second, third, and fourth grades in the subject of arithmetic. One weekly lesson in music is heard by children of the third grade. The pupils in the junior high social studies groups tune in once a week.

Perhaps our first inclination in considering radio broadcasts for classroom instruction is to think in terms of negative factors. We say offhand a teacher is handicapped because she can see neither her classroom nor her classroom pupils. Obviously she cannot see or answer the questions in their eyes or on their tongues. Relative to her class she is blind and deaf. The pupil is conscious only of a disembodied voice. Relative to the broadcasting teacher he is blind and dumb.

Now we have found compensations that to some extent offset these apparent negations. The time schedule is inflexible, even to the minute. We find as a consequence that pupils are invariably in their seats, provided with the necessary lesson tools, on time. The radio lesson also calls forth a *mental readiness* for the work itself. The physical separation of broadcasting teacher and pupils frees the child from interruptions and distractions. He can and does focus his entire attention on listening and following directions. On the other hand, the studio teacher has been under compulsion to anticipate and liquidate the pupils' difficulties and questions in advance. She, too, is freed from the distraction incident to the classroom procedure. The radio therefore sets the stage with a superior teacher, with lesson material most carefully organized, with classes running into thousands in something more than a mood of passive receptivity.

We choose to call this "multiple teaching." It is the equivalent of mass production in industry. If we can, through precision, refinement, and organization of material, do a better and faster job of teaching and learning, then the amplifier and the loud speaker will be eventually found in every classroom.

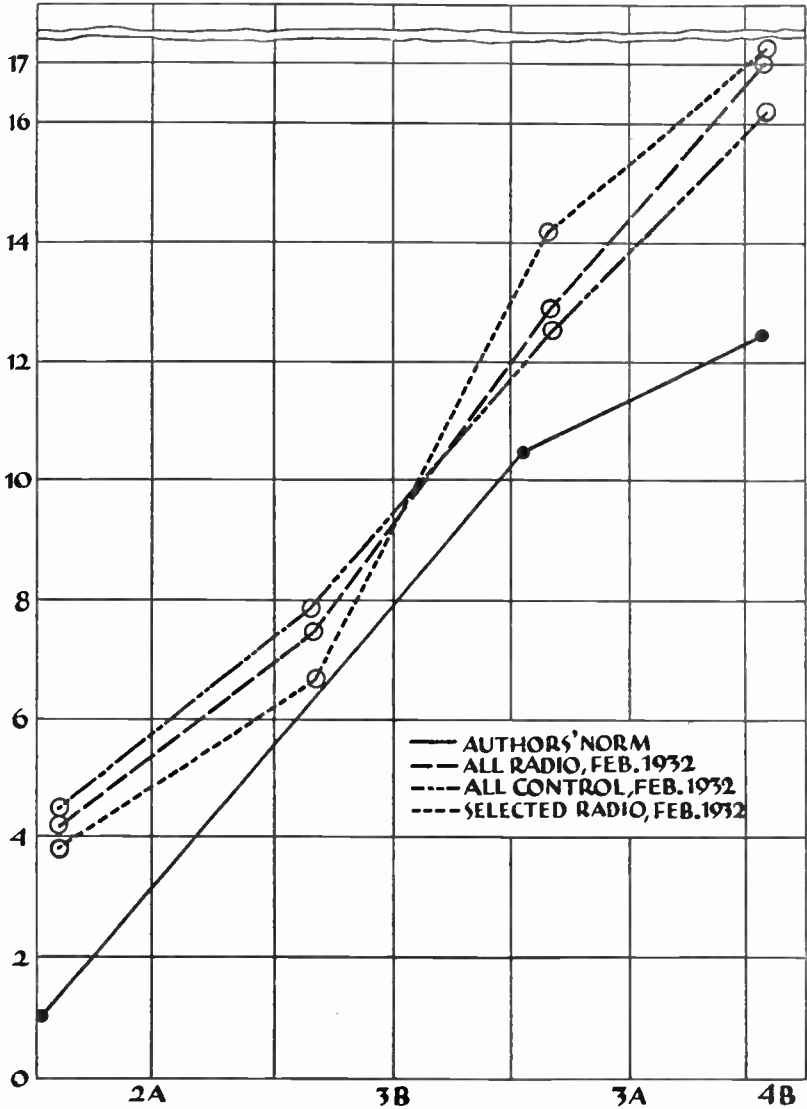
I have indicated that in Cleveland we are broadcasting classroom lessons in three fields. Miss Ida M. Baker demonstrated her techniques in arithmetic at your first annual meeting in New York one year ago. The arithmetic experiment has been in operation for two and one-half years. The control of lesson preparation has been entirely with Miss Baker. Ten thousand children are now participating. Approximately five hundred teachers are or have been participants. Two lessons are broadcast each week to each class. The lessons are 20 minutes in length, representing one-fifth of the time devoted in the curriculum to this subject. We discovered in the early period of our experiment that the young children showed signs of restlessness after about 20 minutes.

Pupils are provided with printed lessons or work sheets. The period is active rather than passive. Each sixth lesson is a review and testing exercise. This is of value both to teacher and pupil. Miss Baker meets the teachers in grade groups for conference usually twice in a semester. Standard tests have been given each semester in both fundamental operations and so-called thought problems. These have been administered to both radio classes and to a like number of children in a control group of comparable mental caliber. Results from this testing cannot be considered entirely conclusive, since no experiment of this sort can be injected into a school system without disturbing the equilibrium of other factors or conditions. A very active arithmetic competitive experimental center, other than the radio, has been impinging on the classroom teachers during this same period of time.

We can by special emphasis and attention raise the standards in most any phase: spelling, arithmetic, geography, health, attendance. The testing program set up for the radio lessons involving five hundred teachers and twenty thousand pupils and

I

WOODY MCCALL MIXED FUNDAMENTALS SCHOOLS WHICH HAVE HAD FIVE SEMESTERS OF RADIO TEACHING COMPARED WITH ALL OF THE RADIO AND CONTROL SCHOOLS AND THE AUTHORS' NORM



continued over several semesters would be in itself a stimulus to more effort. Economic conditions have doubtless set up variations in the work of the last two years which cannot be measured or determined. However, here briefly is the verdict of the Research Bureau:

A comparison of the median results of the two groups, that is, the radio and control group, indicates that the achievement or the progress of the control group is slightly greater in the first two terms, but the reverse is true in the third and fourth—that is, radio classes, either by virtue of a unified and more logical organization of material or better mastery of radio lesson technique, achieve consistently higher medians of progress after once getting squared away. The difference at the end of the fourth term is the equivalent of about six weeks of work. One term in summer school represents this six weeks. On the time basis we could call it an 8% dividend. The chart which I have here portrays this statement graphically.

This is the only purely objective measurement of the effectiveness of our radio classes. *It may be the most significant item which Cleveland can offer tonight.*

However, I want to present some of the subjective testimony and I will quote from the children themselves as follows:

“I like the radio lesson.”

“The radio teacher explains things clearly.”

“It is easy to find out where your work is wrong.”

“The radio makes you work faster.”

“No one bothers me in a radio lesson.”

“It is more fun to listen to the radio teacher. Your own teacher has so many other things to talk about.”

Teachers also with apparent sincerity admit that the lessons are of great value and most helpful to the beginning teacher; that they sense good organization, time saving, vocabulary building throughout; that it is a valuable privilege to detach themselves from the class work for a short period and watch their own class in action. They also sense certain disadvantages:

- a) 1. Radio does not provide enough enrichment nor stimulation for the bright child.
2. There is a tendency toward a monotony in the building of the lessons in grades 2 and 3.

- b) 1. The Z child may need more repetition in the taking of directions.
2. Radio may be a hindrance to the teacher who analyzes her job and is ever alert to the differences of the individual.
3. Radio may tend to make teachers dependent.
4. Radio may hamper the teacher of originality and initiative.

It should be noted at this time that the arithmetic lessons, as well as the others, are prepared for the middle group in ability and speed in learning. No serious attempt has been made to synchronize with the very slow or very fast workers.

Our second experiment in classroom broadcasting in music is in its first run. One lesson is given each week, fifteen minutes in length, directed to and received by third-grade pupils throughout fifty schools. The music lessons have been prepared by one of our corps of music supervisors. She, however, does not do the broadcasting. For that purpose we have drafted a young teacher who has superimposed musical training upon an inherently pleasing speaking and singing voice. She plays her own accompaniment and in so doing reaches classrooms in which the teacher has but an academic equipment in teaching vocal music. The supervisor gives as her first of seven objectives: "To give the children the opportunity to feel that music has mood and to be able to *express* and *respond* to different moods in their singing."

Here also the pupil participates with the broadcasting teacher more fully and actively than in any other exercises. The technical and graphical elements employed in writing and reading music are woven into the lessons. Some of you may wish to get personally a picture of the close mental relationship established between the radio teacher and the pupil. On that suspicion I have provided copies of the test which will be administered over WTAM on June 2, at 10:15 A.M.

Our program in the social studies is likewise in its first run. We have as yet no objective measure of its productiveness, although tests are to be administered by the close of this term. There are difficulties in broadcasting to the upper grades which are nonexistent in the elementary schools. These are due to the complete departmentalization in these levels. There are further

specific difficulties in the presentation of our present course in social science, because we have fewer convictions and less unanimity in how and what should be presented in this course. My own hope is that the radio lesson through its penetrative power may resolve our doubts and integrate our convictions in this respect. In the history or social science broadcasts we have entirely departed from the single super-teacher plan. Some ten or twelve instructors are co-operating in lesson writing. It is a good experience for them, but we are uncertain of the outcome. Of course, these lessons are reviewed and edited. Our broadcaster in this field is a man, selected on the basis of voice, speech, and personality. Children like the male voice.

In closing and summarizing, it is our conviction that the radio permits a specialist to present carefully planned and challenging material direct to a large number of pupils and their teachers. We have some objective evidence indicating that the work can be better done in less time. We are certain it fosters desirable habits in readiness, attention, concentration, and vocabulary; it eliminates extraneous matter and interruptions; it assures, when desirable, greater uniformity of work; it provides a constant push or drive in classroom work; it permits constant checks and tests, inviting comparisons; it receives the sustained support and co-operation of pupils and teachers who participate.

Many of us believe that radio is going to be a potent instrument in a great program of adult education. It occurs to me that what we are doing may be a preparation for the subsequent and greater undertaking. I feel in our own limited and restricted experiment that we are still on the surface, but hope that we shall have a further opportunity to dig.

LESSON XVII

3-A RADIO MUSIC TEST

Good morning! This is test morning! Are your eyes, ears, and minds wide awake? It will be fun if you think carefully.

Turn to Test A. (Pause). Here are some phrases arranged in groups of three. Look at Group I at the upper left-hand corner. We will play one of those phrases. When you are sure which one is played, place a check in the box in front of it. Are you ready?

(Piano play No. 3.)

MUSIC DEPARTMENT
 CLEVELAND PUBLIC SCHOOLS
 RADIO MUSIC TEST—3 A GRADE

NAME _____ SCHOOL _____ GRADE _____

I







TEST A

IV







II







V







III







VI







No. Right -----

Did you place a check in front of the one I played? Go to the next group of three phrases just below, marked II. Find the one I am playing.

(Piano play No. 1.)

Go to the next group marked III.

(Piano play No. 3.)

TEST B



1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

No. Right _____

Go to the Group IV at the top of page.

(Piano play No. 2.)

Group V.

(Piano play No. 2.)

Group VI.

(Piano play No. 3.)

Look at Test B above. In this test the piano will play each phrase

with one note changed. You are to place a cross under the note that is changed. Look at the sample. Place your pencil under the first note and follow each note. When you hear the note that is changed, hold it with your pencil before it gets away from you. Then place a cross under it. Are you ready?

(Piano play sample.)

Which note was changed? Have you placed a cross under the third note? Now go to phrase No. 1. Is your pencil ready to follow?

(Piano play No. 1.) (Piano play No. 2.) and so on.

Test C is quite different from the other two. You will hear a short piece of music. Then you are to write down what you hear in the music. First it says—number of phrases 3, 4, 5, 6, 7, 8. While you listen to the music count the phrases and then draw a circle around the number which will give the correct answer. Do you understand? (Pause for teacher explanation.) Are you ready to count the phrases? Close your eyes and listen.

(Radio plays.)

Next it says, "This music counts 1-2, 1-2-3, 1-2-3-4." We will play the same music again. You may count as the music plays and when you are sure you know how it counts, draw a line under the correct answer. Close your eyes and listen.

(Radio plays.)

The next statement says, "I hear in the music a repeated phrase, a sequence, all phrases different." The radio will play that same little tune again. If you hear a repeated phrase, place a check in the proper box. If you hear a sequence, place a check in that box. If all phrases are different place a check in that box. Close your eyes and listen.

(Radio plays.)

In the next statement you are to listen to see whether the song is Minor or Major. If you are clever you will listen to the last note. If it is "la," it is pretty sure to be minor. If "do," it is pretty sure to be major. You are to underline the correct answer. Close your eyes and listen.

(Radio plays.)

Now we are ready for Test D. At the left you have a list of the names of terms in music. In the other two columns you have the signs or symbols that will match these names. I will help you on the first one. Look at No. 1—at the left of the page. What does it say? (Pause.) Half note. Now look for the half note in the columns at the right. Where is it? At the very top of the column farthest to the right. What is its number? (Pause.) 9. Place the number 9 on the short line after the name "Half note." (Pause.) No. 2 says "Flat." Find the flat and place its number on the short line. Can you finish the test? You may begin now.

(Pause 3 minutes.)

Your time is up. We believe you deserve a very happy summer vacation. Goodbye.

















TEST C

What I hear in music

1. Number of phrases - 3, 4, 5, 6, 7, 8.
2. This music counts 1 - 2 1 - 2 - 3 1 - 2 - 3 - 4
3. I hear in the music
 - A repeated phrase
 - A sequence
 - All phrases different
4. This music is Minor, Major

No. Right _____

TEST D

- | | | |
|---|--|---|
| <ol style="list-style-type: none"> 1. Half Note _____ 2. Flat _____ 3. G Clef _____ 4. Sharp _____ 5. Quarter Rest _____ 6. Time Signature _____ 7. Tie _____ 8. Quarter Note _____ 9. Double Bar _____ 10. Slur _____ 11. Eighth Note _____ 12. Dotted Half Note _____ | <ol style="list-style-type: none"> 1.  2.  3.  4.  5.  6.  7.  8.  | <ol style="list-style-type: none"> 9.  10.  11.  12.  13.  14.  15.  16.  |
|---|--|---|

No. Right _____

CHAIRMAN COOPER: We will now have some musical selections by Miss Isabelle Workman and Miss Martha Gompl, after which Miss Florence Hale will deliver the benediction.

Musical selections.

CHAIRMAN COOPER: We want to thank the Music Department of this college for these fine selections they have given us tonight.

I think the National Education Association was very fortunate in electing Miss Hale as its president. Regularly she is the rural supervisor or assistant superintendent in charge of rural schools in the state of Maine. She is the only one of the N.E.A. presidents that I have known who, when elected to the office of president of that Association, took a leave of absence from her regular job. The result is that she has been able to devote practically all of her time to the work.

INTERPRETING EDUCATION THROUGH RADIO

FLORENCE HALE

President, National Education Association

First of all I wish to express my appreciation of the service rendered the National Education Association in this time of educational crisis by the National Broadcasting Company in giving the use of their staff and their facilities for our weekly broadcast, "Our American Schools," on the air Sundays since January 17. I wish especially to express our appreciation to Mr. John W. Elwood, vice-president of NBC, and to Mr. Franklin Dunham, educational director of NBC, for their personal services. Also, I wish to thank Mr. Levering Tyson, director of the National Advisory Council on Radio in Education, for his co-operation and helpful suggestions. I want to take this opportunity also of expressing our sincere approval of the service Mr. Tyson's Council is rendering all education through the series of broadcasts in various subjects, especially the recent series entitled "You and Your Government."

These are days when all agencies interested in radio and its possibilities in helping to save educational systems should cooperate to the fullest extent. The day may come when educators will be able to own and operate their own educational broadcasting stations, but, as Mr. Tyson showed this morning, the matter of expense, particularly at this time, is a serious one. I believe for the present that the wisest solution of the matter of educational broadcasts will be brought about by both the commercial companies and the educators co-operating for the common good. I believe the public, at least a considerable por-

tion of it, wants educational radio programs, and that it is to the advantage of radio manufacturers and radio companies to help to meet this need. I believe, also, that the educators need the facilities and experience which the commercial people can offer, while the educational institutions are studying the situation and working out their own plans.

The person who has not had much experience in radio presentation, however complete his education in subject matter, has a very meager conception of what is involved. For example, I have before me here a letter from an excellent school man, urging me to present a certain subject in my weekly broadcast. He writes, 'Would it not be advisable to have a fifteen or twenty minute paper given on this subject in connection with one of these programs?' This is an example of complete ignorance of the psychology of radio programs. Even Dean Archer himself, one of the experts of this country in radio presentation, hesitates to occupy fifteen minutes—twelve is considered too long by most authorities, and from eight to ten is the longest most authorities feel is wise for the usual talk. Personally, I like the six-minute talk best, with two speakers in the twelve minutes, rather than one speaker. A "paper" fifteen or twenty minutes long would find nobody but the friends and relatives and possibly one or two enthusiasts in that line listening, and I fear even they would find some excuse to turn the little black button.

Two weeks ago on Friday, before a Sunday program, I got a telegram urging me on that coming Sunday program to allow a gentleman, well versed in the subject on which I was scheduled to speak, to give a talk. The person sending the telegram was innocent of the fact that a successful radio program must be planned even to the last second of time, weeks in advance, and that a continuity must be followed. This person practically asked us to give up all but two minutes of our regularly scheduled program on two days notice, and I fear he may tell his friends that we either are not interested in his subject, as we ought to be, or that some sinister power has prejudiced us against him.

A radio period is likely to mean a million listeners, whose attention we have no right to demand for hastily prepared, last-minute sort of procedure. These are examples of some of the things we amateur broadcasters can well afford to study while we are working out our problem of being allotted regular time for educational broadcasting.

I believe there is no organization or no medium that can so effectively interpret the public schools to the people at large as can radio. Furthermore, I believe the radio companies are doing excellent work along these lines and those of adult education generally. They are bringing grand opera and the voices of great poets and great statesmen, even from across the seas, to all parts of the country, and into many families who have longed for and been unable to enjoy these things that have before now been luxuries.

As regards the silly or objectionable programs about which we hear, and which we ourselves criticize, we have as great a responsibility as the radio people, because, after all, the public gets what the public, in the majority, wants. If the majority wants fine music and fine literature, it will get them if it makes known its wants. If the majority wants cheap performances, either on the stage or over the radio, it is rather likely to get them, because radio is a business, as the stage is a business, and the law of supply and demand will be observed. It is clearly up to us educators to do our part in creating a taste for worth-while things, as it is up to the broadcasting companies to give us these fine things over the air.

CHAIRMAN COOPER: The meeting is adjourned.

The meeting adjourned at eleven-ten o'clock.

FRIDAY MORNING SESSION

May 20, 1932

The meeting convened at ten o'clock, Chauncey J. Hamlin, Buffalo Museum of Science, presiding.

CHAIRMAN HAMLIN: The session this morning has to do with radio in the community, a subject in which a good many of us are interested. As some of you know, the Buffalo Educational Council has a subcommittee on radio education. We have had many meetings, many discussions, and we local people are looking forward to getting many helpful suggestions.

THE PLACE OF BROADCASTING IN THE COMMUNITY

CHAUNCEY J. HAMLIN

Buffalo Museum of Science

The relation of the radio to the community is much like the relation of the newspaper to its community. As a matter of fact, they duplicate or supplement each other in many fields of service. We have the news flashes over the air giving us the latest news of the world, editorials are read to us, announcements are made of local events of interest; we listen to the speeches of candidates for political offices only to read them in next morning's newspaper; we hear the election returns and can check them up in the columns of our favorite daily; we both listen and then read the sermons of our favorite minister; we can even listen to advertisements of articles on sale in the local stores.

Both mediums, the radio and the newspaper, are constantly serving their community in a hundred ways. The question arises as to whether the radio has brought us anything new, or whether the old, dressed up in its newer dress, is more attractive. Of course, the music is new. That is a contribution the radio brings us which the newspaper cannot. The newspapers, on the other hand, can bring us pictures which the radio cannot. They both present us with drama. The spoken word, however, for some productions tops the printed. I would rather listen to

a sermon, for instance, than read it or attend a radio football game and follow with growing excitement every play than read the results in the press. The newspaper has, however, the advantage of "timelessness." We can lay it aside and answer the telephone, pick it up again and read on. Not so the radio; it waits for no man. This is a drawback. On the other hand, the radio is more generous but less often. It will give to a local institution ten or fifteen minutes of its time on the air to describe the purposes of its work while the newspaper does not feel it can devote so much of its space for a long article; yet the newspaper will print many articles to the radio's one fifteen-minute period. The question arises in one's mind sometimes as to which is more valuable, a column in a newspaper or ten minutes on the air? How many people read the column; how many people listen over the air? It is hard to say. We are all agreed, however, that both mediums serve the public interest to a remarkable degree. They both are important factors in welding a community's life to a common appreciation of what is worth while. Each in its own field plays its part. One supplements the other, and our modern community, through their joint endeavors, is constantly more alive to the opportunities of life.

There is one thing upon which we can congratulate the radio. It does not put crime and accident on its front page. It reserves for its most important hours—that is, its front page—its finest programs. Its headlines are its symphony concerts and its nation-wide educational hours, like the series of talks by labor leaders now being broadcast on Sunday afternoons. I often wish that some of our newspapers would take a page out of radio's book and tuck away their sensational news items in some less conspicuous place. It may be that the effect of radio with its fine educational programs and its international broadcasts will be to persuade those in control of our press that the public is so genuinely interested in such constructive programs that the press itself will give more space and emphasis to news items of the same character and so contribute its great influence to raising the public's taste.

CHAIRMAN HAMLIN: The problem of organizing the radio for community service is the one that we have before us for discussion this morning. Our first speaker has been in the radio business for many years, starting in Chicago, from where he went to Peoria, Illinois. There he bought his own station, and he has organized it to give service to his community. His name, I understand, was brought to Mr. Tyson's attention, as was the service he has been rendering, by the National Association of Broadcasters, as the man who perhaps could best represent that type of service.

I take great pleasure in introducing to you Mr. Edgar Bill of Station WMBD. He will speak on "The Radio Station as a Community Enterprise."

THE RADIO STATION AS A COMMUNITY ENTERPRISE

EDGAR BILL

Station WMBD, Peoria, Illinois

I am writing this talk on Sunday morning, my radio is turned on, and while I type I listen to the St. Olaf's a cappella choir of Northfield, Minnesota. It is beautiful. I receive a spirit of reverence from the singing, and I get inspiration.

My little boys hustled out of bed this morning to spread the funny paper in front of the radio and to listen to the characters dramatized. The announcer chased the villain out of the studio for being so cruel, and my little boy asked me if all the funny paper people were in the studio.

Last night between musical programs I listened to the governor of North Carolina tell how his state is cutting expenses and taxes. That is a problem of our state. Several times since I have thought about the things he said. The governor influenced me on that question.

Radio is a power in creating public opinion. Young as it is, it is probably as powerful as any other medium in use. Every day it is having its influence on the lives of millions of people.

It goes into the home. It talks—talks to father, mother, children, grandmother. It often comes before breakfast and it stays until midnight. How can the lives of people help from being influenced by it?

Radio is making the little children who cannot read or write ask their mothers for a certain breakfast food so they can get a whistle, a doll, or a kite. Not a few, but hundreds of thousands.

It may make you dance a little jig in the parlor when its old-time music comes on; it may send you to bed with fear if you have listened to a detective story; or, it may bow your head in prayer after listening to a great symphony or sermon. I have even received a letter from a woman who said that a certain program filled with cheer and inspiration had kept her from committing suicide. And as educators you must be interested in the use of this powerful medium of creating public opinion.

Our radio law says that this medium must be used for public interest, convenience, and necessity. I will talk to you as the operator of a thousand-watt commercial station in a town of 110,000 people and covering a community of fifty miles with a population of half a million. This is a local station, just as two-thirds of the six hundred stations of the country are.

It costs from five to six thousand dollars a month to run this station. That means I must sell that much advertising if I keep that station going. I cannot sell advertising unless my station has a listening audience and can get results for advertisers. I come to the conclusion that my first problem is that of program-building. I must interest a big cross-section of the people of my community. I must make them listeners. I have the opportunity to entertain in a dozen different ways, to pass out inspiration and good cheer, to disseminate news, information, education, and religion.

If I can make my station of interest and value to a great cross-section of my potential audience, I will have them as regular listeners. If I cater to one small class I cannot hope to have a large regular audience. In studying this problem I come to the conclusion that ours must be a station for the whole community. Our policy is to assist and have a part in every worthwhile project of the community.

Our cue is to broadcast everything of local interest to the community. When the old show boat docks at the foot of Main Street on the Illinois River we must put our lines in and broadcast the calliope and the old play *Lena Rivers*. It is of interest to broadcast our Three I League baseball games direct from the

grandstand, our city golf tournament direct from the country club, the boat races direct from the judges' stand, the circus, when it visits us, direct from the big top, the band concerts in our parks, and all of the rest.

We must have the president of our Bradley College talk on our station when school starts, we must have the out-of-town speakers, attending our nine luncheon clubs for short talks on our station, we must work with the churches, the schools, colleges, farm bureau, women's organizations, and fraternal orders. When there is a community fund drive we must take a hand in it. We must help the Association of Commerce promote worthwhile projects. That is our place in radio as a community station.

When a radio station is a factor for the good of the community, and when its programs are full of human interest and personality, that station will have a listening audience and its problem of getting results for advertisers will be over. Too many radio stations take the attitude that the only worthwhile programs can come from the networks emanating from Chicago and New York. Network programs cannot take the place of good local-interest programs. Too many radio stations depend upon the networks to carry their station for their audience and completely forget local interest and initiative.

Now just how can a radio station do these things—really be a station of the community? Do you know that dozens of individuals of national importance come to our town every year? Some of them only for a day or a few hours. It is a simple matter to get in touch with these people in advance, arrange a short radio message, tell them exactly what you want that will fit in with your program. It may be possible for these visitors to reach more people with their radio message than they can reach at the meeting they are attending. Through this means it is possible to get men, who are paid large sums to talk, with no cost other than effort. Here are the names of a few nationally known people who have appeared on our little station in Peoria, Illinois: Patrick J. Hurley, secretary of war; Major General Frank Parker, U.S. army; Father Charles R. Coughlin, radio minister; Tom Mix, famous movie star; Dr. Glenn Frank,

president of University of Wisconsin; Georges Carpentier, the French prize fighter; Dr. Evans, of Chicago; James McClure Mathews, Babson Institute.

In every town there is a large number of local organizations and every one of them has something worth while for radio and the whole community. This list includes Rotary clubs, Kiwanis, Lions, and all the other luncheon clubs; fraternal orders—Shrine, Knights of Columbus, Eagles, American Legion; business organizations—merchants' association, manufacturers' association; and other organizations, such as health society, amateur musical club, little theater, literary club, park recreation board, etc. Every one of these organizations wants to get on the air, and by working closely with these organizations a good radio program can be built from the material which they have. Every organization feels that it has the right to the use of radio. In the past year our station has served fifty-five organizations of this kind. It is necessary to do more than ask an organization of this kind to fill a fifteen- or thirty-minute program. It does not cost money, but it does cost time and effort, and it takes initiative and showmanship to build a good program, but a good program is possible. Every organization served brings a new group of listeners to the station.

Women are greater listeners to radio than are men. They have more hours at home with a radio set. Therefore, this station has built a half-hour afternoon program—homemakers' hour. The same principle of making use of all organized institutions is carried out. During the winter months this program has presented ninety-two prominent speakers of our community, forty-nine different women's organizations and clubs were presented. And because the territory covered by this station is agricultural, there is a daily farm program. It serves the farm people in the same manner by promoting the projects of the farm organizations and presenting the visiting speakers.

When the Y.M.C.A. has its annual membership drive, that is the time for a Y program. Let the boys take part in it, tell about their work, include their bugle corps, harmonica clubs, choruses, and other musical organizations. During the community fund

drive the station should be a leader in the project and should have a time every night to promote the idea and to tell results. And when there is no opportunity to work with this kind of project, the local radio stations should promote projects of its own. We had a Peoria Inventory Week during which we had the six outstanding leaders of our city give talks at the same time each evening for the week.

In our territory we have eight small colleges, and this made possible a series of eight half-hour programs, both musical and talk, telling about the work of these colleges. In our town we have ninety churches. The ministerial association is called upon to conduct a daily morning worship period using a different minister every three days.

We have a radio committee which includes our school board, and a number of times during the school year special programs are planned for the entire school system. This is in addition to the daily "School of the Air" which we present from the Columbia Broadcasting System.

We have had a series of programs given by the smaller towns in our community. Every town feels that it has the right to the use of radio and it will work for days building a program.

Through the winter months we have had a series of talks by doctors, each one a specialist in his line, with an assigned subject. This project was carried out with the assistance of the Medical Association. A similar series was broadcast by the dentists through their association.

The Peoria Players, the little theater movement of our town, put on a radio play every week on Sunday evening. This promotes local initiative. The quality of the plays compares with the best. At the present time we have a series of productions called "Old Man River," telling of the history in folk lore along the river in our community. It is of local interest, historical, interesting, and educational.

The superintendent of schools of one of our neighboring towns has made a study and written a series of stories about the success of outstanding business leaders. Last week he completed a series of fifteen of these programs called "The Old Biographer."

This winter we have presented a dozen glee clubs from towns within a hundred miles. Sometimes we catch them while they are in town for some other purpose, but more often they are glad to make a special trip if they are invited to do so. The same is true with series of band concerts.

It may sound to the practical radio station director that there is too much talking included in this kind of program policy. It is very easy to have too much talk, but by good production work, by dramatizing, by using music as a background, by using dialogue and other forms of radio production, these programs can be made as interesting as straight musical programs. Right now there seems to be a demand for more talk than there was several years ago. Listeners seem eager for more information.

Too many radio station managers have the idea that the only service which can be performed by radio is that of straight entertainment, and too many of them are trying to fill their hours with dance bands, ukulele players, and records, when on every hand they have a world of material that can be built into programs that not only will be interesting and entertaining but will be highly educational and will do much to promote the culture of the community.

My viewpoint on the use of radio is that of the listener rather than the educator in the school or college. There is little hope of all of our largest educational institutions having radio stations of their own. There are not enough wave lengths to go around. Even if there were enough wave lengths, I am not sure that all of them would want to own and conduct their own stations. With ownership of the station there goes a responsibility of using that station for the whole community and of fully utilizing all of the time assigned it. That means running it from 6 o'clock in the morning until midnight, and including everything in a broadcast from prize fights to symphony orchestras. Unless an institution is prepared to assume the full responsibilities of broadcasting, it would be better to make use of the established stations which appeal to the whole community and to all classes of people. I believe I, as a program man, would rather use a station that has the following of the sports fan, the farmer, the home maker, the children, the good music lover, and

the dance fan than the station that does not have this interest in its listeners. A diversification of interests among listeners makes for greater opportunity to reach a larger audience.

I am not so sure that I would segregate my educational programs to certain periods on certain days for classroom education. Why not have an educational angle on many programs during many hours of the day so that we can carry on educational work with the great mass of radio listeners, rather than the few who seek education in one field? It is educational to have the series of doctors' and dentists' talks, to broadcast the annual Washington Day banquet and many other similar organization meetings, to broadcast the "Old Biographer" and "Old Man River," to learn about the work of the women's organizations, Boy Scouts, Y.M.C.A., and all the other things which I have enumerated as public service to the community.

I know it is true that many station operators do not have a wide vision of the possibilities of what they can accomplish. Too many small stations are owned by men who were experimenting with radio from the engineering standpoint when the wave lengths were passed out. The business has progressed to the point where the management must know public relations, showmanship, advertising, and merchandising. The business side of radio has progressed faster than the editorial side. The networks, Columbia and National, are doing good educational work with their presentation of international broadcasts, School of the Air, and talks by national leaders. A few of the larger stations are doing some educational work. There is room for much improvement in the small-station field. That is a problem for your organization to work on.

Speaking as a manager of a commercial station I will close by stating that we would welcome far more co-operation and help from our educators than we have been getting in the past.

CHAIRMAN HAMLIN: It has been suggested that we defer discussion from the floor until the whole picture has been presented by the several speakers of the morning.

We now begin a symposium on "The Place of Broadcasting in the Community." Our next speaker, Mr. Isaac R. Lounsberry, vice-president of the Buffalo Broadcasting Corporation, will speak to the subject from the point of view of the broadcasting station.

THE PLACE OF BROADCASTING IN THE COMMUNITY—FROM THE POINT OF VIEW OF THE BROADCASTER

ISAAC R. LOUNSBERRY

Executive Vice President, Buffalo Broadcasting Corporation

In considering the place of radio in the community we must first accept the fact that it is a means of transmitting information to a large percentage of the population of the area electrically served by the station, and that its influence is dependent upon its overall program service as arranged by the station management.

It is inevitable that what I have to say should be influenced to some extent by my contact with local conditions, and for that reason I have taken the performance of the Buffalo Broadcasting Corporation to be a fair average for stations throughout the country. I believe that this will be a reasonable index of general practice, inasmuch as this company operates two well-equipped stations full time, and presents an extensive schedule of network and local programs.

First, we find that the station serves the community a minimum of sixteen hours per day. The broadcaster divides this time into two classes: commercial and sustaining. The commercial hours represent program service in which the station's time and talent are bought and paid for by someone other than the station operator and used as an advertising or other service medium in the commercial interests of that party. The sustaining hours represent programs arranged for solely through the efforts of the station operator, the operator receiving no remuneration for such service.

The broadcaster and the listener also divide this time into the following classes: entertainment, educational, religious, agricultural, fraternal, civic, news, and miscellaneous, all of these being either commercial or sustaining. We find the relative service as follows:

	Per Cent
Entertainment.....	80
Educational.....	7
Religious.....	6
Agricultural.....	1½
Fraternal.....	1
Civic.....	3
News and miscellaneous.....	1½

It will be noted that entertainment forms 80 per cent of total service and that education and religion total 13 per cent. We must consider, however, that many of the programs that are classed as entertainment also have educational and other values. For instance, the broadcasts of such musical features as the New York Philharmonic Orchestra, or the dramatization of well-known literary works, have definite cultural values in their respective fields.

Most programs are prepared by the station's personnel and are presented from the station's studios. There are, however, many other programs which are arranged for by other organizations, whose co-operation makes such features available to the radio audience by permitting the broadcasters to install microphones and amplifiers to pick up the program material when it is being presented to the attending audiences at their meetings. Such features are rarely of a musical nature, being principally talks and lectures by nationally known authorities in definite fields of endeavor. The educational value of such broadcasting is obvious, and several such programs are presented weekly.

We are all generally familiar with average entertainment features being presented over the networks, and, as regular radio listeners, have a fair knowledge of local programs being presented in our respective communities. So, we can eliminate at this time further consideration of such broadcasts.

I should like to mention some of the educational and service programs scheduled locally, exclusive of network programs:

- I. Several programs weekly are presented in each of the following fields:
 1. B.B.C. Home Institute—a home economics service.

2. Farm news, prepared by New York State Agricultural College, Erie and Niagara County Farm Bureaus, and U.S. Department of Agriculture.
3. General educational talks by prominent speakers at luncheon clubs such as Rotary, Kiwanis, Greater Buffalo Advertising, Zonta, etc.
4. Educational talks direct from the Buffalo Museum of Science.

II. Programs are presented once a week in the interests of:

1. Albright Art Gallery, Child Health, Travel Series, Canisius College, Parent Teachers Association, D'Youville College, Erie County League of Women Voters, American Legion, Isaac Walton League, Buffalo Committee of 17,000 for Law Enforcement.
2. Roto Radio Talk—an interesting tie-up of radio and the newspaper.
3. Buffalo Police Act—a vivid dramatization of true crime stories made available to radio through personal co-operation of Austin J. Roche, commissioner of police in Buffalo. The crime and its penalty are clearly presented, and leading Buffalo educators have enthusiastically indorsed this plan. To date over seventy-five programs have been presented.

I have purposely tabulated some of these programs to demonstrate the extent of the present application of radio in our community as an aid to education. It will immediately be recognized that this service is presented primarily through the initiative of the broadcaster, and that there is no well thought out plan in operation of a local nature which has the benefit of the experience of people regularly engaged in educational work.

Most broadcasting companies are now operated as commercial institutions on a basis comparable to newspapers and magazines. A broadcasting company is licensed by the federal government to operate on a certain frequency at a specified power and number of hours of operation. It is charged with the responsibility of "rendering broadcasting service that will serve public interest, convenience or necessity." In order to meet these requirements an extensive investment must be made in equipment, facilities, and general personnel. A station must either be extensively endowed or operate on a commercial basis by selling its service to others for advertising purposes. To date, this latter method is the only proved means of rendering a high-grade service. At this time there is no direct regulation of this commercial business by the federal government, and it is true

that some stations abuse their privileges; but it can also be said that stations affiliated with networks and many other leading stations have voluntarily established a code of ethics which has been responsible for the wonderful development of radio broadcasting in this country. I believe it is safe to state that all such station operators recognize that it is their responsibility to permanently keep available a good percentage of their time to be used on a non-commercial basis for broadcasts which will be of a definite service value to their communities.

To once more quote actual figures and to refute a charge of overcommercialism, consider these facts regarding the operation of two Buffalo stations. Of the total hours of operation, 27.6 per cent is bought and paid for by advertisers, and only 12 per cent of this 27.6 per cent, or 3 per cent of the total schedule, is devoted to the advertiser's commercial message. The remainder is entertainment, educational, or of some other service value.

Speaking for the broadcasting fraternity, we fully realize our responsibility in the daily operation of our station, and know that, properly used, it is one of the most influential and most beneficial forces for molding people that has ever been created. We appreciate that broadcasting is still a new enterprise, and as we continue to develop it we trust we will have the council of our listeners at large and group council through the many fraternal, educational, and civic organizations in our communities. We welcome their help in our development.

CHAIRMAN HAMLIN: We, in Buffalo, I think, are to be congratulated on the splendid co-operation which is given to the educational forces by all of the Buffalo broadcasting stations.

Our next speaker will approach the subject from the point of view of the press. As a matter of fact, he also will be qualified to approach it from the point of view of the radio station, because the *Buffalo Evening News* not only publishes a splendid daily paper but also operates one of Buffalo's leading radio stations.

I take great pleasure in introducing Mr. A. H. Kirchhofer, managing editor of the *Buffalo Evening News*.

THE PLACE OF BROADCASTING IN THE
COMMUNITY—FROM THE POINT
OF VIEW OF THE PRESS

A. H. KIRCHHOFER

Managing Editor, Buffalo Evening News

I am very glad to discuss the subject, "The Place of Broadcasting in the Community from the Viewpoint of the Press." In doing so, it must be understood that I speak personally rather than on behalf of the press as a whole. It is well known that newspaper editors and publishers are divided in their opinions about radio. This is not necessarily strange, nor due altogether to the belief of some publishers that radio adversely has affected newspaper revenue; and that they have been aiding it in doing that by increasing public interest in radio programs by the free publicity which their newspapers have bestowed upon this newest form of entertainment.

Newspaper attacks upon radio were due to another factor, not so widespread but in some respects a more substantial cause for concern. This was the distribution of news by radio stations; that is to say, distribution of news which the newspapers paid to gather and which they considered their property.

It is perfectly true that in some instances this news was made available to the radio stations or networks by the agents or press associations of the newspapers; it is equally true that in some instances it was lifted from papers bought on street corners. Some of the feeling was due to the fact that some newspapers broadcast news while others didn't. So, we soon found that those—or let us say some of those—newspapers which had been most extravagant in giving radio free publicity changed their practice and attitude most decisively.

With this newspaper background sketched all too briefly, we can proceed to a consideration of the questions of the present and future, which after all are more important than what has passed. Radio, unquestionably, is a tremendous instrument for the service, entertainment, and enlightenment of the public,

affecting the modes and thoughts of countless millions, and so, whether they like it or not, the press must reckon with it. In spite of the depression, or perhaps as a result of it, the radio audience is growing. Indeed, in these days radio is a boon to many who could get entertainment in no other way. Its value as a national asset and stabilizer is unquestioned. Many place it ahead of the press as a force for creating public opinion. That seems a rather optimistic estimate, especially since opinion in these days is formed by the dissemination of news and the interpretation of it and the press remains unchallenged and supreme in that field. Isolated radio addresses generally do not provide an adequate background for formation of opinion.

Radio continues to lean heavily upon newspapers for its success, in spite of the fact that many newspapers have eliminated trade names from published programs. Some would, if they dared, eliminate radio programs entirely, but the time is coming when radio programs will be carried as amusement advertising. That will put radio on its own feet. The sooner this comes about, the better it will be for radio. I feel certain, however, that the public will continue to have an avid interest in the news of stars and programs. If the newspapers don't meet this demand, other publications will.

At present, about one-third of the broadcasting stations of the United States, Canada, and the rest of North America are owned, controlled by, or affiliated with newspapers. Close to one hundred stations are owned directly by newspapers or affiliated corporations, so that newspapers do see in radio what I see in it; namely, a supplement to a newspaper. One complements the other. Both together present to the public ideal approaches to the news and views of the world. Both present news and information as well as entertainment. Both are taken into the home and the best of both are edited for the home. It is disconcerting to all of us at times to feel that so much of one kind of music, or another, has to be offered; yet why quarrel with radio about that. It isn't the fault of radio. If we presented symphonic masterpieces or operas, literature or music all the time, neither newspapers nor stations would have audiences

or income; nor would they have the opportunity to create a liking for something better, which unquestionably is being done.

It is important to note in passing that, as a class, the newspaper-owned stations are regarded as the leaders in the field, due to the newspaper experience back of them, news connections, and the fact that newspapers as a group have a keener sense of public service than some other purely commercial organizations.

A newspaper, in the highest sense, is a champion of the same public that radio serves. Its function properly should be to see that a right in which title is vested in the government is not abused, that it is used to serve the public. Radio cannot do this unless there is an adequate return to station-owners or operators, and that income undoubtedly will be measured by the value of service to the listening audience.

There is competition between radio and the newspaper for the public attention in the home. In one sense, the radio station has the edge; but, on the other hand, the newspaper remains the undisputed medium for dissemination of news. And while it does, its place will remain secure. While the radio continues to cater along lines of good taste to the overwhelming numbers of the public who like music, entertainment, and education in the forms presented by the radio, it will have listeners. The problem of the newspaper is to meet changing conditions, to recognize the new competition and meet it; and the alert papers have done that. No opposition which I can foresee or imagine can stop the progress and development of radio.

Whether we agree with it or not, the public very largely regards radio as a medium of entertainment; and in facing its future we must take that into consideration. It looks to radio, to be sure, for other things, but they are incidental; and so, as we summarize what radio can or should do from the standpoint of the press, we must keep that fact in the background of our minds.

From the community standpoint, radio can make the people of a city or county conscious of good qualities in their neighbors

which sometimes are overlooked; it can wipe out bitterness and distrust, especially where large national groups are involved.

It can reinforce the press in standing for clean government. In Buffalo, for instance, we have an example of WBEN broadcasting the proceedings of the city council and the county board of supervisors. Sometimes it is entertaining, but not often. On the other hand, it is enlightening and backs up the press in trying to picture what goes on in a legislative way.

As a matter of service to the public, radio in co-operation with newspapers can broadcast news flashes, sports results, and similar events that the public would like to have, which some newspapers would like to monopolize but which the public is entitled to have when it wants them. Radio must recognize that news-gathering and presentation is an art in itself; that the news which the press gathers is a property right.

Radio has much to learn in presenting speakers; even newspapers haven't gone as far as they should or would like to in furnishing background material, but they do an infinitely better job than radio. Here one can be an incentive to better work on the part of the other. Too much of local radio effort in the community field deals with propaganda and publicity, rather than information.

Radio speeches or discussions give the alert editor an opportunity to view the situation in the face of changed conditions, to report or interpret facts in the light of radio developments; but he should not, as many of them did in the 1928 presidential campaign, print addresses radically different from those actually heard on the air as delivered by one of the candidates.

In carrying on its educational work, radio hardly can accomplish it without the co-operation and active assistance of the press. To achieve the best results, so far as we can judge today, educational and similar programs must be sandwiched in to take advantage of the audience created by the entertainment or pulling power of a station. The educational opportunities of radio are similar to those of a newspaper. But they must be presented indirectly, or except for a small fringe the program might as well be labeled, "Tune in Elsewhere Tonight."

In its educational efforts, I am sure the press is willing to support radio; and while it is the fashion in some quarters to quarrel with both the radio and newspapers for alleged shortcomings, my experience shows that the press and radio were at least as willing to co-operate in educational work as some educators. I am sure you may depend upon the press to distinguish between news and propaganda. Too many educators mistake propaganda for information or education and do not like it when the difference is pointed out.

The workingman, or whatever the status of the radio listener, has a right to hear within reasonable limits the kind of programs he likes. We have no right to force either news or education upon him, except as he expresses a demand for them. By and large, he is capable of deciding whether he wants education or entertainment. Radio here can be killed as it has been to a degree in some foreign countries by flooding the air, not with what good judgment indicates the public is entitled to have, but by trying to give it what government censors or uplifters think it should have.

Radio can raise the level of public interest and understanding, and thus give editors a more alert group of readers for which to publish newspapers.

Radio, as a community force, is the ally of the newspaper interested in honest public service. They make a great team in creating opinion, entertaining, or educating, and that includes advertising, too.

Radio cannot replace or efface the press, neither can the press blot out radio; so we might as well make up our minds to accept the situation as we find it and join hands in doing the things that radio and press together can do so well, going along our competitive ways in other directions without trying to kill one or the other.

The press should have a deep interest in avoiding nationalization of radio, because that would be the first step in the direction of censorship. If radio is muzzled in any degree by governmental bureaucrats, it means just that much greater tendency to encroach upon freedom of the press, which still remains

the strongest protection of our constitutional guaranties of liberty and the pursuit of happiness.

CHAIRMAN HAMLIN: The next speaker will represent the point of view of the public schools. It is a pleasure to introduce Mr. William Breach, supervisor of music, Buffalo Public Schools.

THE PLACE OF BROADCASTING IN THE COMMUNITY—IN THE PUBLIC SCHOOLS

WILLIAM BREACH

Director of Music, Buffalo Public Schools

I feel very great hesitancy in talking here on the subject upon which I know comparatively little and certainly much less, probably, than most of you who are here. I think, however, that since the inception of broadcasting all educators have been impressed with the possibilities of using this means to enrich and to amplify and improve the work of education in the schools. I think there has been some hesitancy in some places to accept this means, sometimes through the misunderstanding of the use of broadcasting. There has been some fear that it might replace the teachers in the school, and perhaps sometimes the nature of the programs that have been broadcast have apparently not met the needs of local situations, and educators have felt that they were not of any particular value.

If we realize that the use of broadcasting in educational work might be divided into three general types—that of the national and again of the local area broadcasting, such as the state work and areas larger than just merely local, and then again the local work done in the cities—and if we realize that each one of those has a very definite function, then the use of broadcasting in the schools will be accepted by more educators.

I do not need to tell you anything about what has been done in the national way, because I am sure most of you, all of you in fact, know more about that than I do myself. However, it is very apparent that some very fine educational features have been broadcast over the networks in a national way, and I might refer particularly to the programs on economics, psychology,

and government, the "Magic of Speech" hour, the Radio Guild, the Religious Hour of the National Broadcasting Company, the Music Appreciation Hour, and then, of course, the School of the Air of the Columbia Broadcasting Company. All of these undoubtedly have been of use to the schools over the country at large.

Then, of course, there are the local area programs which have been broadcast in states, as in Michigan, Wisconsin, Minnesota, New York, Alabama, Florida, California, Kansas, Ohio, and Massachusetts, and I understand that Pennsylvania is planning a ten-year program. Colorado and other states have used broadcasts of state character.

It seems that since our educational work in the United States is organized in this way, it is quite logical that broadcasting for educational purposes should function along these lines. We have the national education group which deals with problems at large but does not attempt to interfere with either state or local plans of education. And then we have the state groups, the state departments of education, which are concerned largely with problems within the states and not so much with local problems. And then, of course, we have the groups in the cities. It would seem logical that the broadcasting should be based upon that same plan.

We, in Buffalo, are somewhat unique, I think, in the fact that we have probably the only station owned by a board of education in the United States. That is Station WSVS located at Seneca Vocational School, of which Dr. Elmer Pierce is the principal. This station opened in 1927. As many of you know, electric work is emphasized at this school and it was a natural outgrowth of the work of the school that they should become interested in broadcasting. During the war the government used this school for training purposes.

We have not made the use of this station in Buffalo by any means that we could make of it and that we perhaps will be able to make in the future. At present we have four hours on the air, two in the morning and two in the afternoon, and at these times we broadcast largely assembly programs from Sen-

eca Vocational School, East High School, Grover Cleveland High School; and the State Teachers College broadcasts some programs over that station.

We have, in the past, broadcast largely musical programs from this station, but no definite attempt to use the station as a teaching medium has been made.

It seems to me that the principal use of a broadcasting station for the schools at present is the chance to present model lessons in certain subjects which lend themselves particularly to broadcasting. All of us in our departments, and I speak from the music angle, are interested in the development of teachers of outstanding merit. It is almost impossible for teachers in the school departments to visit other teachers, their visiting time being very short in which to present teachers with outstanding lessons, model lessons; and we are using these teachers largely in a supervisory capacity.

Another use that the schools can make of broadcasting is largely from the standpoint of presenting supplementary material, and in this use the national programs, the state programs, and even the local programs, of course, will fit in very well with such a plan. In other words, we want to use the broadcast to enrich the curriculum.

Another very valuable use of broadcasts by the schools in the educational field is the contact with the community. Just at present we are particularly in need of making the community conscious of what we are trying to do in the schools; so, in this attempt to evaluate what is worth while and what should survive in this time of depression, we have a valuable agent in this medium of broadcasting to bring very vividly to the community the work of the schools.

I am reminded of a broadcast which we gave three years ago. We had 3,500 boys singing in a festival program. One of the principals came to me afterward and said there was an old German woman in her community who had a grandson who sang in the chorus and she came to her and said, "Miss Smith, I was sorry I couldn't attend that program but I listened to it over the radio, and you know I think my grandson, George,

must have stood right by the microphone because I could hear him above all the other 3,500."

This illustrates very vividly the point I mean, that bringing the children in the schools in their activities to the public vivifies the work of the schools so that we have a contact that we could not have otherwise, and I think, for the present, until the development of techniques and the development of handling instruction over the radio have been improved, this is one of the greatest assets to the community, the contact we have through the means of broadcasting.

Another thing we must consider is that only the highest types of programs should be presented by the schools. Recently in Buffalo we have been having auditions in the elementary schools to find individual talent, vocal talent, and it is amazing to see the boys and girls who sing songs at these auditions. You can immediately recognize whether they have been listening to Kate Smith or Russ Colombo or some of the other singers they hear constantly over the radio. I heard a little boy sing the other day, and he reproduced, as faithfully as it could be reproduced, the singing of one of the famous crooners we hear over the radio; and it seems to me, if these results can come only from casual listening, certainly by presenting model voices over the radio we have a very valuable opportunity to develop the consciousness of fine tone production on the part of children.

It has been very hard in my own department to convince the principal and members of my department that only the finest programs should be presented by the schools, owing to the fact that when we do present a program over the radio our audience is enlarged beyond calculation. When we present a little program, such as I heard last night in one of the elementary schools, that only reaches a very small group. If it isn't very good they will make allowances for it, but if that same program is presented over the radio the entire community may hear it; so we must offer the finest types of programs in presenting work to the community. We in the Music Department have been very

insistent that all programs be carefully planned and perfected before they are presented over the air.

As I said, we have not done very much in an active way here in Buffalo. We have broadcast many musical programs from the schools. We have broadcast several musical festivals. In one we had one chorus of 4,000 children, one with 3,500 children, and recently we had a teachers' chorus of 250 voices and many smaller musical organizations.

I feel sure that all live and wide-awake educators welcome any medium that will help vitalize instruction and enable them to really get the ears of their pupils, and the radio offers such an opportunity.

That the radio will have a far-reaching result on music education is certain. Just what that result will be remains unknown. Educational authorities in America and Europe say radio instruction cannot supplant the classroom teacher, but they generally predict its usefulness in supplementing her capacity. The influence of the rare person, the artist teacher, is multiplied many times by the stimulation offered teacher and pupil alike through the preparation of carefully keyed lessons.

This is one phase of supervision that eventually will be offered to the schools of America by the means of the radio. Educators, sensitive to the possibilities of radio, carefully weighing each new product and basing acceptance or rejection upon intelligent discrimination and judgment, will see that all listening is based upon carefully integrated preparation, with classroom material available previous to the listening period.

CHAIRMAN HAMLIN: Inasmuch as Mr. LaFount, member of the Federal Radio Commission, is scheduled to speak over one of the local stations from the studio at eleven forty-five, I am going to interrupt our consideration of the radio station as a community enterprise to present Mr. Harold A. LaFount, who will speak to us on "The Trend of Radio Programs in the United States."

THE TREND OF RADIO PROGRAMS IN THE UNITED STATES

HAROLD A. LA FOUNT

Member of the Federal Radio Commission

Since its advent early in 1920, radio broadcasting has made phenomenal progress, not only in technical and scientific advancement and improvement, but also in program selection, delivery, and diffusion.

As with all "mushroom" growths, it is natural and expected that radio broadcasting had, and has, many rough places, which only time and experience will eradicate. In many respects, it may be compared with the "boom" towns in my own western country, where, in the early gold-rush days, frame shacks were thrown up overnight, only to be torn down in later years for the erection of substantial stone and brick edifices which stand today as a monument to progress; streets, laid out in haphazard confusion without thought or plan, as the exigencies of the moment dictated, now, after mature thought and sober reflection of the community, have become splendid thoroughfares and broad avenues. So will it be with radio broadcasting, the sudden emergence of which into the homes of America at first left its listeners gasping with surprise and dumb with amazement.

In the early days of radio broadcasting, the listening public was so fascinated with the very idea, it asked little more than that it hear something, no matter what. As the newness wore off, however, and radio broadcasting became an established, accepted fact, its listeners got their breaths and found their voices. That some of them express themselves pro and con, what and not, is evidenced in part by the volume of fan mail and the many telephone calls the stations of the country receive daily. There can be little question that this response has had much to do with the change in the character of programs rendered by stations in the past few years. The listening public of America may be often in error, but it is never in doubt as to what it wants to hear over the radio! There are, of course,

many listeners who "suffer in silence" or "enjoy without comment" the programs they receive. This is a mistake, for, as surely as the government of the United States is responsive to the electorate, so, too, are the broadcast stations of the country responsive to their listeners.

The Radio Act of 1927 provides that stations shall be licensed only when their operation will serve "public interest, convenience and necessity." What does this mean? The Radio Commission has interpreted it to mean that the entire listening public within the service area of a station or group of stations in any community is entitled to service from that station or stations.¹

It has been said that "it takes all kinds of people to make a world." This is particularly apropos in relation to radio broadcasting, for within the service area of a single station or group of stations are people of many classes and conditions in life, and, speaking in a strictly physical sense, a broadcasting station cannot discriminate so as to furnish its signals to one listener and not to another. The service comprehended by this legislative standard, then, means that the programs transmitted by any station must be intended for, such as are interesting and valuable to, all classes; that the needs, tastes, and desires of all substantial groups among these various classes of the listening public should be met in some fair proportion, so that a well-rounded program results, in which education, instruction, entertainment, consisting of music (classical, semi-classical, intermediate grades, and so-called "jazz"), religion, important public events, discussion of public questions, weather, market reports (stock and agricultural) and news, drama, etc., play a part.

I know that the Federal Radio Commission, through its administration of radio under the Act of 1927, as amended, has done much to improve the character of the programs rendered by stations. It has done this through the medium of short-term licenses, on application for renewal of which many stations were (and are) required to come before the Commission to show that

¹ See the Commission's Statement of Facts and Grounds for Decision, *Great Lakes Broadcasting Company v. Federal Radio Commission*, 59 App. D.C. 197.

their continued operation will serve public interest, convenience, and necessity.

Although the Commission has no power of censorship over the signals or communications transmitted by any station, and cannot, therefore, require the filing of programs in advance of rendition and hearing, nevertheless, it is the Commission's duty to know what kind of service stations are giving or propose to give, and the character of stations' programs. This information is obtained by the Commission by requiring every applicant for a construction permit to erect a new station, or, for renewal of license to continue the operation of an existing one (not considering for the moment applications for modification of license and other applications), to answer under oath the following (among other) questions:

I shall take the application for construction permit to erect a new station first. The applicant is asked to state where his main studio will be located, and if he expects to maintain more than one, where it or they will be located. He is asked what the average percentage of time is which he expects to devote to each of the following services: (A) *commercial* programs, which are those presented by the station for profit, and (B) *sustaining* programs, which are those presented by the station without compensation and at its own cost, under these headings: (1) entertainment; (2) educational; (3) religious; (4) agricultural; (5) fraternal; (6) other programs. Both commercial and sustaining programs are, of course, divided into local and chain, of which more will be said later.

The applicant must state what percentage of the total time will be used for mechanical reproduction, i.e., phonograph records, electrical transcriptions, player piano, etc., and he is required to state definitely what service will be rendered by the proposed station which is not then available to the community he expects to serve.

Next let us see what applicants for renewal of licenses are required to show for the Commission's information: both the applicant for renewal of station license and the applicant for a construction permit are asked if they use or expect to use pro-

grams from what is known as a "chain" and, if so, must name the chain or chains, also the percentage of total time used or proposed to be used for chain programs, i.e., programs both paid and sustaining, and the total number of hours used or proposed to be used for chain programs (both paid and sustaining), and whether or not such programs are duplicated by any other station within its service area.

The applicant seeking a renewal of his station license must state the average percentage of time per month (under his existing license) which he devotes to commercial programs for (1) entertainment; (2) education; (3) religion; (4) agriculture; (5) fraternal; (6) other programs, and the same information with reference to sustaining programs. He must show the average number of hours sold per month before 6 o'clock P.M. and after 6 o'clock P.M., the average number of hours used per month in the interest of the applicant, the average number of hours per month the station has operated during its present license period before 6 o'clock P.M. and after 6 o'clock P.M., whether time is sold, and if not, how the station is supported. He is also asked the average number of hours per month of sponsored programs, and the number of hours of which the station devotes to direct advertising, and whether merchandise prices are quoted in the interest of the applicant or others. In addition, he is required to state the average amount of money per month spent for talent and other purposes and the average gross income per month from station operation. Then he must specify actual periods the station has been operated since the effective date of its existing license each day of the week and total daily hours, and is required to attach a program for the week last preceding the date of the application to it as a part thereof. As in the application for construction permit, the applicant for renewal of license is interrogated concerning whether phonograph records are used, and, if so, how many hours per month, and the same concerning other mechanical reproductions.

As will be seen from the foregoing, the Commission's inquiries are rather exhaustive on the subject of programs (ask any broadcaster what he thinks of them), and are made so in order

that the Commission may have before it a complete picture of the proposed service, if an applicant for a new station, or the actual service rendered which it is desired to continue, if an existing station, when the application is before it for action. If, from an examination of the application before it, the Commission is unable to determine that the granting thereof would serve public interest, convenience, and necessity, it designates the application for hearing, setting a time and place, and giving the applicant, and others interested, notice thereof.

Concerning existing stations, the Commission is and has been entirely responsive to the listening public, for, where it has received any complaint of a station, which, after investigation, proved meritorious, the renewal application of the station complained of is set for hearing and the station relicensed or deleted on the basis of the record so made.

The procedure just outlined, in relation to applicants for new stations and renewal of existing stations, is in strict accord with the provisions of the Radio Act of 1927, one section of which gives a right of appeal to the Court of Appeals of the District of Columbia to any applicant whose application has been acted upon adversely by the Commission. Under this section, many appeals have been taken, and it is interesting to note that, in by far the large majority of them, the Court has sustained the Commission's decisions. The result of this procedure has been to bring prominently to the attention of broadcasting stations the necessity for improving their programs.

The records of the Commission as of January, 1932, show that there were 607 stations licensed. In the past several months, that figure has been reduced, I believe, to 604 existing stations, of which some 40 are owned by states or municipalities. During a typical week, it is estimated that a large majority of these stations use approximately 68 per cent of the broadcast day, between 6 o'clock A.M. and 6 o'clock P.M., the remaining 32 per cent (more or less) between 6 o'clock P.M. and midnight. Of the daylight hours, about 65.7 per cent are used for sustaining programs, of which approximately 74 per cent are local sustaining, and the remaining 25 per cent chain sustaining. Of the 34.3

per cent devoted to commercial or sponsored hours, some 86 per cent are given locally, the remaining 14 per cent being chain programs. Of the evening hours, again, the heavier percentage are sustaining programs, being about 59.8 per cent, divided as follows: 78.6 per cent local sustaining, 21.4 per cent chain sustaining; and of the 40.2 per cent used commercially in the evening, 63.1 per cent are local commercial to the 36.9 per cent chain commercial.

Now I know that this audience is primarily interested in what the radio broadcasting stations of this, and other countries, are doing for education. Before going into that, however, I should like to say a word about the stations in the United States which are owned and operated by educational institutions. I was greatly interested in a statement made by Mr. Levering Tyson, director of the organization under whose auspices I speak today, in a letter to the secretary of the Commission, that throughout the whole of Europe not a single college or university owns or operates a broadcasting station and that this fact was verified by the Geneva Union. I stated last year in an address before the Second Annual Institute for Education by Radio, at Columbus, Ohio, that in May, 1927, there were 94 educational institutions licensed for the operation of radio broadcasting stations. In the period from February 23, 1927, when the Commission came into existence, to January 1, 1932, it granted station licenses to 95 educational institutions, 51 of which have been classed in the Office of Education Bulletins as "public" and 44 as "private." Of these 95 stations, 44 were in operation as of January 1, 1932, 24 being "public" and 20 being "private." Of these existing stations 1 is licensed for the use of 50 watts power, 7 for the use of 100 watts power, 2 for the use of 250 watts power, 3 for the use of 250 watts night and 500 watts local sunset, 11 for the use of 500 watts, 3 for the use of 500 watts night and 1 kilowatt local sunset, 2 for the use of 750 watts, 8 for the use of 1 kilowatt power, 1 for the use of 1 kilowatt night and 2 kilowatts power local sunset, 1 for the use of $3\frac{1}{2}$ kilowatts night and 5 kilowatts power experimental, 3 for the use of 5 kilowatts power, 1 for the

use of 10 kilowatts power, and 1 for the use of 20 kilowatts power.

Of the 51 educational stations no longer in operation, 24 voluntarily assigned their facilities to commercial stations, 18 voluntarily abandoned their stations, 7 defaulted on the hearing of their applications, 1 filed a renewal of license and then withdrew it after it was set for hearing, and 1 was denied by the Commission after a full hearing on the application for renewal of license. Thus the records of the Commission show that but one station of the 95 originally licensed was denied renewal by the Commission, and that after a full, public hearing on the merits of the station.

During the period from February 23, 1927, to January 1, 1932, the Commission considered 81 applications from educational institutions for additional and more effective radio facilities. Of these, 32 were granted in full; 27 were granted in part; 10 were denied after having been designated for public hearing; 10 were dismissed at the request of the applicant after having been designated for hearing; and 2 were retired to the files for lack of prosecution after having been designated for public hearing. When one remembers how crowded the broadcast spectrum is and has been (there were 732 stations in operation February 23, 1927), and the mandate of the Davis Amendment to the Radio Act of 1927 for equality of broadcast facilities to the zones of the United States and states within the zones, the foregoing may be considered an excellent showing for educational stations. Of the stations whose applications for additional facilities were denied by the Commission, only one availed itself of the right of appeal to the Court of Appeals of the District of Columbia, in which case the Commission's decision was affirmed.

When we come to an analysis of the "educational" programs broadcast by the stations of the United States, excluding for the moment those emanating from strictly educational institutions, we must first agree upon what we mean by "educational." The commissioner of education in a letter recently defined "education" in part, as follows:

Human education is a process of individual growth and development beginning with birth and ending only with death, requiring at the outset much effort on the part of others in discovering, nourishing, and directing inherent potentialities, but at every stage demanding increasing self-reliance and self-control. . . .

The director of the Bureau of Educational Research at the Ohio State University defines educational broadcasting thus:

An educational program is one whose purpose is to raise standards of taste, to increase range of valuable information, or to stimulate audiences to undertake worth while activities.

Webster's International Dictionary states that "education" is the "process of developing mentally or morally"; "to cultivate, develop or expand the mind"; "the impartation or acquisition of knowledge, skill or discipline of character." Since more of us have an opportunity of listening to the same national chain programs than we do to programs originating locally, I am sure we will all agree that such programs as the NBC Music Appreciation Hour with Walter Damrosch, "Our Government" by David Lawrence over NBC, Columbia Broadcasting Company's "American School of the Air," and Philadelphia Symphony Orchestra fall clearly within the concept of education as enunciated by the foregoing authorities. These are, of course, single examples of what constitute the 12½ per cent of total time which the records of the Commission indicate a large majority of the stations in the United States devote to educational broadcasting. Of this 12½ per cent, 80 per cent are sustaining hours to 20 per cent commercial hours.

I may say without fear of successful contradiction that the United States broadcasts more hours of educational programs than any other nation in the world, the total broadcasting hours of each considered.

After a careful study of broadcasting systems in use in many of the foremost countries of the world, the Commission is of the opinion that the American system has produced the best form of radio entertainment to be found anywhere. Under our system, broadcasting is carried on by private enterprise with advertising furnishing its economic support without which it would

not exist. The principal objection to our system seems to be the kind and amount of advertising in which stations have indulged.

There are those who urge that advertising which is objectionable in character or amount should be restricted by certain formulas such as forbidding more than a certain proportion of the time to be used for advertising, or forbidding more than a certain number of words to be used in advertising announcements, or forbidding the mention of more than the name of the advertiser or his product, or a short slogan. Some people would have this done by a law enacted by Congress, others would have the Federal Radio Commission do it by regulation. Then there is another kind of regulation proposed, consciously or unconsciously, by persons who would somehow force broadcasting stations to use a certain percentage of the day's schedule for a specific kind of program, educational, for example, or require that certain hours be used for this purpose. I suppose they mean that this should be done either by law or by regulation. I have already told you the method which the Commission is using to encourage improvement, namely, by its actions on applications for renewal of license. Whether the Commission's method is the best is not for me to say. I do feel, however, that in the present state of our knowledge, and in the obvious need for further experience and experimentation, it would be dangerous to tie ourselves down to rigid formulas which may be difficult to change.

The Commission believes the amount and kind of advertising can and should be confined within the limits consistent with the largest possible range of service to the public, and these factors should be considered by it, among others, in determining whether the licensing of or continued operation of a station will serve public interest, convenience, and necessity.

In conclusion, I want to say that, speaking for myself, I think our system of broadcasting is typically American and that it suits our democratic temperament as no other system I have yet encountered would. I believe that before we disrupt it to adopt any other, we should gravely compare the benefits and

disadvantages of that we now have with those we contemplate, watching carefully the scales of performance to see which way they tip.

CHAIRMAN HAMLIN: We shall now return to the consideration of the place of broadcasting in a community. I take very great pleasure in introducing the Rev. Rudolph Eichhorn, president of Canisius College, who will speak on the subject of religious co-operation.

THE PLACE OF BROADCASTING IN THE COMMUNITY—IN RELIGIOUS CO-OPERATION

REV. RUDOLPH EICHHORN, S.J.
President, Canisius College

The radio has become the pulpit from which the clergyman's voice speaks to millions. Scarcely an hour of Sunday but has its religious message enlightening and encouraging some minds. People who cannot go to church—the shut-ins, the crippled, the bed-ridden, the aged—have found consolation and strength in the voice that can penetrate the walls of their domestic sanctuary. People who will not go to church, either because religion has lost its appeal for them or because they fancy that they cannot spare an hour on Sunday from their business or their pleasures, find in the radio almost a proof of the everywhere-ness of God and the vitality of conscience. Sometimes idly turning the dials they are arrested by a fugitive syllable of the Gospel, or oftener still they cannot escape the torrent of grace-bearing eloquence with which some loved one has of set purpose flooded the quiet sitting-room at eventide. It may not be a question of coming to scoff, but often it is a matter of remaining to pray. Old memories of childhood quicken, long-forgotten obligations revive, and the sun of their youth sends its life-giving rays even through the shell of their incrustated irreligion. They thought they were safe in an armored compartment that could shut out even God, and they learn at last that, whether they take the wings of a dove or seek the lowest recesses of the sea, they cannot be secure against the vigilant love of God.

I fled Him, down the nights and down the days;
I fled Him, down the arches of the years;
I fled Him, down the labyrinthine ways
Of my own mind: and in the midst of tears
I hid from Him, and under running laughter.

But "that Voice is round him like a bursting sea," and the churchlike dusk of the home seems to become as the "shade of His hand outstretched caressingly."

And so radio co-operates with the churches, for through the radio, to quote the Psalmist, "there are no speeches nor languages where their voices are not heard. Their sound hath gone forth into all the earth: and their words unto the ends of the world."

In another way radio makes a contribution to religion. It helps to clear up misunderstanding. I can speak, of course, only of my own religion, and my own beliefs, and, if I may be pardoned, of my own experience. We know the fundamental tenets of Methodism and Lutheranism, we know what the Episcopalians or the Presbyterians teach, we know a great deal about the Jewish religion, but there are so many people who have a grotesque caricature in place of an accurate picture of the Catholic church.

If the Catholic church were the hideous monster that it is often represented to be, even we Catholics should hate it and abandon it. We cannot censure those who through no fault of their own have attacked an imaginary Frankenstein. If religious prejudice has been minimized and a friendlier feeling generated toward the ancient Catholic church, much of the credit is due to the radio. Charles Lamb once said that he could not hate a man he knew. Through the radio, men are coming to a better understanding and a clearer knowledge of Catholic belief. They see the many things that we Catholics hold in common with all Christians, the necessity of Redemption, the divinity of Jesus Christ, the inspiration of the Scriptures, to name but a few, and of the other points with which they disagree, they can obtain an authoritative presentation. This was brought home to me when I had the privilege of speaking on our religion over a

local station some years ago. Some of the most appreciative letters came from those not of my faith who were happy to learn that some of our fundamental doctrines coincided almost exactly with theirs.

In these and in other ways radio has furthered religion. Doubtless radio has kept many of the indolent from frequenting the church, but, on the other hand, it has brought the church to the infirm, and revived the faith of the careless and indifferent and brought back to the churches many of these last. It has cleared away much of the mist of misunderstanding. It has not necessarily joined those of differing faiths in religious service, but it has done wonderful service in yoking together all creeds in enterprises undertaken from a religious motive, in fostering works of universal charity, in making men realize that there is one foundation on which all can stand—the love of neighbor for the love of God.

CHAIRMAN HAMLIN: I shall now ask Mr. Stephen C. Clement, director of extension, State Teachers College, who is the chairman of the Radio Committee of the Buffalo Educational Council, to summarize the points that have been brought out in this morning's discussion.

SUMMARY OF SYMPOSIUM ON THE PLACE OF BROADCASTING IN THE COMMUNITY

STEPHEN C. CLEMENT

Director of Extension, State Teachers College, Buffalo, New York

Buffalo has been described as a village afflicted with elephantiasis, a community which, like Topsy, "just growed." Like the rest of the United States, it has enough thirteen-year-old mentalities to make moving pictures, wrestling matches, and prize fights pay financial profits. It has the second largest Rotary Club in the world and the second largest Polish population in America. It is proud of its schools and its great variety of manufacturing establishments, its parks, and its museums. It has a Main Street seven miles long. There are many Babbitts and a few Menckens. Buffalo has little concern for its soul, but is content to live from day to day in the modern fashion. In other words it is a typical American city.

The use of radio in Buffalo differs little from its use in other cities. Commercial programs are undoubtedly most popular. Educational and cultural programs, although they received considerable emphasis at local stations, have a very limited public. A recent survey of local listening indicated that not one in seventy-five auditors tuned in intentionally on educational programs. The study also showed very minor response to such national programs as those of the National Advisory Council. The evidence tends to indicate that listener performance, from the standpoint of educational broadcasting, is very unsatisfactory.

There is in Buffalo abundant opportunity for the listener. Stations have been generous of their time. Museums, colleges, civic and social organizations, have given their best efforts to the preparation of programs. The Buffalo Educational Council has attempted, with somewhat doubtful success, to act as a co-ordinating agency. The lack of response which clearly exists is presumably due to the quality and character of programs, rather than to the number of programs offered.

The community has a right to expect programs of the following types:

- a) Programs which interpret religious and ethical thought in such a manner that understanding and tolerance are definitely promoted.
- b) Programs which lead to enlightened political understanding and action.
- c) Programs which promote understanding of and co-operation with social agencies and movements of recognized importance.
- d) Programs which develop a knowledge of local history, local tradition, and local opportunity for culture.
- e) General cultural and educational programs.
- f) Programs for school children and other special groups.

While all of these types are not being given in Buffalo at the present time, agencies exist which would be willing to offer any of these types of work. There is, however, grave doubt regarding the desirability of promoting further use of the radio by local agencies until such agencies are ready to learn techniques of broadcasting comparable with or superior to the techniques used in commercial programs. At the present time there is a superfluity of radio talks. It is a sad commentary on the intelli-

gence of the American educator that the radio programs which he presents are still limited to lectures savoring strongly of the classroom. He has attempted to force the techniques of the lecture upon a new medium, rather than learning to adapt himself to the necessities imposed by being a voice coming out of a box. It is probably not an extreme assumption that the educational radio lecture of today is little, if any, better than the radio lecture of ten years ago. The radio has grown, but the performer refuses to seize the opportunity presented by a rapidly revolving mechanism. Before any social group makes too insistent demands for additional program time let that organization prove that it is capable of presenting a worthy performance.

The speaker does not believe that it is at present advisable to spend a great deal of time and effort in securing additional radio time for community enterprise or for promoting local progress of the type at present in vogue. Instead he suggests a new approach. It is high time that communities investigated the possibility of education *for* radio as opposed to education *by* radio. The vital need today is to teach auditors selective listening and to train writers for radio continuity, arrangers of programs, and performers of all types. The speaker wishes to propose an entirely new possibility for local communities: the establishment of a local radio school to be modeled closely after the little theater. In such a school adults would find the same opportunity which is presented by the little theater movement to express themselves, to write, to act, to speak, to free themselves of inhibitions. The medium would be the microphone rather than the stage. Forward-looking educators would unite with progressive broadcasters in organizing curricula. The station would itself be the laboratory and, to some extent, the classroom. With such a setup it should be possible to create a consciousness on the part of the community of good taste and good performance in radio, and gradually to evolve an improved radio program that truly grows out of and is a part of the community.

CHAIRMAN HAMLIN: We have now reached the time for discussing the papers that have been presented.

Mr. Clement has struck a new note. Some of us were talking last night about the problem of the educational talk. I think it is dangerous, as Mr. Clement has suggested, for local communities to flood the air with local programs of an educational nature that are not perhaps well enough considered. They only lead people to turn the dial to something else and so destroy the desire and interest that people might have to listen to the educational broadcasts that are being prepared by the National Advisory Council on Radio in Education and other well-planned programs.

Let us devote a few minutes, therefore, to some discussion from the floor about the suggestion Mr. Clement has made and the problems that have arisen in this morning's papers.

We started a very interesting discussion a few moments ago which I interrupted in order to bring out the legal points involved in the ultimate control or possibility of control of radio.

Then there was the question raised by Mr. Clement as to the advisability of organizing a school for the training of radio broadcasters, particularly for vocational-educational programs, experimental stations, and local station programs, where different methods can be tried out and tested.

In addition, there is another phase that I don't think has been brought out in the papers this morning. It seems to me to be an obligation on the part of a community and on the part of the educational institutions of the community to do everything in their power to bring to the attention of the people of the community the value of educational programs.

Would anyone like to raise any questions in regard to any of these items or any other items that may occur to you?

MR. CARL HUTH (University of Chicago and Adult Education Council of Chicago): I am not speaking for Chicago but rather as of Chicago. Speaking in either capacity of late is probably a little delicate, but since I am that much nearer to the seat of the Seabury Commission, I think I can do it without any imputations.

I would like to add just a few words, more or less as information, to the discussion which has been going on here, both in the meetings of the Adult Education Association and in the meeting we are now attending.

Mr. Tyson yesterday indicated that one of the developments he looked forward to was the development of local councils supplementing and making more effective the work of the National Council. We have in Chicago an organization known as the Adult Education Council of Chicago, which is rather in the nature of a consultative clearing house for all formal and informal agencies interested in adult education. There are at present approximately sixty-six of these organizations, ranging down from the greater universities of Chicago and Northwestern and other educational institutions, including the public-school system, through the distinctly informal groups which have undertaken education for adults in some form or another, whether

they are the Women's City Club, or one of the settlements, or the Chicago Women's Aid, or the museum, or any one of several dozen different agencies.

The Council operates through a board of directors elected from all of these agencies. As one of its standing committees, the Council has a Radio Committee. Through that Radio Committee it has been putting on the air, with the kind co-operation of a number of local stations, a series of educational talks which I need not here specify.

We are quite mindful of the suggestion made by your chairman that there is a danger of competition, adverse competition, when a local community or an organization in a local community undertakes thus to broadcast on a relatively high level in the educational sphere, a danger of marring or interfering with the program put on by Mr. Tyson's organization. We have for that reason attempted not to conflict in subject or in manner with the broadcasts furnished by that organization, but rather to supplement the materials thus offered.

On the whole, I think that much depends on the community as to whether the danger of conflict and adverse influence is greater or less. I think that without undue egotism or pride we may say that in Chicago we have available sufficiently authoritative persons to talk over the air on a great variety of subjects without lessening the effectiveness of a national program.

In addition to this standing Radio Committee which arranges for the series of broadcasts which are then undertaken individually by the several member organizations, we are on the point of organizing—to be very specific we will do so tomorrow—what is to be known as a Radio Commission, which is designed to select and to recommend from the various broadcasts, both those on the great chains and those of a local character, all those matters which in its opinion appear to be of value and significance in the field of adult education.

Naturally, in such a commission, we will confront a very difficult and rather delicate matter, not merely because of group prejudices, but again because of the very simple difficulty of indicating what is adult education. Our first speaker today reminded me of that difficulty very forcibly when he placed at the two extremes of potential programs, on the one hand a prize fight and on the other a symphony program. I think we have been impressed by certain agencies of publicity recently, or at least we were some years ago, that even prize fights may be educational, at least when Gene Tunney participates, and we have been impressed that a symphony, if not like a prize fight, can be like a cat-and-dog fight. There is a good deal of difference and there will be a good deal of difference of opinion. We feel, however, that, with a judicious and discerning commission made up of outstanding men and women in the community, such a selecting and recommending service will be of eminent value to the community.

The second function of such a commission will be, then, to make known their recommendations, to spread information, to act as a publicizing agency in behalf of the programs of the great national chains, in behalf of the pro-

grams of Mr. Tyson's organization, and in behalf of the sundry programs put on locally.

Through the sixty-six organizations which belong to the Council, we have a ready-made field of publicity which can hardly be equaled, I think, in any community excepting a community the size of Chicago. We have, at the same time, the full co-operation of the public-school system and we have found, in connection with the work done by our own Radio Committee, that by notifying the smaller papers within the radius of Chicago—and we have selected several tiers of counties in Illinois, certain counties in northwestern Indiana and southwestern Michigan for that purpose—the co-operation we got from the local press, even on our very first and not particularly urgent effort, was exceedingly valuable. We feel, therefore, that as a council, through the medium of such a commission, we can do for the local community quite a number of those things which have been mentioned here.

MR. ARMSTRONG PERRY (Director of the Service Bureau, National Committee on Education by Radio): It has been revealed in the papers presented here this morning that commercial broadcasting derives its revenue from advertising. In that connection I have a letter from Mr. F. J. Schlink of "Consumers' Research, Inc.," that might be of interest to you.

I had written him: "There is nothing more important to young people than instruction in the proper use of money and in this connection teachers of natural science, economics, civics and sociology might mention at least briefly the objects and accomplishments of 'Consumers' Research.'"

He replied as follows:

Evidently you have not read much of our back material or you would not say that *sometimes* information given by "Consumers' Research" differs from that given in the catalogs and talks of salesmen, or that advertisements and sales talks are *not always* in accord with truth.

It is our large difference in estimate of the extent to which business does try to tell the truth, that would keep us from submitting such a question as you propose, to business concerns.

It is possible even to say that those business concerns which do make distinctly good products are unwilling to content themselves with asserting or proving that fact. With the rarest possible exceptions, they insist upon lying about those products which are even so good that they should be easily sold simply upon their proven merits. Whether to call such a firm "dishonest," which is your term, is to me a matter of detail. From the consumer's point of view, whatever fools him is dishonest. From the business point of view, whatever works over a long period of time is ethical. What you term the overlooking of the question of truthfulness, is and must be, in a competitive, profit-making system, a conscious, often a studied overlooking. A certain stability and playing the game according to the rules is assured by business' own entities, such as the Federal Trade Commission and the Better Business Bureaus, but they deal with misrepresentations of a type which produces inequities in corporate competition, and not inequities in the consumer's position in the market.

Please do not imagine I am writing this didactic-sounding letter with the idea it is my function to change your opinions on this question. My purpose is merely to avoid a

misunderstanding on your part of what our work up to this time has taught us about the business order. If you need more on it, you would be justified, I think, to review "Your Money's Worth," although in saying this I am in that traditionally unreliable position of a person recommending his own work.

Now, I would like to ask this audience if it seems just that men with the ideals that Mr. Bill, for example, has expressed here today, should be compelled to have to come under the control of advertisers who are characterized like this, in order, as they imagine, to serve the public interest, convenience, and necessity, especially since in other major countries of the world other systems have been used which insure radio's being used actually in the public's interest, convenience, and necessity, and which have also insured adequate incomes to the broadcasters and profits ranging from 6 to 15 per cent.

CHAIRMAN HAMLIN: As you have raised that problem I think perhaps it might be well to have the next paper at this time. It is on the subject "The Ultimate Control of Radio in the United States." Professor Walter H. Hamilton, from the School of Law of Yale University, was to have spoken on this subject. Professor Hamilton, however, has found it impossible to be here, and he has asked Mr. Richard Joyce Smith of Yale University to take his place. I take great pleasure in introducing Mr. Smith.

THE ULTIMATE CONTROL OF RADIO IN THE UNITED STATES

RICHARD JOYCE SMITH
School of Law, Yale University

I do not wish to seem to go on refining while you people probably are thinking of dining. Professor Hamilton has been unfortunately tied up with a conference on the cost of medical care which conflicted with this particular program, and he has asked me to come here to present if I can his ideas on the question of the ultimate control of the radio industry.

Both he and I would attack the question as a question of controlling an industry, and the question of determining how far legislation and the courts can be used eventually to control that industry. I think there is no doubt in the minds of people who are interested in or familiar with the radio situation in this country that it is an industry. Like all other public utilities, at the outset it is new and novel, it captures the imagination of the public, people are fascinated by its convenience, its dazzling accomplishments, the extraordinary devices which are used,

but at the same time, as we have seen in the case of other great industries which have been built up out of an immediate or rather sensational progress of science, such as the electric light, there has been another large group in the country which has realized that there are great industrial or commercial possibilities in the situation.

Radio is an industry. It flourishes out of the capitalization of its opportunities into private enterprise. It is supported, as has already been pointed out, by advertising; also, by other less readily ascertainable systems of increasing the revenue of those who are interested in it. There is a very close alliance between broadcasting in the general sense and the industries which are concerned with the manufacturing of devices. Whether that, in a particular case, is an actual interrelation or merely one of mutual interest not defined by any intercorporate set-up is beside the point. The fact is, we are dealing with an industry, and the question is, How is the public going to control that industry?

Now, I have been very much interested in the outline of the control by the Federal Radio Commission which Commissioner LaFount has given you. Undoubtedly, the Federal Radio Commission has been operating efficiently within the sphere of its delegated powers. It should be considered, however, as nothing but a temporary agency of control. Essentially the control which is exercised by it is merely a control to make service available; it is a control which you may say was implicit in the nature of the industry. You had to have some central, authoritative source to clear the air, to make it possible for a ready and orderly distribution of whatever you scientists term the apparatus and the wave lengths of radio.

But I do not wish to consider at this time the internal workings of this tentative temporary control which is established by the Radio Commission. It has raised very interesting and intricate questions concerning administrative law which the commissioner touched upon when he spoke of the appeals from the Commission orders to the Court of Appeals in the District of Columbia. Yet a much more important question should be in

the minds of people who are interested in the public development of radio, and that is, What is to be done ultimately with this industry to preserve the public interest?

Now it is a fact that it is a characteristic American trait to let industry progress privately and without much interference on the part of the government so long as it does not seriously abuse the public. Our entire regulation of industry in this country has been a succession of attempts to superimpose upon the private industry restraints that have been made necessary because of abuses of the private managers. It may be, at the present time, that there are no abuses in the radio industry as it is conducted, but we have no guaranty that the radio industry will not, as has been the case in almost every other great public industry in the country, at some time or other forget the public interest, or at least emphasize to a too great extent the profit-making motive at the cost of the public interest. At that time, the question will be, How can the government step in to reinforce the so-called public interest?

There is no answer at this time to that question, as I see it. The radio industry is still at the outset of its technological development. We don't know what, for instance, is to be the ultimate development of television in connection with radio. It would, therefore, be very unwise for us at this time to attempt to set down some permanent formula for regulation. There are, nevertheless, certain fundamental things that should, at this time, because of our experience with industry in the past, be very carefully emphasized. And one of the things that we can emphasize, I think, is the fact that the interest of private capital or private companies in radio broadcasting today need not be considered as more than a temporary interest.

If possible, we must guard against the building up of so-called vested rights in this industry. We must, if possible, bring the people of the country to believe that there is no such thing as a property right as we have known it in the law, in these channels of the air through which radio operates. When the time comes, we must be able to take whatever step may be necessary. It may be merely an extension of the powers of the present Federal

Commission. It may be the creation of some new central authority with the sanctions of the law to order, for instance, the complete exclusion of advertising from the air, and the determination of the problem by contribution directly through the most important and more public types of programs. On the other hand, the abuses may become so fundamental as to require complete governmental operation.

It seems to me that there is at the present time an essential fallacy in our system as outlined by the commissioner. Once you begin to distinguish between commercial programs and sustaining programs, you are drawing a distinction which is dangerous. The sustaining program depends upon the commercial program, if not directly, at least by innuendo. Sustaining programs are put on the air in order to justify the existence of a commercial broadcasting system. Now, it may be that at this present time there are no abuses in that situation, but the fact remains that it is a situation fraught with a great many potential evils.

We must, if possible, attempt to anticipate the building up of a kind of private censorship. I do not know that it exists at the present time. But to the extent that private interests become more and more entrenched in this method of communication, it will be possible for them to exert more and more a censoring influence upon the types of all programs which go before the public. If the question resolves between private censorship and public censorship, I take it that it is in the interest of the country that the censorship be public rather than private.

Another important problem and phase of the business which probably must at some point be controlled more adequately than it is at present is the question of charge for the services which may be rendered by the broadcasting companies. That, of course, would bring the radio industry directly into the sphere of a public utility as we know it, and would raise all the questions about the control of price and rates in a public industry with which we are confronted now in attempting properly to regulate public utilities.

It will be necessary, if possible, and I think this can be done

perhaps through an extension of the Federal Radio Commission's powers, to anticipate the technological developments of the industry. One of our greatest difficulties in the realm of public law, and in the job of placing upon industry some sort of legislative control, has been that industry has always developed more rapidly than the law that controlled it. We put into a statute book a crystallized system of control, for instance, of an electric light and power company, after several years of negotiation, debate, and study, while, in the meantime, the entire aspect of the industry has changed and the legislative restraints are no longer fit to do the job.

The steps to be taken to correct these abuses will be determined at the outset by the extent to which our courts, our legislatures, and the people themselves will be ready to discard past concepts of property in dealing with this industry. But it is impossible to make a forecast. To anticipate the response to an attempt to bring radio broadcasting and its ancillary activities within the scope of the "Due Process Clause" of the Fourteenth Amendment, which reads, "No state shall deprive any person of life, liberty, or property, without due process of law," defies the students of the problem. Here is an entirely new type of value, the privilege to broadcast. It is essentially a public privilege. Yet we know that in the hands of private industry it has a high commercial value. We also know that commercial values, resting in the hands of private people, have in the past been protected by the courts even from the actions of the state.

The fundamental question in determining what is to be the ultimate control of radio, therefore, is this application of property definitions under our constitutional provisions. That, of course, is true in every question of law of this kind. But the attitude of the public can have a persuasive effect even upon courts. If the public is ready to say that an interest is a private interest to be protected against interference by the state, I take it that interest will become property. If the public continues to be sufficiently alive to the public nature of the privilege, I take it that ultimately, whatever may be the precedents involved, the privilege will be determined by the courts not to

be property. But the process in bringing the courts to realize that may be a long one and an extremely tedious and expensive one. Nevertheless, here is the vital point.

If we are to permit the building up of a tremendous private interest in the radio industry, an attitude that a particular company owns something which we cannot see but nevertheless which can be used, then I take it that when abuses arise in the radio industry it will be extremely difficult to enforce any type of adequate control upon that particular industry. If, however, we begin now to demonstrate that there can be no property in the real sense in the air of a country, then I take it that ultimately we will be able to establish whatever control may be necessary.

But the task of directing thought along these lines will be difficult. The radio industry has the first command of public opinion in the country. The radio audiences respond to the radio broadcasts. If it ever is necessary, the industry is strategically situated for a campaign of propaganda. How to offset this controlled public opinion is a question too difficult to be answered glibly.

You will readily understand, I take it, that everything I have said has been an attempt to project myself into a possible future. I am not qualified to say whether there are abuses in the radio industry at the present time. I can simply say that the history of past industries has been that abuses will arise and that the history of this country, certainly during the past fifty years, has demonstrated the growing necessity of more and more state regulation of private enterprise. The problem before people who are interested in maintaining radio as a public agency will be to be sure that the attitude of the public on the function of radio, the attitude of the public toward these valuable privileges which have already been granted to private enterprise, will be such that when the time comes there will be an immediate recognition of the fact that private industry has been used only as an agency of the people for the purposes of developing this industry through its experimental stages.

CHAIRMAN HAMLIN: Mr. Tyson, have you any announcements that you would like to make?

MR. LEVERING TYSON: I would like to announce that this evening Mr. Van Allen will be chairman instead of Colonel Donovan, who has been called to Washington suddenly, and the subject of "Radio Advertising—From the Standpoint of the Client" will be discussed by Mr. Francis Bowman of the "Carborundum" Company of Niagara Falls.

Senator Capper was to speak this afternoon but he has wired as follows:

I had made all arrangements to leave tonight for Buffalo but find exceedingly important matters in pending tax bill make it absolutely necessary for me to be in the Senate tomorrow. I deeply regret that I must disappoint you but I feel the critical conditions which confront us require my best attention here.

ARTHUR CAPPER

MR. JOHN W. VAN ALLEN (general counsel, Radio Manufacturers' Association): Mr. Chairman, I am not a member of this group. I have heard with a great deal of interest the discussions that have taken place, and some of the things that have been brought out this morning have stirred me to some activity. In my position as general counsel of the Radio Manufacturers' Association, I have been identified with radio for a considerable number of years.

I think in connection with the first of these discussions, we should remember the suggestion of Mr. Kirchhofer, that radio and newspapers cause people to do more thinking for themselves than any other media in the United States, and contrast that, if you please, with the system in vogue in Great Britain, where the things you may think about are imposed upon you by governmental authority.

As to Mr. Clement's school, I hope he invites the advertising agencies to come in for a little education in the proper methods of presentation of things that go over the radio station for the listener to hear, that they may be presented with a little more subtlety than they are receiving in some of the programs of today.

From an educational standpoint, through the work of advertising agencies, I know how many times I should go to the dentist a year and I know what kind of medicine in some respects I may take that will not injure my heart, and that certain kindnesses are done me once a week in suggestions on the care of my throat. For that reason I hope that Mr. Clement's school will certainly include the advertising agencies.

But I didn't think so much of those things as I did about the suggestion of the gentleman from Yale, of the possible future control of the radio industry. I hope none of you here today has the impression that radio is not under any control today. We are the subjects and the beneficiaries of the three greatest monopolies that the government has created.

The first we call the Federal Radio Commission, a monopoly because without its approval we cannot use any of the wave lengths of the air. That is a

government-created agency, and we must repair, as the commissioner told you this morning, directly to that Commission at short periods for renewals of licenses.

The second great monopoly we have to deal with, created by the government itself, is the monopoly which the government gives through the instrumentality of patents. Now, the owner of a patent may grant a license or he may refuse it. He doesn't have to give it to you.

In addition to this government-created system of granting licenses for patents, we have within the industry a combined group having 4,000-odd patents, owned by itself or controlled by it, so that anyone outside of the immediate owner of those patents must procure a license to build a radio receiving set under some or all of those patents. That more or less restricts activities.

But another problem that we have in connection with the same thing is that the United States government has brought an action to dissolve that combination of patents, and if the government should happen to win its suit, the 4,000 patents would be redistributed among the ten or twelve companies that originally went into the patent pool. Then we would have to negotiate with those ten or twelve companies to get a license. Some of them might give us a license and some of them might not, and some of them might give us a license on very liberal terms and some of them might not give us any license at all except on oppressive terms.

The third monopoly created by the government that we have to deal with is the one granted by the copyright laws. Now, when an author, a composer, and a publisher get together and produce a piece of music and file it at Washington, they have the exclusive right to perform for the purpose of profit that particular composition. That extends to drama and literary works of every kind. So we have to deal with a third government-created monopoly.

Now, among the copyright owners we find the American Society of Authors, Composers, and Publishers. We have to go to them for the material which is to be broadcast, and we have to pay compensation to the copyright owners for the use of the material which we give to you for nothing. It isn't my purpose to comment at all on the compensation paid to the copyright owners. The idea is that we are already controlled by the three greatest monopolies that the government has to grant. If we have further control I don't know where we are going to be. The only problem, it seems to me, that is confronting us at the moment is whether or not the programs that are being sent out are the programs that meet with the general approval of the public.

Now, whether it has come to your notice or not, it has come to the broadcasters' notice, that if they put out any program that doesn't meet with general public approval, they hear from it very promptly and very vigorously. For some reason or other, human nature is such that the man who doesn't like a thing or the woman who doesn't like a thing is more likely to express himself or herself vigorously than the man or woman who likes it, and con-

sequently the largest proportion of the letters that come to a broadcasting station are letters of criticism, some of which are exceedingly valuable here.

I don't know what we would do with radio as a public utility. I don't know how it could be handled that way. The gentleman from Yale treated it more or less as a public utility as well as an industry. Now, our conception of a public utility is something like a power company, a telephone company, a telegraph company, a street car company, and the like, but we know that under that kind of system the person who presents the material, a telegram, for instance, is entitled to be treated like every other person. If you go to a telegraph office and offer a telegram, you are entitled to have that telegram sent in preference to one that comes in later. Everybody is entitled to ride on the street car who wants to ride on it and is willing to pay the fare, and everybody is entitled to the use of electric power if he pays the cost of it.

What would radio do if it were a public utility? Would the radio stations be compelled to take every kind of program that was offered to them, in the order in which they were offered, the same as do the public utility companies? How could we possibly operate under such a system as that? There must be discrimination somewhere, and to date we have found no better method than the censorship that the station itself puts on programs.

It was suggested by the gentleman from Yale that possibly there should be some restriction on compensation that should be paid to these stations. Now, how are we going to fix that? You know generally what the investment is in the telegraph company, but the investment is more or less extended throughout the country. You know about what it is for the power company. But in radio we have not a co-ordinated system of stations but some six hundred stations of all kinds and capacities with all kinds of service areas and various types of population in each area. Also, we have the differences in power and the differences in cost of apparatus, and so forth, so that each one represents a separate unit, and presumably it costs more to operate a station in the city of New York or the city of Chicago than in the city of Buffalo or some smaller place than the city of Buffalo. Where is the standard that you can possibly use, either as a public utility or for price-regulating purposes?

I have taken up more time than I anticipated. I just want to leave this one thing with you. Don't think for a moment that we aren't under more severe control, as an industry, than any other industry in the United States, and principally because of the three main, most powerful government-created monopolies plus constant public observation and criticism. I don't mean to say by that that the Federal Radio Commission as one of those monopolies isn't an absolute necessity. It has been the real relief of the industry in a great many ways. Had it not been for the Federal Radio Commission we couldn't have any kind of broadcasting today. It is one of the three great monopolies that have permitted us to exist and permitted us to have listeners.

MR. RICHARD JOYCE SMITH: May I have just a moment?

It seems to me that whatever may be our friend's attitude on the nature

of the business in which he is engaged, there is no doubt about the fact that it is at the present time a public utility in the legal sense of the word. Now, if it were not a public utility, the Federal Radio Commission would be unconstitutional. The Federal Radio Commission has the authority to determine who may use which channels of the air in the public interest, convenience, and necessity. The only way to sustain the granting of that power over the industry is to determine constitutionally if the industry is affected with public interest, convenience, and necessity. If it is, you can do that. If it isn't, you cannot. That is why the government cannot determine what automobiles may be manufactured. An automobile is not affected with a public interest according to the attitude of the Supreme Court.

I will agree with the gentleman that the radio industry is not a gas company. I will also agree it is not a water company. But he is confusing the particular mechanics of regulation according to the particular industry with the general problem of whether the government has the power under the Constitution to regulate according to the needs of a particular industry.

Now, I still think that, if the need arises, the government can regulate the radio industry as it sees fit. His attitude seems to me to be merely the attitude of people who resist regulation. You can always expect from people who are interested in holding up the processes of government the general argument of, "How are you going to do it?" That was the argument when it was suggested that a national agency rather than a state agency should regulate the railroads. It is continuously the argument whenever you attempt to extend the control over an admitted public utility. Why the delay in an adequate regulation of the holding company in the public utility field? Because the representatives of the industry say you can't do it.

Now, I am quite convinced that just as soon as the abuses, if there are any now, become so pronounced in the public mind that they demand some regulation, this government can devise an adequate way to regulate, and I don't think the gentleman from the industry will be in a position to say that the radio industry is not a public utility.

The monopolies to which he refers, namely, the patent rights and the copyrights, have no relation at all to the regulation of the industry, as such. The question of discrimination is a question which will be solved, and I say, if he admits the necessity of discrimination, is it not much better to have discrimination publicly authorized and publicly supervised than authorized and supervised by the industry itself?

MR. VAN ALLEN: If I may reply for just one moment, the purpose of my talk was not that of resisting control. It was to tell you that we have a whole lot of it now. If anybody can find any better way to solve the problem than the industry has found itself, I am perfectly willing to listen to him. But I am somewhat puzzled. I am wondering why Senator Couzens has been offering a bill so many times in Congress to make us a public utility if we are al-

ready one, or is that just another instance of the general confusion in the minds of the gentlemen in Congress in Washington today? I don't know.

I don't want to be recorded here as in any way resisting control. The industry itself suggested and supported and is the strongest advocate of the Federal Radio Commission today, and if you can find any way to do the job better for the American public, you won't find any trouble with the industry itself.

C. M. JANSKY, JR. (consulting radio engineer, Washington, D.C.): I have just heard Mr. Smith give one of the most illuminating discussions on the basic law of radio that I have ever heard in all of my contact with broadcasting. I only wish that everyone in the entire broadcasting industry could have heard it. He has described in plain words the situation which undoubtedly is confronting the industry: namely, if there are abuses—and I think we all know that there are some although we may disagree as to the extent—unless the industry itself eliminates them, they will be eliminated for it from the outside.

The questions relative to the future which are worrying Mr. Smith as a lawyer are closely interrelated with those which for years have worried me as a scientist. We are confronted with some extremely interesting and distinctly new problems involving the interrelationship of law and engineering.

As I look at the field of jurisprudence I find that the development of law is based largely on matters of precedent. As I look at the field of science, I find that scientific progress is based largely on departure from precedent. Here is an industry which involves both and involves them intimately. In radio regulation the laws of man are closely related with and dependent upon the laws of nature. The great problem is—how are we going to look back and find precedent for what we do, and at the same time look forward and take advantage of the developments of science. Our man-made law must recognize and be based upon natural restrictions the consequences of which are unavoidable.

Radio is censored by itself. You may state in the radio laws of this country if you so desire that there shall be no censorship of broadcasting, but the minute the Federal Radio Commission or anyone else says to one, "You may operate a station," and to someone else, "You may not," there is censorship and it cannot be avoided.

Now, when you start to look back over the field of public utility regulation in the past, you find the question of regulation of rates but you do not find to the same degree and in the same way the question of limited facilities. If the New York Central Railroad has more traffic between Buffalo and Chicago, it can add more trains, but if there is a greater demand for space and time in the ether, you can't get it. The problem is all the more complex because this limit of time and limit of space is not a definite, clean-cut limit that can be defined with knife-edge precision. It is an indefinite limit in the determination of which you find yourself confronted with the tremendous technical prob-

lem of determining how much you can grant without doing damage to others, that is, how much damage will you do in proportion to the amount of good.

As I look at the present and future problems of radio regulation it seems to me that as time goes on we must have more and more co-ordination between the work of those in the field of law and of those in the field of science. It seems to me essential if progress is to be made that those in one field must understand and appreciate the viewpoint of those in the other.

MR. CHARLES N. LISCHKA (National Catholic Educational Association): If I recall aright, the Radio Commission itself has said the equivalent of this: that radio is not a public utility but a public service. Now, what the precise difference is I am not prepared to say, but without a doubt radio is unique. If it is a public utility it is an entirely new kind of utility and certainly requires different treatment under the law.

I should like to ask the gentleman from Yale whether there is at this time any doubt about the ownership of what we still call the ether, for want of a better term. Isn't it settled that radio is interstate and therefore a federal matter, that it is owned by the people, if by anybody, and therefore should be controlled by Congress necessarily and forever?

MR. RICHARD JOYCE SMITH: That is a very difficult question to answer. I don't think that anything is owned forever by anybody.

MR. LISCHKA: Relatively, I mean.

MR. SMITH: The operation of a radio broadcasting system is certainly interstate and therefore is subject as against state regulation to federal regulation. But that doesn't determine how far you can go in regulating it. So I merely say the nation rather than the state would be the regulating agency.

So far as the distinction between public service and a public utility goes, that depends entirely upon how you define your various terms. In law the term "affected with a public interest" is used to determine the type of industry which can be regulated directly by legislative enactment. Now, that clause was applied to industries traditionally known as public utilities—the water company, the gas company, the electric light company. But it also applies to other types of business such as warehouses, banks, insurance companies. There the state or national government can step in because of the peculiar characteristics of the business which bring them within this judicial concept of "affectation with a public interest," and they can be regulated directly by the government.

I take it that the radio industry can be regulated that way and that is what I mean by public utility in the general sense of the word. I don't think there is a valid distinction between public service and public utility from that point of view. We have a constitution which says you cannot interfere with private property without due process of law. That means that certain strictly private industries may not be directly regulated as to service and prices. If the business is affected with a public interest, you can introduce such regulation, and

the company cannot successfully resist by appealing to courts and having the act declared unconstitutional.

It is my interpretation that the radio industry today is subject to direct regulation. It is desirable through co-operation, as has been admirably suggested, between science and law, to determine how far we need to go in establishing that regulation. It seems to me there is no question of the constitutionality of direct governmental control over the radio industry if the need arises, and that is the thing that everybody who is interested in the proper development of the industry should realize from the beginning, and keep continuously in his mind.

The most important thing, as has been suggested, is that the value of the industry depends upon the use of this license which is granted by the government now. That is where they make their money. Now our question as the people, as the government who grants the license, is, How far are we going to grant away that license for the purpose of private profit without instituting, if necessary, understand, the proper and adequate control over the exercise of that valuable privilege?

MR. ARMSTRONG PERRY: Let me quote the Supreme Court on this subject. I was listening to a hearing in which the lawyer for a radio station was arguing that the station had vested rights in the channel which it occupied, because of successive licenses from the United States government. He claimed that the station had vested rights in the ether. One of the justices interrupted and said, "As I remember it, the scientists tell us there is no such thing as the ether. How can anyone acquire vested rights in something which doesn't exist?"

MR. JOHN W. VAN ALLEN: I am glad to have that information because I think it is pretty well recognized by the industry that there is very little of vested right in the industry itself in the sense in which the gentleman spoke about it.

If you will permit me, I should like to reply further to the statement relative to interstate commerce. It might be interesting to you to know that in a Supreme Court decision in 1824, Mr. Justice Johnson, in writing about the Interstate Commerce Clause of the Constitution, stated in effect, that in the advancement of society the exchange of intelligence would become the subject of interstate commerce. That was before radio came into use, and now, a century later, there have been several decisions to the effect that radio communication is interstate commerce, because it cannot be confined within state lines.

MR. LLOYD ESPENSCHIED (American Telephone and Telegraph Company): As a member of your Engineering Committee, and as one interested more especially in the physical side of the subject, I should like to refer to the international aspect of this problem of control. The radio medium observes no national boundaries, and certain portions of the radio spectrum are broadly international in their effect.

The problem of the control of these channels in respect to the prevention of interference and the co-ordination of their use by the nations of the world is already a real world problem. It is the subject of an existing international treaty and may be expected to be further developed at an international conference in Madrid this next September.

In this country we have established an authority, the Radio Commission, in which is vested the determination of the uses to be made of the radio channels. Similar authority exists in most other countries. There is, of course, no such international authority, so that there is no such thing as an international authorization to the use of a frequency, other than that which results from the common knowledge that a frequency is being used internationally and from the agreement which exists among the nations to avoid interfering with such a channel if it is being used in accordance with the international treaty. An agency, seeking to use a channel for an international service, obtains the necessary authority nationally in the country in which the station is to exist. Such international clearance as is obtained follows from the publication of the fact of this intended use, by an international bureau resident at Berne.

Now, scientific and technical advance have thus far succeeded in opening up new wave-length territory almost as rapidly as the expansion in uses has taken place, and the treaty provisions for the control of these channels, although rather general and somewhat loose, have succeeded in keeping them sufficiently co-ordinated to avoid any serious degree of international interference. Readjustments in the use of particular channels have been made by direct agreement between the administrations concerned. The medium is rapidly becoming crowded, however, and it appears probable that in time the problem will arise of determining internationally as to which of two or more services shall be given the use of a channel, as it has already become necessary to decide nationally in the cases of certain broadcasting channels. At present, there is no international machinery for handling this problem, other than that of arbitration which is, of course, too cumbersome for general application. It remains to be seen whether the future international developments in radio will require a more direct method for dealing with this problem.

It is true, fortunately, that the channels we now use for broadcasting are more or less regional in their effect, rather than broadly international, so that a national or regional control of them is feasible. In general, however, this problem of national control of radio channels will need to be viewed as framed in the international picture, and care will need to be taken that the development of the national policy is consistent with a sound international relationship.

CHAIRMAN HAMLIN: Are there any further contributions?

The meeting then stands adjourned.

The meeting adjourned at one o'clock.

FRIDAY AFTERNOON SESSION

May 20, 1932

Dr. James G. McDonald, Chairman, Foreign Policy Association, presided.

CHAIRMAN McDONALD: This afternoon's program differs from most of those which have preceded it in that there are only two speakers instead of the usual eight or ten that have filled the previous periods. As Mr. Tyson told you, Senator Capper has been held in Washington by urgent public business. The two speakers are Mr. William Hard, who will discuss the subject "Broadcasting Abroad" and Mr. C. M. Jansky, Jr., who will cover the topic "The Problem of the Institutionally Owned Station."

It would be impertinent for me to attempt to introduce Mr. Hard to an audience such as the one in this room. It would be useless to attempt to do so to a radio audience. William Hard is distinguished for many things but for none so much as his charm. I have the distinct pleasure of introducing Mr. William Hard, journalist and always a charming gentleman.

BROADCASTING ABROAD

WILLIAM HARD, *Journalist*

I

There is far too much promiscuous condemning—I think—of governmental broadcasting. Equally, there is far too much promiscuous sneering at private broadcasting. Each system has its merits. Each system has its inherent and inevitable disadvantages. Life would be too simple if we had to choose only between the all-good and the all-bad. Providence has accordingly searchingly decreed that we shall choose between the bad-good and the good-bad by a mere margin of debatable discrimination and of difficult preference.

That both private broadcasting and governmental broadcasting are burdened with disadvantages is clear enough to the observant trans-atlantic traveler. Private broadcasting is tempted toward accommodating itself, for instance, to all levels of popular taste, including those inhabited by the least developed portions of the population. Governmental broadcast-

ing, on the other hand, is tempted toward accommodating itself, again for instance, to the temper of persons in power and to the defense of existing institutions against all elements of opposition and of proposed unconventional progress.

The one certainty shared by governmental broadcasting and by private broadcasting alike is that they will arouse discontent.

American private broadcasting gives a more hospitable welcome to contending and contradictory schools of political and economic thought than any other broadcasting known at present to the world. American critics exist nevertheless who perceive in American radio too much "censorship," too much "control."

British governmental broadcasting meanwhile has most certainly labored zealously toward improving British popular taste in music. Are the British critics then silenced? Not at all. In London last spring I picked up the April 2 number of that vigilant and advanced British periodical, *The New Statesmen and Nation*. I observed in it an article signed "Critic." I instantly proceeded to read that article. I felt sure that it would contain something about radio. I was not disappointed. At the bottom of the first column I encountered the following words:

The British Broadcasting Corporation at one moment looked as if it might maintain some standards. It even gave the man in the street, every other evening, for about an hour, the chance of learning the difference between first-rate and tenth-rate music. But the danger is now past. Those responsible for the British Broadcasting Corporation programs now see to it that a great piece of music by a great composer is rarely included.

I must admit I was a bit shocked. I had not expected a criticism quite so comprehensive and devastating. On reflection, however, I simply saw that British critics are like American critics. They may *think* that foreign pastures are all green grass. They with certainty *know* that domestic pastures are full of weeds.

Myself, I am both a critic of broadcasting and a participant in it. As a critic, I could say that American private broadcasting is audacious and childish, and that European governmental broadcasting is timid and senile. I could make other epigrams,

too, about the contrasting systems, with equal truth, and with equal falseness, and equal superciliousness. As a participant in broadcasting, contrariwise, I am condemned to a moderation resulting from experience. From experience I realize and recognize the almost insurmountable difficulties separating the operators of any broadcasting system, private or governmental, from an arrival at perfect programs.

My special field in broadcasting is public affairs. I cannot pretend that I am peculiarly qualified to estimate the programs of Europe and of the United States in the field of what is specifically called "entertainment." In the latter field I permit myself just one remark.

Every country, generally speaking, puts on the air the sort of "entertainment" that historical circumstances, irrespective of the air, have developed for it. It is not governmental broadcasting, it is Germany, that fills the German air with reminiscences of the tender folk-song strains of "Kehr 'i ein, Mein Schatz, bei dir" rather than with variations upon the elated barn-dance rhythms of "Turkey in the Straw." It is not governmental broadcasting, it is England, that gives to the British air so strong a flavor of the English tradition of witty drawing room comedy. It is not governmental broadcasting, it is France, that penetrates the French air with a "Gastronomic Hour" in which the cooking of a veal chop is detailed by a sensitively literary man in the vibrant language of a prose poem. Similarly—though on the other side of the screen—it is not private broadcasting, it is the United States itself, that enlivens the American air with the world's most amusing comedians and with the world's largest wealth-attracted assemblage of eminent musicians.

It is true that in private broadcasting there is inherently a stronger streak of originality. It is true that in governmental broadcasting there is negatively a slenderer streak of vulgarity. Dominantly, nevertheless, each country gets in radio "entertainment" a fairly faithful reflection of its own civilization.

This conclusion is sustained by an observation of the situation in France. France has private broadcasting and govern-

mental broadcasting both. The "entertainment" programs from the French private stations and from the French governmental stations are far from profoundly dissimilar. Their variability is much less remarkable than their identicalness—their identicalness of Frenchness.

II

In the field of public affairs a quite different approach to international radio criticism is necessary. All countries equally have public affairs, governmental problems, political controversies. Whatever their divergent racial and national qualities may be in the arts and in the amenities of life, they all possess populations of human beings who—even if Aristotle had never said it—have always been, now are, and always will be, "political animals."

These animals require education. We speak of education under many labels. We speak of cultural education. We speak of vocational education. We speak of civic education. If education can be thus subdivided, then civic education is assuredly one of its most desirable and decisive branches.

One might adopt even stronger language in discoursing upon civic education. One might adopt the language of Plato. In the first book of his *Laws* he remarks:

We call one man educated and another uneducated, although the uneducated man may sometimes be very well educated indeed in the calling of a sea-captain or of a trader or the like. But we are not speaking of education in that narrow sense. We are speaking of that other education which makes a man eagerly pursue the ideal perfection of citizenship. That is the only education which, in our view, deserves the name.

Plato lived in a city-state amply experienced in the processes of democracy. He knew vividly that those processes are atrophied or perverted into economic injustice and into social failure unless refreshed continuously by an informed and competent civic spirit.

It may be alleged that everywhere today there is social failure, and that nowhere is there a civic spirit adequately informed and adequately competent. I should myself be indeed disposed

to grant to that allegation a certain considerable percentage of truth. The question would remain: What are the contributions of European broadcasting, in comparison with American broadcasting, to the vital need thus indicated?

In answer to that question I should begin by saying:—

European broadcasting today still displays, on the whole, a certain superiority in volume of programs dealing with the academic *background* of citizenship. American broadcasting, on the other hand, continues to display today, on the whole, a clear superiority in volume and in vigor of programs dealing with the instant *practice* of citizenship.

I was in Germany last March during the week preceding the first balloting in the German presidential election. The German broadcasting organization is dominantly owned by the Post-Office Department of the German government. I cannot say that it suffers from bureaucratic sloth. It begins broadcasting at quarter to six in the morning with weather hints to farmers. It continues to broadcast till well after midnight. Its officials are conscientious, energetic, and, beyond dispute, educated. They just naturally radiate education—academic education. They radiate it to school children, in some twenty thousand schools; and they radiate it to all the adults that can endure it, and Germans are very enduring.

I heard an admirably dramatized German school broadcast of the voyage of Columbus. It began: "Hello! Hello! Are there any youngsters of from seven to fourteen listening to me? I'm the steersman of the Santa Maria in the harbor of Palos. Tomorrow morning, you know, we shall sail out into the unknown ocean of the West." It was a broadcast beautiful, arresting, grippingly instructive! German school broadcasting does not duplicate the pedagogy of the classroom. It strives to supplement it with artistry.

Toward adults the German broadcasting authorities are even more authoritative. In the week preceding the presidential election day of March 13 they gave air lessons to adults in the speaking of German, of Spanish, of French. They gave them air-lectures on, for example, "Goethe and Natural Science,"

“The Discovery of Electro-Magnetic Induction,” “The Social Question in Industrial Relations,” “The Departure from the Gold Standard,” “Cartels and Monopolies in the World Crisis,” and “The Universal Empire Idea, the Great Power Idea, and the Small State Idea in World History.” They even produced in that week a broadcast by a learned scholastic analyst on “The Psychology of Voting” and a dialogue discussion broadcast among youthful amateur talkers on “Should We Young Men Be Interested in Politics?”

III

These performances in the background of political action were profuse and meritorious. I waited, though, for the foreground. I waited for the fulfilment of all this civic educational preparation. I waited for the claims and counter-claims of the political parties. I held my breath to hear the ultimate test: the arguments instantly delivered by the electioneering contenders and the choices instantly revealed to the wavering electors.

What I heard was education only on one theory, on the theory that education means what I fear it too often means in Europe: the attempted pouring of a nation’s mentality into molds admired and desired by its rulers.

There were four presidential candidates: Hindenburg, Duesterberg, Hitler, Thaelmann. Hindenburg already inhabited the presidential palace. He was thereupon the only presidential candidate admitted to the German air. A speech by him was broadcast on Wednesday afternoon. It was again broadcast, from a phonograph record, on Saturday evening. On Sunday the German radio listeners, thus educated in the speaking personalities of the presidential contestants for their suffrages, went to the polls.

They had heard, it is true, one other statesman besides Hindenburg. They had heard Bruening. A speech by him from the Berlin Sportpalast was broadcast on Friday evening. It was, of course, in support of Hindenburg.

And that was the total of the German electioneering combat on the German air during the first round of the presidential balloting this year.

During the second and final round, four weeks later, Hitler addressed a letter to the German broadcasting authorities pointing out to them a certain clause in the public charter under which they operate. This clause enjoins them to "political impartiality." It is the phrase always inserted into all projected plans for safeguarded governmental broadcasting. "Political impartiality." In the name of political impartiality Hitler demanded access to the German air.

The broadcasting authorities consulted the minister of the Department of the Interior of the German government. They were then obliged to inform Hitler that the minister of the Department of the Interior had now decreed that politics should henceforth be excluded from the German air, during the remainder of the period of presidential politics!

Nevertheless, on the Saturday evening before the final balloting, another speech was made by Bruening. He again, of course, supported Hindenburg. The Hitlerites rather naturally called the speech political. Government officials denied that it was political. They said that it was governmental!

This series of one-sided events cannot be charged against the immediate operators of German broadcasting. In the field of public affairs they are not their own masters. Outside that field they broadcast inventively, courageously. Inside that field they broadcast tamely, submissively. I do not reproach them. I belong to a country in which postmasters must help the persons in power. I am not in a position to look down upon a country in which broadcasters must.

In virtually all European countries they must. Sometimes they must do it negatively. Sometimes they must do it positively.

The positive method I have illustrated out of Germany. Applied to the United States, it would have made our 1932 presidential campaign consist solely of a speech by Mr. Hoover, two speeches by Mr. Stimson, and a phonographic repetition of the speech by Mr. Hoover.

The negative method I could illustrate out of countries such as Austria, where, in general, no political broadcasting whatsoever is permitted—none. This negative method has its distinc-

tive value to the persons in power. It may stifle government propaganda but it equally stifles opposition criticism. It produces silence. Silence advantages the status quo.

IV

In France during this year's elections for the Chamber of Deputies there was a curious mingling of the positive and of the negative methods, conjoined with a certain stroke of astounding political personal generosity. It was at any rate thought astounding—in France.

Tardieu was president of the Council of Ministers. He was then in political control of the Department of Post and Telegraphs and Telephones. That Department, in turn, was, and is, in control of all the political manifestations of all French broadcasting, private as well as public. Tardieu, however, was magnanimous. He announced that he would permit the broadcasting of a speech by his chief political rival, Herriot. He announced it as a special personal individual favor.

Tardieu had already taken the air. Now Herriot took the air. Then Tardieu took the air again, repeatedly, to reply to Herriot. Then five or six of Tardieu's fellow-ministers in the cabinet of the reigning government took the air, also to reply to Herriot. And then the listeners voted. If some of them veered toward Herriot, it was not through any governmental failure to pack the governmental French air on behalf of Tardieu.

In Europe, in general, the governmental air is the private kennel of the political top-dog. It is eminently so in free democratic France, for it must not be imagined that tickets to the French air during the last French election were issued indiscriminatingly even to the supporters of Tardieu.

There was an ardent Tardieu supporter of the name of Kerillis, a candidate for the Chamber of Deputies. He had a bold idea. He proposed to buy time on the air of some of the little private French radio stations and proposed to use this time for talks by ordinary non-cabinet non-ministerial advocates of Tardieu's policies. He even started to do it. He lasted just three or four days. Then a ministerial order stopped him and the

stations were reduced to their previous and permanent rôle of transmitting political speeches only when of ministerial authorization and of cabinet origin.

An imitation of this method would have cleared the American air this year considerably! It would have given us in our present presidential campaign a speech by President Hoover, a speech by Governor Roosevelt, several additional speeches by President Hoover, a half-dozen supplementary speeches by members of President Hoover's cabinet, and then no more speeches! It would have "protected the public"—as they say in Europe—against radio orations by such critics of President Hoover as Senator Robinson, Senator Barkley, Senator Wagner, Senator Dill, Senator Harrison, Senator Pittman, Speaker Garner, Representative Rainey, Representative McDuffie, Representative Crisp, Senator Shipstead, Governor Ritchie, William Randolph Hearst, Charles Michelson, John J. Raskob, Alfred E. Smith, Jouett Shouse, Claude G. Bowers, *et id genus omne*, comprising a whole etheric Milky Way of American anti-Hooveritic radio studio stars.

It would also have "protected" President Hoover against having his policies interpreted to the radio public by any regular Republicans except those appointed to administrative office in his own cabinet family. It would have "freed" the American air of all such Republican stalwarts as Senator Watson, Senator Jones, Senator Dickinson, Senator Reed, Senator Bingham, Representative Snell, Representative Crowther, Representative Treadway, Representative Wood, Representative Tilson, and Nicholas Murray Butler—especially Nicholas Murray Butler.

In other words, most seriously, our whole spacious and protracted quadrennial school of political education, accompanying our election of a president, would in radio have been shrunk to a scope so slender—and wrenched to a quality so partisan—as to have lost all true comprehensive comparative educational value whatsoever.

V

Very well. Let us thereupon, in search of ideals closer to ours, proceed from France to that weathered land of liberty, Britain.

The British Broadcasting Corporation is very frank and free in its criticisms of American radio. In a recent number of its *Radio Times* it says that American radio is "shackled to its advertisers" and that it consequently almost totally ignores the musical preferences of those of its auditors who happen to be people of good taste.

The British are sometimes thought to be bluntly rude. They are not. They are only directly honest; and I applaud honesty—because I love to reciprocate it.

I have already quoted from a British periodical of high good taste to indicate that in Britain there exists an opinion of British radio music precisely identical with the opinion which the British Broadcasting Corporation entertains of American radio music. I repeat, however, that I am not especially qualified to enter into any disputation regarding "entertainment" programs. I revert to my own specialty of public affairs.

British broadcasting, unlike most European continental broadcasting, is not directly and minutely under political control. Very Britishly it is in theory one thing and in practice quite another.

In theory the British postmaster-general is the dictator of British radio. He licenses the British Broadcasting Corporation to have a monopoly of all British broadcasting. In the charter through which he thus licenses it he explicitly declares:

"The Postmaster General may by notice require the British Broadcasting Corporation to refrain from transmitting any broadcast matter specified in such notice."

He also in that same charter explicitly declares:

"The British Broadcasting Corporation shall transmit any matter which any department of His Majesty's Government may require to be broadcast."

That is the theory. It may some day be the practice. It is not the present practice. The present practice is Sir John Reith. He is the head of the British Broadcasting Corporation. He is its director-general. His successor, some day, may be a man who will ask the Postmaster-General when he may breathe into the microphone, and how. Sir John does not. Why? Why, just be-

cause he is Sir John and won't. You never know a British institution by examining its law. You have to meet its man.

Sir John is in practice the effectively absolute autocrat of the whole British air. He wields, substantially, the centralized, omnipotent, benevolent radio power that some progressives among us think ought to be wielded. He should, of course, in accordance with that thought, be a progressive. He is in fact a true-blue, conscientious, intense conservative. His social and political outlook is approximately that of Secretary of the Treasury Mills—only much less roving and much more raptly fixed.

Sir John has openly denounced the demagogic heresy that in radio the public should be given what it wants. He gives it, overwhelmingly, what a Scotchman after the heroic order, and orderingness, of John Knox—namely, Sir John himself—thinks personally, and uniquely, that it ought to have. He thinks that it ought to have a great many elevating talks. One is impressed by the multitudinousness—and magnitudinousness—of these talks. Last September Sir John began a series of them under the title "This Changing World." It covered industry and trade, literature and art, science, the modern state, and education and leisure. It covered those topics through speakers of the highest academic cultural eminence.

They were no more eminent, perhaps, than the American speakers who now address the American air audience on such topics; but I am obliged to admit that they spoke much oftener, and also that they spoke—many of them—with a much more developed radio technique. The British Broadcasting Corporation takes the British college professor who is about to approach the microphone and technically trains him for it. It goes a great deal farther in that direction than we have yet gone in the United States—and advantageously so. Sir John's scholars who delivered his talks on "This Changing World" were quite well radio-broken. And, as talkers, they were certainly permitted to be talkative. Between them they talked half an hour every evening of the week for twenty-four weeks. Sir John believes in education, in academic education, voluminously.

VI

But we must then ask: How does academic education anywhere get translated into civic action? Let us answer realistically. Academic education gets translated into civic action through public men, office-holders, politicians, statesmen, men actually engaged in public affairs. There is no other way.

Let us examine the last British election period. What British public men was the British Broadcasting Corporation willing to admit to the British air? Only those who officially represented the reigning authorities within each British political group. Baldwin for the standard National Conservatives, MacDonald and Snowden for the standard National Laborites, Samuel and Simon for the standard National Liberals, Henderson and Clynes and Graham for the standard old-style Laborites, Lloyd George for the standard old-style Liberals. Nine veteran jockeys from the established stables all named and entered by the managers and "whips" of those stables, and then no more political mental racing in that British election:

Other elements pined for the air. They were refused it.

The Welsh Nationalists: No! The Scotch Nationalists, relying perhaps upon Sir John's Scotchness but underestimating his conscientiousness and impartiality: No! The Left Wing of the Labor Party: No! The illustrious Winston Churchill: No! Other members of Parliament, distinguished and famous, but sitting on the back benches of the House of Commons and ignominiously called (in British parlance) "private members": No! Nothing unofficial. Nothing unstandard.

Let us imagine applying that principle to the United States. It would debar from our air, at national election times, virtually all of the senators and representatives and non-office-holding American public men already mentioned in this article.

But let us imagine its application further, and faint not. A certain American public man approaches the Sir John Reith of a future governmental monopolistic United States Broadcasting Corporation. Our Sir John says to him:

"You speak for the Democratic Party?"

"I unequivocally do not!"

“Oh! For the Republican Party?”

“Most emphatically no!”

“But, surely, for some group possessing an official organization which you represent?”

“Sir John, I don’t represent official organizations. I tell them!”

“For whom?”

“Myself.”

“Yourself? Sorry, Senator Borah,” our American Sir John Reith would have to say. “Frightfully sorry, but you can’t get to a microphone in this country.”

For my own part, as a “commercial radio” representative, accustomed to run for a microphone whenever that anti-commercial character, Senator Borah, whistles for it, I should almost like to see the “responsible radio” system of Sir John Reith introduced into this country—for just a minute—merely in order to hear the outcries from our “liberal elements” deprived thereupon of the incessant performances of their favorite champions on our turbulent and chaotic American wave-lengths.

VII

The British Broadcasting Corporation, under Sir John Reith, “responsibly” requires that an election-time political radio speaker shall officially represent a political party possessing numerous seats in Parliament. The American Socialist party possesses no seats in the American Congress. Its presidential candidate, Mr. Norman Thomas, would thereupon be ineligible to the air. Under our American “commercial” system Mr. Thomas was broadcast from Milwaukee, during the Socialist Convention of this year, and was subsequently, within a month, broadcast again from New York.

The difference is precisely the difference between being “commercial” and being “responsible.” Sir John Reith, however personal he may be, and however independent, in his management of the British Broadcasting Corporation, has a “responsibility” to the governmental ownership—to the state organism—behind him. He must therefore proceed cautiously, he must give con-

sideration to reasons of state, in admitting guests to his bureaucratic and authoritative ether.

He must, for instance, himself choose the university professors who on that ether will dispense academic political education. This he does, of course, largely through his subordinates. They are persons—generally speaking—of excellent scholastic attainments on their own account. They on that point are superior—generally speaking—to the corresponding officials in American broadcasting organizations. They choose their academic guest speakers proficiently. They drill them proficiently and enthusiastically. The ensuing performances have merit of substance, and merit of presentation, of a high order. They remain, nevertheless, the performances, not of Britain's academic world speaking for itself, but of selected academicians put on the stage—and permitted their lines—by a centralized radio directorship and dictatorship.

I doubt if the academicians of the United States would care for it—very long. They are not accustomed to being “directed” very much by their radio hosts. On one of our chains there is now getting presented a series of programs entitled “You and Your Government.” The radio company sponsoring it takes it for presentation from the Committee on Civic Education by Radio, which in turn is an offshoot of the National Advisory Council on Radio in Education. The chairman of the Committee on Civic Education by Radio is chairman of it precisely because he is chairman, to begin with, of the Policy Committee of the American Political Science Association, the representative association of our American university professors of political science. He and his committee choose the speakers, assign to them their subjects, schedule them for the microphone. The radio company furnishes the microphone and the telephone cables to the receiving and sending stations. That is its sole duty. That is its sole “responsibility.” It aims only to let the American political-science academic world say its say.

There has been criticism of this series of talks—just one criticism. Conservative elements claim that the talkers “lean to the Left.” They deplore the presence among these talkers of such

“Left-ists” as Charles E. Merriam, Charles A. Beard, Stuart Chase, John Dewey. The radio company is not concerned. Under its theory of operation it takes the American academic world as it is. It lets it orate as its spirit may move it to orate. It has no “responsibility”—except that of lending facilities of utterance to American academic thought as America itself has formed it.

The British Broadcasting Corporation is necessarily in a different attitude. It was obliged lately to ask for the resignation of its Director of Talks. She was admittedly a lady of brilliant mentality and of perfect professional competency. The difficulty was that she was charged with precisely what is charged against our American “You and Your Government” radio series. She was charged with “leaning to the Left.” She had to go.

It could not be otherwise. The lady, it is true, had her conscience. Sir John Reith, however, also had his. And the government had its. Sir John’s and the government’s were “responsible.” They had to “protect” the British public. They had to “protect” it against—in general, and by and large—the non-arrived, the non-established.

Every governmental radio organization, no matter how constituted, and no matter how operated, must lean in the end toward accepted and dominant national political practice and political theory. Hence its timidity, its demonstrable timidity, not only in domestic politics, but also—and most especially—in world-affairs.

VIII

Sir John Reith, who is always welcome on this side of the Atlantic for his greatness as a broadcaster and for his greatness as a man, has not hesitated manfully to argue with our president on behalf of the governmentalization of the American broadcasting industry. He believes in that governmentalization for apparently not only national but international reasons. I am sure, accordingly, that he and my other personally very dear friends in the British Broadcasting Corporation will not be offended if I take them to a Britishly frank comparison between

their endeavors and our American endeavors in the field of international relationships.

I represented an American private broadcasting company at Geneva, Switzerland, last February and March, during the first period of the Disarmament Conference. The British Broadcasting Corporation's official motto is: "Nation Shall Speak Peace Unto Nation." Its representative at Geneva was Mr. Vernon Bartlett. He is also a League of Nation's official. He cannot therefore very well criticize the League but he can very well indeed, if he is so instructed, cause nations to speak peace unto nations. He is an admirably competent broadcaster.

During the first period of the Disarmament Conference Mr. Bartlett put on seven programs from Geneva to Britain. Five were by himself, one was by Mr. Arthur Henderson, one was by the Archbishop of York. Not one was by any non-British foreigner.

Meanwhile, during that first period of the Disarmament Conference, I was transmitting to the United States the voices and the views of Mr. Yen of China, of Mr. Sato of Japan, of Sir George Perley of Canada, of Mr. Grandi of Italy, of Mr. Tardieu of France, of Mr. Bruening of Germany, of Mr. Henderson of Britain, and of Mr. Thomas of Britain.

The American private air is very open to authoritative political foreigners. The European governmental air is open to them extremely charily.

Let me illustrate further from Geneva. All European countries of any importance have radio systems. Seven of them (outside Switzerland) took broadcasts from Geneva during the Disarmament Conference's first period—only seven. Britain, as I have already related, heard no foreigner. Austria and Sweden likewise heard no foreigner. Denmark, Germany, and the Netherlands got themselves into hearing a foreigner through taking the opening speech of Mr. Henderson, the president of the Conference. They thereafter heard no other foreigner.

France alone, among the seven European countries caring to receive the international proceedings of Geneva last February and March, heard more than one foreigner. It heard numerous

foreigners; but I must candidly note that it heard them at their most innocuous. It heard them making routine speeches from the Disarmament Conference floor. It did not hear them as we Americans heard them, personally epitomizing their whole national philosophies.

I should like to add one last statistical observation from Geneva. The total number of broadcasts, during the Disarmament Conference's first period, from Geneva to all European countries (outside Switzerland), combined, was forty-one. The total number of broadcasts, during that same period, from Geneva to the United States alone, through the American company which I represented, was thirty-eight; and there was simultaneously present at Geneva another American radio company broadcasting to the United States at the rate usually of two programs a week.

I must confess that I sometimes deeply resent the European charge that American radio is dedicated solely to programs of so-called "commercialization." When American radio meets European radio in the only field of possible direct comparison—the international field—it is not European radio, it is American radio, that proves its superior interest in non-commercial public affairs and in instant world-wide political international education.

IX

We come thus to the ultimate paradox of the whole matter. I shall try to express it in its full, final form.

European governmental broadcasting, which in theory might be concentrated upon governmental problems, is, in fact, dedicated peculiarly to the promoting of private individual culture. American private broadcasting, which in theory might be mindful only of the affairs of private life, is, in fact, especially superior in advancing the copious and comprehensive discussion of immediate governmental policies and solutions.

Governmental broadcasting does more for man as home student. Private broadcasting does more for man as active citizen.

That is the paradox, and it is ineradicable.

Private broadcasting, since it is supported by advertisements,

must give to those advertisements a certain number of minutes which a tax-supported radio organization can devote to cultural objectives.

Governmental broadcasting, since it is supported by the state, must be careful not to offend the state and must, therefore, while it escapes "commercialization," embrace "governmental responsibility"—and a censorship far beyond any "culture" known among us.

On that latter point I can contrast the two systems perfectly validly out of my own experience.

I have introduced a multitude of foreign statesmen to the American air. Never have I asked them, and never have I been asked by my organization in America to ask them, what they were going to say. They were responsible men, and on the license of that responsibility they spoke without any attempted check whatsoever.

Relatively seldom, I must admit, does a European broadcasting organization reciprocate our American hospitality to European public personages. Occasionally, however, I have introduced an American statesman to a European air audience. In each instance, I have been obliged to submit the text of his remarks, beforehand, to foreign governmental or quasi-governmental agents for scrutiny and approval.

It is nonsense to say that radio is necessarily an agency for civic good. Radio, monopolistically controlled for the purposes of persons in power, can be made the most effective agency ever devised for the enslavement of the mass mentality of a nation.

My thesis then is simple. I will concede that European governmental broadcasting generally exceeds American private broadcasting in the potential cultivation of good taste—by a graceful margin. I will contend that American private broadcasting exceeds European governmental broadcasting, in any European country, in the potential cultivation of free citizenship—by a vital margin.

It is for everybody, according to his own nature, to decide which margin he prefers.

CHAIRMAN McDONALD: Mr. Hard referred to Vernon Bartlett who broadcasts in England a feature similar to mine here on foreign affairs, and I think it is only fair to say that as between the measure of freedom which he has and the measure of freedom which I have, the system here is preferable. Of course one might say, "You have your measure of freedom, yes, but what about your tenure?" That would take us into a much longer discussion, and this is not the appropriate time for it.

The next speaker, as I announced earlier, is Dr. C. M. Jansky, Jr., consulting radio engineer, a man with thorough academic background, who is now engaged in the direct work of radio engineering. He will speak to us on "The Problem of the Institutionally Owned Station."

Dr. Jansky!

THE PROBLEM OF THE INSTITUTIONALLY OWNED STATION

C. M. JANSKY, JR.

Consulting Radio Engineer, Washington, D.C.

If I were to place a date upon the time when I first began to think about the problems of broadcasting I would go back to an evening just fourteen years ago this May. In the physics department of the University of Wisconsin we had just completed a series of two-way radio telephone tests with another radio station some hundred miles away. For the first time I had heard speech and music transmitted and received without the aid of wires and I was naturally very much impressed. While in those days radio telephony as such was by no means new, my experience with it was relatively so, and, although fully developed from a scientific standpoint, its real practical uses were not as yet even dreamed of by the public at large. It was, therefore, but natural that as I reviewed the experiences of the evening I should speculate as to just what the future would hold.

Here was a medium of communication the principal characteristics of which were simultaneous and instantaneous dissemination of sound-carrying waves in all directions from a common point. It was but natural to reason from this that radio telephony would be ideally suited to the simultaneous dissemination from one station to many receiving sets of weather information, market reports, news, etc., particularly to those

who, because of their location, were ordinarily denied the advantages of fast communication. Furthermore, being at that time a member of the faculty of an educational institution, it was also natural that I should feel that in the development of broadcasting certain to come, the educational institutions of this country should play a very important part. This to me at that time seemed a logical deduction.

In 1920 at the University of Minnesota, with the encouragement and co-operation of my superiors in the Engineering College, I established a moderate-powered radio telegraph broadcast station and a smaller radio telephone station. In addition to broadcasting twice a day agricultural and market information, there were transmitted twice a week musical concerts by the aid of a phonograph. This station, the first in Minnesota, for a period of approximately two years maintained a position of leadership. Today, after eleven and one-half years, it is still licensed under its original ownership. However, it now operates part time, sharing its channel with three other stations.

I have outlined briefly my early experiences with the development of broadcasting, not because they possess any particular importance in themselves, but because they are illustrative of what went on at a number of our colleges and universities at the same time. It is a fact too often overlooked that the first broadcast stations in the United States were operated by educational institutions several years prior to the beginnings of so-called commercial stations. In other words, in the general scheme of broadcasting in the United States our educational institutions were at the start of things distinctly in on the ground floor.

My second reason for referring to my early personal experiences in the radio field is frankly to assert my right to speak candidly upon the subject which has been assigned me. I was intimately associated with the establishment of radio broadcast stations at two of our largest universities. For a period of nine years I was closely associated not only with the problems involved in the operation of the second, whose towers rested upon the building of my department, but also with the problems of

the commercial broadcasting stations which later grew up when it became evident that the University was not prepared to maintain the position of leadership it originally held. As a result, not only am I intensely interested in seeing that those institutions which own stations make the most of their facilities, but I also have wholesome respect for the problems which they must face.

The change which has taken place in radio broadcast station ownership in the past few years is shown by the following statistics. At the time of the Third National Radio Conference in October, 1924, out of a total of approximately 533 stations 85 were owned by educational institutions while only 276 could be said to be owned by those who had a direct interest in the publicity resulting from their own broadcasting. These figures are taken from the address of the then Secretary of Commerce, Herbert Hoover, made at the opening of the conference.

The files of the Federal Radio Commission show that between October, 1924, and May 11, 1927, the number of radio stations owned by educational institutions decreased from 85 to 69, while by May 26, 1931, the number had decreased to 42. The decrease since May, 1927, according to Commission records, was due almost entirely to the voluntary surrender of licenses by the institutions themselves or their transfer to commercial organizations.

For brevity let it be understood that when I refer to educational stations and commercial stations I am referring to ownership and not to type of program. I have no intention of arguing that an educationally-owned station should limit itself to purely educational programs, or conversely that a non-educationally-owned station should avoid anything which might be classed as educational. I am frank to admit I would not know where to draw the line between these two classes of programs, and my sympathies go out to anyone who tries.

In the face of the alarming decrease in the number of educational stations since the early days of broadcasting, it becomes our first duty to scrutinize the events of the past twelve years with the view of determining, if possible, just what has been the cause. If broadcasting is the great potential educational force

we now all believe it to be, why has the number of educational stations decreased 50 per cent in the past eight years? There are those who do not hesitate to suggest an answer. They insist that the decline of the educational station has been due to the hostile attitude of the commercial stations as a group, and to the active co-operation of those vested with authority to regulate radio communication in a vigorous campaign to entirely eliminate the educator from the broadcast field. Now this is indeed a serious charge, and should turn our attention to a careful survey of the facts to see whether or not the contention has merit.

The first regulations dealing with radio broadcasting resulted from the First Radio Telephone Conference called by Secretary Hoover in 1922. In my notes on this conference I find certain very interesting things. I find that the conference recommended, and the resulting regulations provided, special consideration for educational stations. My records show that at this conference broadcasting was classified under four main heads: (1) government broadcasting—that is, broadcasting by the departments of the federal government; (2) public broadcasting—that is, broadcasting by public institutions and universities and such others as might be licensed for the purpose of disseminating informational and educational service; (3) private broadcasting—that is, broadcasting without charge from a station owned by a store or newspaper or like organization; and (4) toll broadcasting—that is, broadcasting where a charge is made for the use of the station.

Not only was broadcasting subclassified on this basis, but frequency bands were assigned on the basis of this subclassification and preferential consideration given accordingly. To illustrate, I find the following in the official report of this first conference in 1922: "It is recommended that subject to public interest and the reasonable requirements of each type of service the order of priority of the services be government, public, private, and toll." In other words, the educational station certainly started its career with a silver spoon in its mouth, at least in so far as the attitude of the regulatory authority was concerned, and it

started with a preferential consideration second only to that accorded the stations owned by the federal government itself.

Looking back over the four early radio telephone conferences held in 1922, 1923, 1924, and 1925, my most vivid recollections are of Secretary Hoover's continued admonition to us that we bear in mind the importance of radio as an educational medium and provide adequately for those stations whose prime object was education. As a member of those conferences representative of educationally-owned stations I was naturally much impressed by this, and it seemed to me that not only the federal authorities but all others were doing all that might be reasonably expected to foster the use of radio in education and to assist and help the educational station.

Now, why was it that in spite of governmental patronage and assistance the activities of the educational stations did not flourish as contrasted with those of commercial stations? Why at that time were the special frequency bands provided for these stations little used? Why at a later date were the educational stations so easily crowded off the better assignments by the commercial stations? I will not hesitate to express my own opinion as to this. Although stations owned by educational institutions were in operation well in advance of commercial stations, they were in the main operated by departments of physics and electrical engineering. But little publicity attended the operation of these stations, and outside of the departments actually doing the work, educators as a whole at that time paid little attention to what was going on. In other words, the educational pioneer in broadcasting was the physicist and the engineer and not the specialist in education or the educational administrator. Nor was it possible at that time, ten years ago, for the physicist and the engineer to truly arouse the full and enthusiastic interest of his colleagues in the department of education, or his administrative executives in the educational possibilities of this new medium. I know because I tried to do this and I know that my scientific colleagues in other schools tried it also.

Commercial organizations, however, when they entered the field were quick to realize the possibilities of broadcasting as an

agency for reaching the public. As a result commercial stations rapidly increased in number. When conditions became such that serious interference resulted and improvements in power and frequency assignments could be obtained only at the expense of others in the field, it was inevitable that the enterprising and farsighted should attempt by every means available to improve and strengthen their positions. During the period of expansion while educators and administrative officials in our colleges and universities were asking: "Is there a field in education for radio broadcasting?" "Should educational institutions really operate broadcast stations at all?" and similar questions, the owners and managers of commercial radio stations were saying: "While we may not know who will ultimately own broadcast stations or who will pay for programs, we do know that the supply of facilities is limited and, therefore, we are going to get in on the ground floor and see that we get our share." The result was inevitable.

The statistics show that the number of educational broadcast stations began to decrease in 1924 and has continued to decrease to date. The rate of decline appears to have been substantially the same since 1927, when the Federal Radio Commission took office, as it was during the period when regulation was vested with the Department of Commerce. The transfer of authority does not seem to have had much effect upon the tendency one way or the other. We have heard much recently about the controversies between educational and commercial stations and there is a tendency to blame the system for these controversies. As a matter of fact, there are far more controversies between commercial stations than between stations of the two classes. Those which have involved educational stations have been mild and peaceful as compared with many which involved only commercial stations.

Since the facilities for broadcasting are limited it is inevitable that the granting of the right to broadcast to one should mean the denial of that right to others. We are, therefore, confronted with one of two alternatives, either to freeze the broadcast structure as it is, let the ins continue to be in and the outs always

stay out, or to provide a means whereby broadcasters may be called upon from time to time to give an accounting and to demonstrate the public value of their activities. How else can the Commission fairly determine who will make the best use of a facility except upon the basis of evidence submitted before it on behalf of all of the parties involved? If we are to have progress it is inevitable that there should be controversies between stations and it is just as inevitable that some of these controversies should be between commercial and educational stations. As I look back over the record of events since the inauguration of the examiner system I cannot avoid the conclusion that the Commission has given every consideration to the educational station which could be justified on the basis of the record before it. Indeed, there are instances where it has seemed to me that even where the educational station has been negligent in supplying the facts to which the Commission is entitled, everything possible has been done to protect its rights. By this I do not mean that educational stations have not lost desirable facilities to commercial stations. The reverse is true. The point I wish to emphasize, however, is that the prime reason for the loss of ground by the educational station is due to the fact that, with few exceptions, if any, our leading educators and administrators have to date never looked upon their broadcast stations as major activities worthy of promotion and of defense with every ounce of resource against all comers. In the life-and-death struggle for existence which has been going on in the broadcast field it is difficult to win even with an umpire who at heart wants you to, when you yourself are not certain that you have any business in the field at all.

There has been one result of the controversy involving educational stations at Washington which, to my mind, overshadows any trouble or cost on the part of educational people, and that is this. Everyone who has been involved has gone home with a far higher valuation in his own mind of his station's right to broadcast. I am not referring to a dollar-and-cent valuation. I am referring to something far more important.

So much for the past. What of the future? I firmly believe

that there is a distinct place for the educationally-owned station in the American broadcasting structure, providing the management of the stations involved are prepared to accept the responsibility incumbent upon them. Furthermore, I look forward to the day when some of our educational stations will be counted as outstanding leaders both in the fields of broadcasting and education. I have a mental picture of what to me will be the ideal educationally-owned station of the future and the relationship which will exist between this station and its parent educational institution.

First and foremost, my ideal station will not be run by the physics department, the electrical department, the department of education, or in fact any other particular department. On the other hand, it will be operated as a major activity of the institution which owns it and will be treated as such.

Second, those who have charge of the station will have a thorough knowledge of both the possibilities and limitations of the medium of expression they are dealing with, and they will assist those who as teachers build and produce broadcast material in making their broadcasting most effective.

Third, those whose privilege it is to appear before the microphone will not consider their broadcasting of secondary importance to whatever other duties they may have. They will serve their radio pupils with that same high spirit of devotion for which so many of our outstanding teachers are remembered and loved by those who have been associated with them in the classroom.

Fourth, my ideal educational station will not seek special privileges, but will welcome the opportunity of competing for an audience and for public interest with the very best that the commercial station has to offer. While it is probably true that no broadcast program has a universal appeal, it is also true that programs vary greatly in their ability to attract an audience even if we concern ourselves only with a particular class of people. When an educational institution through its own station repeatedly day after day, broadcasts highly educational pro-

grams which secure an intense public interest in competition with the best that the commercial station can offer in the line of pure entertainment, then will the position of the educational station be forever secure.

Fifth, my ideal educational station will take an active part in the life of the community in which it is located. Part of its educational function will be to demonstrate to other stations how this can best be done, and I even expect Mr. Bill to come from Peoria to learn how to do better what he already does so well in this field.

Sixth, my ideal educational station will study public reaction to its broadcasting. It will develop and apply to this field methods of scientific research and investigation which will bring such men as Mr. Kesten of Columbia and Mr. Arnold of NBC to its doors, that they too may learn something in the field of listener-habit research to add to their already vast knowledge of this entirely new subject.

Seventh, my ideal educational station will not shrink from meeting any of the obligations which the public, through its authorized regulatory authorities, may see fit to impose upon it. If it is a full-time station and to hold its license is required to broadcast as much as sixty hours per week, fifty-two weeks per year, it will not hesitate to do so. If to meet this obligation it becomes necessary to broadcast purely entertainment or sponsored programs it will even do that.

Eighth, my ideal station will not be poverty stricken. It will have the funds necessary to pay for qualified personnel to manage and operate it and to meet such other financial obligations as may properly be expected to develop.

In other words, my ideal educationally-owned station will be a thoroughly American institution, commanding the respect not only of those who own it but of the entire broadcast industry. It will be prepared to contest to the limit the activities of any who would encroach upon its right and it will have back of it a record of service to the public which will guarantee forever its position among its fellows.

CHAIRMAN McDONALD: I am sure that you here in this room and the radio audience are anxious that Dr. Jansky may soon have his ideal educational broadcasting station, and I, as an old-time professor, am delighted that he is not going to put that station in charge of the department of education and that he is not going to permit the professor of speech to determine what goes on the air.

And now the meeting is open for discussion. Since the commercial broadcasters have been rather gently dealt with today, or at least not very severely handled, I am going to suggest that our friend, Mr. Perry, who is not always an ardent advocate of the commercial stations, open the discussion. May I say that technically we have only eight minutes more, but I think we can stretch that to a few minutes after four; so that, if Mr. Perry wants six or seven minutes, he may have it. We can then have some general discussion.

MR. ARMSTRONG PERRY: The pictures of broadcasting given by Mr. Hard and Dr. Jansky, I think, need to be supplemented by some references to what is actually happening in America under our system.

The general difference between broadcasting in Europe and broadcasting in America is that in Europe it is looked upon as a public service. The needs of the listener are considered first of all. In America, because the financial basis of broadcasting is advertising, the needs of the advertiser must be considered first, and while we receive many things for which we are truly grateful from our commercial broadcasting stations, nevertheless we cannot escape the fact that when they give us things that are interesting they do so in order that they may build us into an audience which is to be sold to an advertiser.

In America, the owner of a station has the power of censorship of anything that goes over his station. He may not always use it. He may use it sometimes in a beneficent way, but he has control. For example, a station in New York City, a station paid for by taxation and operated in the public benefit, wanted to broadcast a speech by Charles Evans Hughes, now Chief Justice of the Supreme Court of the United States. But this municipal station did not have the time at which Mr. Hughes's speech was to be delivered; so the director asked the station with which it was sharing time if it would relinquish the time in order that the municipal station might broadcast the address by this distinguished gentleman. The commercial station said it would not relinquish the time but would broadcast the speech. Thereupon it made arrangements with the Bar Association in the city whereby for a consideration the station would broadcast the speech. Mr. Hughes made his speech before an audience but he spoke into a dead microphone; and although his speech did not go out to the public, the station having received the money refused to give it back and the Bar Association had to sue for the return of the money.

I am quoting now from testimony given under oath before the Federal Radio Commission. . . .

Neither the Federal Radio Commission nor the broadcasting industry is

willing to admit that a state has any more right to the use of a public broadcasting channel for instructing its citizens than a broadcaster has, even though he may be a quack doctor, as has been the case in one state, who wants to use the air for his own private profit.

So the question really is, Do we want to submit to the regulation of radio by the people whom we elect to rule over us, or do we want to leave our radio channels in the hands of private concerns and private individuals who wish to use these public radio channels for their own profit?

WHAT RADIO CAN DO FOR THE FARMER

ARTHUR CAPPER

United States Senator from Kansas

[Senator Capper was unable to be present, but the editor feels that this paper, prepared for presentation before the Assembly, should be included here as a valuable contribution to this volume.]

I have been watching with keen interest your present campaign to make radio more useful as a medium of education. I think the series of programs you have been broadcasting over the networks has been well planned and, in my opinion, of great value in acquainting the public with the needs of more serious consideration of the possibilities of using radio as a medium of education.

Mr. Levering Tyson, director of the Council, has suggested that I tell you something of what I think radio means to the farmer, the farm family, and the farm home.

I warn you that I am liable to wax very enthusiastic about that subject. I have spent practically my whole life in close contact with the farmer and I am equally interested in radio. I have been a radio fan since the discovery of this marvelous new medium for interchange of thought and entertainment, and I know that radio on the farm has come to mean a vast number of things which make for culture, comfort, and direct financial benefit.

To the farmer, radio, with programs properly co-ordinated, is the sunrise devotional service, the first edition of his morning newspaper, the noon-day luncheon club, the stock and grain

market, and the nightly "protracted" meeting, or political meeting, or symphony program.

To the farmer's wife, radio is the cooking school, beauty parlor, household clinic, bargain counter, sewing circle, afternoon tea or musicale, community club, and evening at the theater.

To the farmer's children it is the comic strip, the home teacher, a ringside seat at big-league sports, the school of the air, and the white lights of Broadway.

To the entire farm family on Sunday, it means hearing the finest choirs and the most able preachers in the largest churches of the world, the voice of Europe, and addresses by the world's leading statesmen—wholesome entertainment around the family fireside.

The average farmer today is a man of education and intelligence. He is patient and industrious. And, above all, he is a business man. Big business may not class him as such, but right here and now is a good place to call the attention of our so-called big business men of the country to the fact that the farmer is the only business man in the country today operating his plant at full capacity production. Industrial factories are for the most part either closed or operating on a part-time schedule, or with staggered working shifts such as we find in the motor industry at present.

Railroads are taking off trains from former heavy schedules, and in other major industries similar curtailment of capacity production has taken or is now taking place. But the farmer is out today producing just the same as ever, taking hope that in some way the government will help him in adjusting the markets, or that nature will do it—as nature already promises to do this season. The farmer is a lover of nature, and his greatest enjoyment is in making things grow. He likes to make money as he goes along, of course, but producing food for the hungry mouths of the world is his mission in life—just as healing is the mission of the true doctor—and he gets satisfaction in aiding nature to produce the food for the world. This al-

truistic spirit, in a large measure, is responsible for the fact that the farmer can take time, from the thought of purely mercenary gain, to maintain his interest in religion, government, and the perpetuation of the best and highest ideals of the home and country. It makes a solid foundation as the basis of our American institutions.

The very nature of the farmer's life and business tends also toward another aspect of his character. In the city, folks get frequent opportunities to shop around and to see and handle things they would like to possess.

This frequent gratification of the desire to shop, in a measure, is denied the farmer and his family. Furthermore, the general austerity of life on the farm, of necessarily doing without countless small luxuries so immediately accessible to the city-dweller, makes him a careful buyer. He is more given to considering the worth and the value of the things he does acquire. Consequently, the farmer wants more than the news of the day, entertainment, and educational features. He wants to know where he can buy things as well as sell them. Especially is this true if he lives in an isolated community that does not have good retail distribution. He appreciates getting information over the radio as well as from his newspaper.

In comparing articles and prices over the radio, the farmer gets some of the same feeling that those living near the merchandise marts get in handling and pricing goods they would like to buy. It may surprise you to know that two or three stations out in the Midwest which major in quoting prices on merchandise have a tremendous listening audience, an audience that is ready to march on Washington and abolish the Radio Commission when a suggestion is made to bar these stations.

At this point I want to say a few words about the Federal Radio Commission. When the Commission was created it faced what looked like an impossible task. Chaos prevailed in the air. Broadcasting stations were ruining each other and themselves. We were in a fair way to nullify the usefulness of radio com-

munication. There were more than enough cooks to spoil the broth.

The Radio Commission, in my judgment, has done and is doing a good job administering the law under which it operates. It has brought order out of chaos. From my observation its members have endeavored to administer the Radio Act in good faith and in the public interest. Few of us in the broadcasting business, of course, are entirely satisfied with what we have in the way of frequencies and power and freedom from interference. There still are just too many stations; and too few frequencies to go around.

But I want to compliment the Radio Commission on its policies and accomplishments in handling a most difficult situation. And to add my personal appreciation of the earnest effort the members of the Commission are making to serve the public interest. But for the intelligent and patriotic service members of the Commission have rendered, the radio situation would be very much worse than it is. I think the Commission is entitled to this much credit, in the interest of fair play; to even more credit for the worth-while work it has done and is doing.

To get back to the farmer and the radio, radio has another peculiar and distinctive appeal for the farmer. That is the appeal the human voice has over cold type. The farmer doesn't get the opportunity to talk to people outside his own family circle that the city man enjoys throughout the day. If he can hear the voice of someone of interest over the radio, it gives him something of the feeling that he is meeting and talking to that someone.

When the president of the United States broadcasts an important speech, nearly every radio in the country is tuned in. The listeners not only like to listen to his voice, but they also visualize just how he looks and where he is standing as he speaks. In fact, they feel that they are almost in his very presence. Yet when that same speech is printed in full, in the daily press, it is doubtful if one person in ten reads it. This may be due in a measure to the mystery and newness of radio.

The city man sees and hears celebrities quite often, as they come through town, and he may not pay so much attention to the personality of the speaker through the radio, but the farmer gets real enjoyment out of it.

Another convincing fact showing the pulling power of radio is the tremendous volume of mail received by broadcasting stations. Of course, some of this is baited, just as newspapers frequently bait with coupons and the like. But a vast amount comes as appreciation of programs that have no relation whatever to advertising. The average station will receive perhaps ten times as many letters as the average daily paper.

Now as to the various services radio renders to the farmer and my opinion of radio's possibilities in being of further service to the farmer, my observations and conclusions on this subject are based chiefly on a study of the experiences of the station operated by the Capper Publications.

My own connection with the farmers of the Midwest through my farm papers has given me a great many ideas for service to the farmer that could be extended and developed by the use of radio, and, in consequence, when the opportunity came to add radio to the agricultural service of the Capper Farm Press, I seized upon it eagerly.

I had the hope that in our own section of the country, a tremendously big agricultural area, perhaps we could point the way to greater radio service to the farmers. Ours is essentially and primarily an agricultural station, and I believe we have been fairly successful in our efforts.

News reports are of paramount importance and benefit to farmers, as thousands of letters to our station have proved. The farmer is dependent on rural mail delivery and, in the ordinary course of such delivery, does not get his daily papers, either of that morning or the afternoon editions of the day before, until nearly noon each day. Thus all events of national and state importance to him are several hours old before he becomes aware of them. But by means of radio he is kept in almost instant touch with every event of importance. Our radio news bulletins are as frequent as extras of metropolitan newspapers—

and, in fact, constitute the farmer's newspaper extras. These start early in the morning and continue through until bedtime—or even later.

Now as to weather and the radio. As the old saying goes, "We have to have weather, whether or not—and there's nothing we can do about it." There isn't anything we can do to change the weather, but the use of radio in informing the farmer of sudden changes in the weather has demonstrated that there is something that can be done to save millions of dollars worth of livestock and crops, when the farmer knows what the weather is going to be in advance.

As an illustration, out in our country, changes of weather originate in the summertime in the Southwest, and in the wintertime in the Northwest, and the changes are apt to be sudden. It takes only a few hours for a blizzard to howl its way down from the Canadian Rockies to the state of Kansas. Similarly, an area of extreme hot weather in the desert of the Southwest in summertime launches the season of hot winds in Kansas.

When wheat, the major Kansas crop, is approaching the ripened state, a warning of rising southwest hot winds to the farmers over the wheat belt would mean that those farmers would immediately drop all other farm work, muster all the hands available, and the great annual wheat harvest with combines—the latest high-speed harvesting machinery—would be on in full force within a few hours, and everyone would work day and night until the wheat was harvested. A few hours too long with wheat at the near ripe stage under a southwest wind would mean it would pass the ripened state and commence to shatter on the stalk—losing millions of bushels to the farmers.

Similarly, warning of a northwest blizzard in winter enables farmers to take measures immediately to protect their stock. Thus it can be seen that weather plays a tremendous part in the farmers' operations and it goes without saying that we broadcast frequent weather reports.

It would be impossible to estimate accurately, but undoubt-

edly radio broadcasting of weather information has saved farmers of the West millions of dollars.

Radio has revolutionized the marketing system in the agricultural sections. It used to be that our terminal livestock markets depended entirely upon stock from the big cattle ranches of the West, transported to market by rail. That is passing rapidly, and a new era is dawning as the old ranches disappear. This is an era of greater diversification by small farmers who have taken to feeding out part of their crops in livestock, making possible a more consistent farm income and more stable standards of living on the farm. Radio is chiefly responsible for this new development.

Market reports are broadcast at frequent intervals throughout the day, thus apprising the farmers almost from hour to hour of the exact condition at his nearest terminal market. Estimates of expected receipts at these markets each day are broadcast in the early evening hours the preceding day so that the farmer, finding the market favorable, can immediately start a truck load of livestock toward the market. Much of the trucked-in stock is transported at night following these reports, but it is possible, and indeed greatly the practice also, for farmers living near the markets to truck in loads of stock after the market has opened for the day.

A farmer, hearing of conditions which he deems favorable, on the opening market broadcast in the morning, can reach that market with a load of stock within two hours if he lives within fifty miles of the terminal, or within four hours if he lives within a hundred miles of his market.

It is curious to see how these market broadcasts affect traffic on our concrete highways leading to market. On days when farmers have received the information that the market is glutted with stock, our highways are bare for tourist travel, but on those days when receipts at the market are reported as light, the highways are clogged with truck loads of stock on their way there.

The same rapid development holds true in regard to the grain market. Practically all the country elevators have discontinued

their ticker and telegraph market services and depend upon the radio for quotations from the primary market on wheat, corn, and other grain.

To show how the farmer appreciates this service, and what it means to him, recently, we wondered if we were not broadcasting more of this information than really was needed by the farmers. We, therefore, broadcast one announcement stating we were thinking of curtailing one or two of the daily market reports. Without asking for a reply, we received thousands of letters from farmers urging us not to curtail these reports in any way.

The cost to broadcasting stations of rendering this radio service to farmers is almost as great as the cost of the Associated Press wire service to the daily newspapers.

As an increasing source of political and governmental information radio is reaching a high plane all over the country. As an example, each week over the networks the farmers can hear the "Institute of Public Affairs," the political talks of the leading Washington correspondents, the daily broadcasts from the United States Department of Agriculture, the weekly business reviews of the United States Department of Commerce, weekly business talks by officials on national legislation, and a host of other national programs containing information about our government and its various department activities.

Many of these are features which are not even available to the farmer through the press.

This is supplemented in most states by similar broadcasts from the various departments of state, such as we have in Kansas, where we broadcast daily talks from the State Board of Agriculture, the State Livestock Commission, the State Board of Flood Control and Water Conservation, the State Board of Health, and other similar agencies.

When the legislature is in session there is included, on our station, a daily broadcast from the two houses of the legislature on legislation under discussion at the time; and several times each session this is supplemented, when bills of state-wide interest and importance are pending, with a broadcast of the actual debate on the floor of the house or senate. I believe this

last innovation, a broadcast of a legislative debate directly from the floor, was done the first time in this country over my own station in Kansas at the special session in January, 1929. It has been adopted by other states in many instances since that time and gives the farmer the closest possible touch with what is going on that affects his interests. The experiment has even reached the point where Congress is seriously considering broadcasting from the two legislative halls.

Radio has become a tremendous force in national politics. You doubtless recall the extensive use made of radio by the presidential candidates in the last campaign. By use of radio, for the first time in the history of any country, a candidate for the highest office was able to deliver his message to practically the entire population of this country in a single speech. And his largest single listening class was farmers.

Radio has sounded the death knell of torchlight parades in state campaigns. Farmers would rather listen to political talks by their own firesides than carry a torch and whoop it up for their favorite candidate. A state candidate can reach more people in one single broadcast today than he formerly could in a thirty-day speech-making campaign by automobile. Radio is the principal medium now of political candidates and others who wish to deliver a message to an entire state, or country.

Hardly anyone can deny that this wider discussion and more extensive information concerning our national and local problems and party principles is a good thing for the country.

All of these factors are resulting, moreover, in a greater unity of thought and action on the part of the farmer, especially where supplemented by efficient programs of the organized agricultural groups.

In 1929, I made available on my own station, for the organized agricultural groups of the state, a half-hour each evening which has been made use of without interruption since that time, by the State Farm Bureau, the State Grange, the State Farmers' Union, the State Federation of Women's Clubs, and other similar groups. And I want to say, here and now, that these organizations have made splendid and efficient use of the

time allotted to them. Prominent and successful farm and community leaders, both men and women, from all over the state come to our station for these periodic programs, recount their experiences, and tell of their ideas and conclusions, so that all our farmers, and farm women and children, can hear them. Frequently also they bring talented people from various communities to furnish entertainment, and when this is impossible, the station furnishes professional artists for entertainment on these programs.

Thus, the principles of organization for people in agricultural communities, and the ideals for cultural and social development which they advocate, have developed steadily and have tended not only to promote greater unity in thought and action but also to maintain a higher standard of living in the country along with improvement in cultural development and an increase in social interest on the part of farm people. I have noticed, from a survey of our own programs, the increased appreciation of better entertainment.

In the early days of radio broadcasting, the people of the farms for the most part expressed far more interest in homely and simple entertainment than they did in the elaborate productions of our national networks. Locally produced programs still, I believe, are equal to chain programs from the standpoint of farm interest and appreciation, and this is a good thing, because through this interest on the part of the farmer in the things done by his own fellow-citizens, he has encouraged the development of musical and cultural talent among his own people. I hope this will always be so. I hope that the farmers and the other people of our state and other states will always take an interest in the efforts of young people to learn music, to give readings, and present little dramatic sketches. Therein lies the key to our own cultural progress. I do not mean by that to give the idea that the farmers do not like elaborate productions of big musical programs by the foremost artists of the country. They do. But the farmers are willing to listen with a demonstration of interest and appreciation to the amateur efforts of their own community high-school glee clubs or orchestras, or to

the countryside entertainers when they are given an opportunity to broadcast. Thus, inspiration and encouragement is given to young folks to apply themselves to music and literature in a more intensive way.

One thing that has been a revelation to me, as it perhaps has to owners of other radio stations, is the depth of religious sentiment flowing through the people of the agricultural areas. Devotional programs are among the most popular of all with the rural audience, and it is surprising the great number of letters that come in to the radio stations complimenting them for putting on these programs. Often the farmer will write saying of the morning religious hour, "This has helped me to start the day right." The station that does not include in its service to the farmers a daily religious program is failing in its duty to its listeners, and my own opinion is that the best pastor who can be obtained, and the best singers and musicians who can be obtained, should be featured in a daily morning devotional hour. If radio is useful in no other way, it is worthy of its marvelous ingenuity in bringing comfort and hope and inspiration to our people each day to meet the problems that day presents.

Children on the farm, perhaps fully as much or even more than the older folks, get real pleasure and benefit from the radio, and it is my firm conviction that through this means radio is exerting a tremendous influence in making the home more interesting and in keeping the young folks on the farm. As an illustration of the interest of children in radio we have more than 60,000 of them in our own children's Radio Club, who are consistent and eager listeners to our children's program. Now 60,000 children may not mean much in metropolitan centers like Chicago or New York, but on the farms in Kansas they represent a vast number of radio listeners. Undeniably, child listeners are constantly absorbing knowledge, even though unconsciously, and it is mighty important that the programs arranged for them should be carefully prepared for the influence they are bound to have on the minds of the young.

Here again, radio demonstrates its immeasurable importance to the people on the farm in the better understanding created

between urban and rural communities. Radio is exerting a powerful influence on both sides, toward the end that the farmers are becoming acquainted with the problems of the city and the urban residents are learning of their dependence upon the farmer. It is difficult for the farm family, miles from the nearest large city, to sit and listen to an evening's series of programs during which they hear of the unemployment situation, measures for relief, appeals for co-operation on the part of the citizens, annual Red Cross Roll Call campaigns, Y.M.C.A. drives, résumés of local business conditions by local financiers, and other things of similar character, without that farm family beginning to feel a sympathetic understanding and an active interest in the people of the city, and their community problems, aims, and aspirations.

On the other hand, neither can the radio-listening family in the city sit and listen to agricultural leaders expounding problems of the farmer and the need for unity of action and remedial legislation without these city neighbors getting a sympathetic understanding of the farmers' viewpoint and of the farmers' problems. They learn through this constant interchange of viewpoints that the success of the urban community is bound up with the rural community of which it is the center. Consequently, the force of business opinion is united in that entire area. All, alike, feel the need of united action if that section of the country is to move forward toward higher standards of living, or to maintain its present position.

And as to standards of living, I feel that radio undeniably has tended to raise rural standards of living. The farm talks alone, presented over radio, give a vast amount of attention to details which make for greater comfort in farm homes. In the course of a single day, broadcasts for farm families will describe household conveniences, inexpensive short-cuts, details of home decoration, clever ideas in home planning, and for the farmers themselves, ideas in soil fertility, seed selection, conversion of farm by-products into cash, and better farm system. All this cannot help but have a tendency to make for improvement on the farm and in the farm home.

Most of the radio stations have so planned their broadcast of ideas that they reached a special audience when that audience ordinarily has the greatest amount of time to listen. Broadcasts of special interest to the man on the farm are timed to reach him when he has the time to listen. Program production is designed to be of interest to the farm family, the main idea being always to study the routine of the farm and farm home and try to suit the convenience of the listener.

Needless to say, the growing interest of the somewhat isolated farm family in the things that are discussed constantly over the radio in home and farm improvement is tending to enlarge the market for manufactured products, running a wide range from utensils to clothing, from necessities to cultural luxuries. It is enlarging the buying power of the farm territory, and if the commodity prices can be raised to anything like normal, the country will then go forward at a rapid rate.

The radio has helped the newspaper, the telephone, and the postal service to remove the handicap under which the isolated farmer once suffered in dealing with traders who had their private sources of market information. The United States Department of Agriculture reports that 117 radio stations in this country are now transmitting market news on schedules ranging from one to thirteen broadcasts daily. The various network agricultural broadcasts such as the Farm Community Network program of Columbia, the National Farm and Home Hour, and the Western Farm and Home Hour of NBC regularly give producers analytical reports showing them the significance of the daily quotations for the major farm products.

I might note in passing that in the past decade radio broadcasting has become an integral part of agricultural extension work. Eighteen of the land grant colleges, as I remember the figures, maintain their own broadcasting stations, as does our own Kansas State College. The federal department and state extension services, I understand, are working out a correlated program for broadcasting. It seems to me that the agricultural extension workers have a glorious opportunity to chart for other educators successful ways of reinforcing certain natural weak-

nesses of radio as an educational device, and thus use with most effect the new power that radio confers on education—the power to reach more people more times per week.

I find great interest among rural people in the new-type air-cell receivers for farm use. It seems to offer the final solution to satisfactory reception on farms not served by power lines. This new type air-cell receiver, in both quality of reception and trouble-free service, seems to compare favorably with the latest developments in electric sets. I believe it will result in a rapid growth of the American radio audience and in a much wider use of radio among farmers.

There is now one radio on every third farm, a figure that we cannot help but think ought to be higher in view of the enormous service radio is rendering the farmer, but a figure that really is amazingly high, considering that radio is as yet in its infancy—our youngest and lustiest industry. It is destined to become of universal use, and that right soon.

As to radio in education, when the opportunity first came to me to collaborate with the Kansas State College in using jointly a wave length whereupon our station would share time with the radio station of the College, I was glad to take advantage of it. With the extensive facilities of the Capper Farm Press, it seemed to me a tremendous opportunity to co-ordinate the efforts of the two kindred organizations, and I want to tell you now that it has been a great success.

I know it has from the standpoint of the Capper Publications, and the warmest relations exist between my station and the State College with which we share time. I believe it has been a benefit to the College also. In our various publications, we print the programs of our sister station KSAC with our own. Both strive to keep the radio listener on our joint wave length as interested in the programs of one as the other, with the idea of making the farmer conscious of continuous service on that wave length from early morning until late evening.

We have had a number of friendly meetings with President Farrell of Kansas State College and with Dean Henry Umberger, head of the Extension Department, who has direct

charge of the radio service of the College. They have resulted in eliminating overlapping services, and a deeper appreciation by each of what the other is trying to do. I know from my own experience that a commercial radio station which has service as its paramount ideal can get along on the friendliest of relations with an educational station.

Regular periods on our station have been made available to other educational institutions. As an illustration of this, Washburn College at Topeka has a period available for programs from any department of the college and, of course, it goes without saying, that we also broadcast its principal sports events. Starting in 1929, we broadcast, by remote control, the State Music Contest from the State Teachers College at Emporia, and this great annual event has been broadcast each year since, in addition to two college programs each month now.

The College of Emporia also was extended an invitation more than a year ago to take a regular period over the station for programs by artists sent to our studios, or for remote control broadcasts. In the case of the latter, the College pays its own wire charges, with time on the station absolutely free. The College decided to use remote control and broadcast programs from Emporia.

I believe it is more economical for a college which does not have material available for continuous broadcast to utilize the facilities of an existing station, rather than to try and maintain a station of its own.

I would warn any educational institution not now paying the cost of maintaining a broadcast station to seriously consider the advisability of using facilities of an existing station with an established audience, rather than to support its own plant.

Then, too, my own experience has taught me that it takes a sizable staff of specialists to maintain regular daily schedules of high-standard programs and it may be that many smaller colleges would be unable to maintain such an organization at least without detracting from the efficiency of its college staff, or losing prestige with the public because of uninteresting programs. You will notice that several larger schools, even those

with state appropriations for broadcasting, have been forced, since first obtaining their radio licenses, voluntarily to reduce the number of hours on the air. Concentration on a super-program, at frequent intervals, over an established station, seems to me to be the solution of the radio problem of the small colleges.

A policy of setting aside a regular period for high schools, as we have done, results in great inspiration to these younger folk, I am told by the school supervisors. It encourages them to extra effort on their music and dramatic courses throughout the term of school during which they have an opportunity to broadcast. It increases, too, community interest in the work being done by the students. It strikes me that this is a worth-while contribution of radio in education that should be encouraged and extended throughout the country.

Another thing that occurs to me of extreme importance regarding radio in education is the use of radio in public schools. Progress is slowly being made in this field, and the networks and larger colleges are broadcasting good programs with great expenditure of talent and money. Even the radio manufacturers have joined in the effort to furnish radios in schools at lowest possible cost.

In commercial life it is often necessary to create a demand for a product before going into extensive production. Commercial broadcasting has developed only as fast as facilities for reception were extended. This is one of the big problems of radio in education, in my opinion.

In conclusion, I want to say that radio, on the farm, is providing service, culture, and entertainment without the necessity of any of the young people leaving the family hearth, and it is keeping our farm folk as well informed of every phase of our social and political life as city folk.

It is unfortunate that most of our high-power stations now are concentrated on the sea coasts and the lakes where half this enormous radio energy is wasted. This wasted energy could certainly be put to good use in the vast agricultural areas which do not get consistent service from super-power stations at this time.

The entertainment side of radio cannot be overlooked. The radio listener is still on the dividing line as to whether to regard the radio instrument in his home as a medium of service and education or as purely an entertainment medium like the phonograph.

Broadcasters for the most part, I believe, are following a general policy of judiciously trying to season entertainment with food for thought, until, finally, the seasoning will become, in a large measure, the sauce. The transition is gradual, but it is under way. To the man on the farm, radio has already become a utility—a necessity. To the woman on the farm, it has become a source of inspiration as well as entertainment. To the child on the farm, it is a form of education.

Whether it can ever become in the fullest measure educational for youth, depends upon the time when it is placed definitely in the schools where education is the routine of the youth, and for that reason I have urged serious thought to this problem of equipping schools with radios. Regardless of the occasional inane and low-standard programs, farm youth and people generally are enjoying a steady flow of culture and education from radio along with entertainment, and the highest development of the use of radio in that field is yet to come.

Great as are the business services the radio now gives to farm families, and great as are the possibilities of rendering more business services to farm families by radio, these are not the most important services of radio to farm folks. The greatest service radio has given and can give, as I have said, is to dynamite the barriers of space out of the way of the farm family's daily contact with the life of our whole civilization.

Here is the present actuality and future possibility of radio's service to farm families which kindles the imagination. An Illinois farmer of the older generation expressed in a letter to the Department of Agriculture the meaning to him of the radio and the revolution it had brought in his family's thinking and living. His words tell the complete story of the great change in the way of rural life brought about by broadcasting. He wrote:

The radio has placed the world at our command, with its varied programs. It has shortened the long winter evenings. It has made it possible for a farmer to retire right out on the farm where he reared his family by dispelling loneliness and by giving the farm advantages equal to the town. It has given us opportunities to study our own farm problems. It keeps us posted on the weather, the market situation, and the current events of the world. It keeps the young home at nights. It gives us the most talented services of the city churches and even an occasional talk by our President.

The skies of that man and his family had been lifted. Their horizons had broadened until they encompassed, not a prairie farm neighborhood, but great cities and far places.

There, I believe, is the greatest service that radio can render to any family—farm family or city family. Broadcasting enables more of mankind to use the world's store of beauty and knowledge. Radio broadcasting can put men and women and boys and girls everywhere in contact with the best of our heritage.

There is a goal to set before everyone interested in education and everyone interested in broadcasting. The educators banded together in the National Advisory Council on Radio in Education are helping the broadcasters toward that goal. May neither they nor the broadcasters lose sight of it!

The meeting adjourned at four o'clock.

FRIDAY EVENING SESSION

May 20, 1932

The meeting convened at nine twenty-five o'clock, John W. Van Allen presiding.

CHAIRMAN VAN ALLEN: To preside over a delegation having anything to do with education arouses a certain amount of timidity in my soul. I have long since overcome the timidity I might have against any legal opponent but that does not apply to those who are engaged in education. I suppose one of the reasons is that I still have a memory of having done a great many things that I didn't wish the teacher to know anything about, and consequently I am still fearful that somebody may find out about them and inflict the proper punishment.

I believe the first thing on your program is an address on "Radio Advertising—from the Standpoint of the Broadcaster." Radio advertising is probably the most discussed aspect of radio broadcasting today—I should say both discussed and cussed. The man you are to hear on this subject, Mr. Arnold, director of development of the National Broadcasting Company, has been connected with one of the great broadcasting companies since its beginning and he is well qualified to talk to you on this subject. I take great pleasure in presenting Mr. Arnold.

RADIO ADVERTISING—FROM THE STAND- POINT OF THE BROADCASTER

FRANK A. ARNOLD

Director of Development, National Broadcasting Company, Inc.

Let me say that this is my first introduction to a convention dedicated almost exclusively to the educational needs and opportunities of radio. You know there was a time when broadcasting was so much in its formative period and no one had any idea how fast it would develop, that the director of development was supposed to be interested in, and in a broad way have charge of, all those things which had to do with the development of broadcasting as they touched the public.

But I found there was so much incumbent upon the director of development on the commercial side, and these other things came along so rapidly, that very soon there devolved upon my

associates the close, intimate touch with education which is now prominently before us.

Let me say I have enjoyed the two days I have been at this convention exceedingly. They have given me a background of knowledge of your problems and a greater appreciation of the opportunity that exists, both from the standpoint of the educator and the audience, than I could otherwise have obtained.

It has seemed to me in bringing before you officially for the first time the subject of "Broadcast Advertising"—and I am using advisedly the term "broadcast advertising" instead of "radio advertising"—and in deference to the importance of the occasion, it would be both wise and desirable if my message to you was phrased a little more formally than had we come together for amusement or entertainment.

Broadcast advertising is modernity's medium of business expression. It has made industry articulate. American business men, because of radio, are provided with a latchkey to nearly every home in the United States. When visiting in America's homes by means of radio programs, they are only asked to conduct themselves as good-mannered guests. An attentive public ear is attuned to this distinctly unique method of public information.

The American public owes a great deal to those industries and businesses whose use of broadcast advertising has, for the individual citizen at least, provided, without fee, instruction, entertainment and amusement. Night and day in our country, and in fact in all parts of the world, there is broadcast a panorama of events in which those who participate represent the highest and best attainments in their respective fields of endeavor. All this the public has come to expect, without expense, and at the turn of the dial. Broadcast advertising has been of vast service to the public.

These are the words of the late Harry P. Davis, vice-president of the Westinghouse Electric and Manufacturing Company, written shortly before his death, giving an estimate of the position and value of broadcast advertising, which should carry great weight, coming, as it does, from the pen of one who was long known as the "Father of Radio Broadcasting."

The subject of "Broadcasting Advertising" naturally resolves itself into a discussion of its major elements: first, the medium; second, the audience; third, the message.

Go back in the history of advertising and you will find that

the first great group of advertising media consisted exclusively of newspapers, which are still the bulwark of our civilization and upon which advertising still depends for its first dimension. Keeping pace with the times and meeting an unmistakable call for periodical literature, magazines developed, and we find the second great media group consisting of our monthly magazines and periodical literature, which have contributed so largely to the literary culture of the people and upon which advertising still depends for its second great dimension.

Still later, and largely within the last quarter of a century, there has developed a third dimension including in organized form billboard and display media—both electrical, paint, and paper—and which is known broadly as outdoor advertising.

These three great divisions of advertising media up to a short time ago comprised the entire field of advertising possibilities and constituted what might be called the length, breadth, and thickness of advertising media. With the advent of broadcasting, there was added a fourth dimension—height—a medium actually extending to the roof of the sky and radiating therefrom to all parts of the ether. This has been called the “fourth dimension of advertising.”

Broadcasting differs from all other forms of advertising media in two important essentials. First, the advertising message as broadcast is invisible; second, it is audible and reaches its audience only through the sense of hearing. We have for so many years been accustomed to receiving our advertising messages in visible form, and the eye has played such an important part in conveying impressions to the brain, that bringing into the picture an element as subtle as broadcasting, appealing exclusively to the sense of hearing, hitherto infrequently employed in advertising, necessitated an entirely new technique.

The history of the development of broadcasting during the past ten years reveals the fact that it came into existence largely as an experimental toy with which the amateur played for a number of years before it reached a point of commercial attractiveness. During the last five years, which have marked the most intensive development of this art, we have witnessed the crea-

tion of an entirely new medium of communication which in its ultimate development realizes for the first time the dream of publisher and advertiser alike.

For many years every publisher of a newspaper, magazine, or worth-while periodical had been striving to create a medium of information, education, and entertainment that should reach directly into the American home. With this end in view, newspapers were departmentized and made increasingly attractive in order that their home value might thereby be enhanced. Magazines, beautifully printed and illustrated, containing editorial content of unquestioned value, were published with a direct appeal to the American home, or to some division of its activities. In addition, the field of the specialized magazines was intensively developed until nearly every form of human activity was represented by its own vehicle of expression. These modern magazines and up-to-date newspapers carried advertising skilfully written and in many instances beautifully illustrated. In no instance did the subscription price represent an adequate return to the publisher or even, in many cases, pay for the actual cost of manufacture. The publisher of all forms of media was dependent on the advertiser and his message for sufficient return to make his financial investment profitable. None of these various forms of media which I have described realized the dream of the forward-looking publisher—that of a universal medium which should reach the family circle in its period of relaxation with its message of information, entertainment, and advertising.

With the development of broadcasting, this dream was realized for the first time, for here was a method of communication entering through the closed door and the locked window and delivering its message through the loud speaker wherever it was placed. It must be borne in mind that the primary object of broadcasting was not that of providing an advertising medium for the home. I quote from the statement made by Owen D. Young, relative to the organization of the National Broadcasting Company and published on November 15, 1926, in which he says: "The purpose of that Company [referring to NBC]

will be to provide the best programs suitable for broadcasting in the United States." In other words, the mission of the broadcaster from the start has been to create programs that shall contribute to the interest, convenience, or necessity of the American public, giving them as wide circulation as possible.

The position of the broadcaster is not much different from that of the publisher who felt called upon to supply a need through his newspaper or periodical and whose constituency were either unable or unwilling to pay the entire cost of the enterprise. Broadcasting, which almost immediately became the great family medium, very soon faced this problem in an acute form, and a few years ago the question most frequently considered by those who had the responsibility of guiding this new enterprise was "Who pays for broadcasting?" It was then that the direct analogy between a national broadcasting system, covering by means of its networks the entire United States, and a great national magazine was seriously discussed, with the result that the only immediate solution of the problem of mounting expenses with no income from the audience seemed to be met by following along the lines of previous acceptance by the American people—that of inviting the advertiser to make use of this new medium.

I quote from an address made by Merlin H. Aylesworth, president of the National Broadcasting Company, at a meeting of the Merchants' Association of New York on February 16, 1928, who, in discussing the question "Who Pays for Radio Broadcasting in the U.S.?" said in part:

There is no direct charge to the owner of a radio receiving set, for the American family sits by the fireside in the winter and on the porch in the summer-time and is entertained by the great artists of the world, informed of the greatest public events, reported as the events take place, while the leading ministers of the land talk for the first time directly to millions in the peaceful environment of their homes.

Many large American industries sponsor programs over the National Broadcasting Company's systems. Fundamentally, there is no more reason why American institutions or men of wealth should sponsor Grand Opera or endow institutions of learning and religion, than there is for American industry to make possible radio programs free to the American people. The business leaders of the United States have quickly grasped this new instrument as

a constructive force in the development of better understanding, sympathy and support for the industry and its products by American families.

National radio broadcasting has become a new dimension in industrial advertising. It is quite different from newspaper, magazine or billboard advertising and accomplishes different results, with a service that is unique and easily distinguishable from the others. All these media are important and all go to make up our daily lives. Radio broadcasting has no conflict with the newspaper or the magazine. Those types of service are entirely different and serve their specific purposes.

From the operation standpoint, however, there is no great distinction between the National Broadcasting Company or any other radio broadcasting company or radio station and the national magazine or daily newspaper. All of us know that the magazine with its fiction, editorials and descriptive articles and the newspaper with its important news of the day, are made possible at a low price because of the paid advertising of legitimate business firms. This is as it should be and the same thing is also true of radio broadcasting.

So my answer to the question "Who pays for radio broadcasting?" is that insofar as the National Broadcasting Company and its many programs including talented artists, fine music and information sponsored by American industries is concerned, the listener pays. He does not pay directly five or ten cents to receive this "Magazine of the Air," nor does he pay a regular tax on his radio receiving set, but by his response to the institutional and indirect advertising of American industries, he is today paying for the entertainment he receives over the air.

The development of broadcasting along the lines of a great national medium has shown great strides from year to year until today the network systems of this country are filling the daylight and evening hours full to repletion with the best things obtainable in music, literature, art, and industry. As a medium, broadcasting has always maintained a daily schedule where the advertising or sponsored program has rarely occupied more than one-third of the total program hours. In this it is following the precedent set by our best periodical literature that preserve much the same proportion in their make-up of advertising and pure reading matter. Millions of dollars are spent annually by the broadcaster in furnishing these programs. It is estimated that one of our broadcasting systems during the year 1931 spent upward of \$10,000,000 for talent alone, while the station facilities necessary to place these programs on the air cost \$20,000,000 additional.

As a medium, broadcasting has steadily kept pace with the times and with the needs of its clientèle as far as these could be anticipated. Commencing with programs largely musical in character, there has come about a very wide diversification of musical programs, ranging from the latest popular song hit to the great offerings of the Metropolitan Opera Company. In the field of dramatic art it has brought to the individual home the best things originally produced for the stage or screen and in so doing has developed an entirely new technique.

In the field of education, again keeping pace with the need as expressed by educational leaders, great programs on education and instruction have found an increasingly appreciative audience. More than fifty-seven hours of broadcasting time are being devoted to educational programs each month by the National Broadcasting Company alone. Prominent among the organizations contributing to this development is the National Advisory Council on Radio in Education which, among other programs, is responsible for a series on psychology and economics that obtained a nation-wide audience. The "Music Appreciation Hour" of Dr. Damrosch, which has formed the first real teacher-to-pupil contact of national import, has also demonstrated the possibilities of broadcasting as a co-operative factor in our public-school system. The dramatic field has been covered by the new series of dramas put on by the Radio Guild, while aviation, sports, and the professions have all been represented as occasion demanded. The reaction to all educational work of this character is encouraging. No attempt is being made, however, to force education on the American public. As a matter of principle we prefer, when it is possible, to give the public what it wants, rather than to force on it a course of education in which it has shown no interest.

Of course, the great difficulty is to find with any degree of accuracy just what the American people really want in the way of education. We are discovering their preferences as well as their educational needs and are gradually feeling our way into the most important field of education by radio.

Again, broadcasting as a medium has found for itself a real

place in the field of current information and through its regular offerings of news, sporting events, happenings of national and international importance, furnishes a service co-operative with, and in no measure competitive to, established media in the field. And so one might go on at some length, emphasizing the development of broadcasting as a medium and comparing it still more minutely with the great mediums of information and publicity that reach their subscribers regularly in printed form.

In building a medium of communication—whether it is a newspaper, magazine, or a broadcasting program—a person must necessarily take into account the audience to which he is directing his efforts. Much has been said about the radio audience, some of it correct and based on investigation, much of it inaccurate and based on hearsay or personal prejudice, but all of it interesting and worthwhile from the standpoint of experimentation. A little over a year ago a writer in the *Atlantic Monthly* made a statement to the effect that the average radio audience had the mentality of a fifteen-year-old child, the inference being that all radio programs should be aimed at that level. A more recent writer in the field of advertising calls attention to the fact that the Federal Bureau of Education in making a careful study of the average radio audience issued to broadcasting stations an instruction sheet which says: "Do not over-rate the intelligence of your listeners. Present your specialty on the level of the thirteen-year-old child." "Again, in 1917 and 1918," this advertising writer continues, "hundreds of thousands of men were given the Army intelligence test. It was found that the average American is approximately thirteen years old in his upper story." The writer builds up an argument advocating the preparation of the written message in terms so simple and comprehensive that the average intelligence of the country need not falter, but rather that the meaning and import be so clear that even "he who runs may read."

I hold no brief for the value of such statements which if applied literally might result in a most unfortunate condition. I do feel, however, that in all forms of broadcasting, including the advertising message, much can be gained and nothing lost

by advocating simplicity of expression, definiteness of wording, and absence of complicated sentences. I do not for a moment suppose that either of the authors I have quoted seriously expected that anything would be provided in the way of radio programs that would appeal to a higher degree of intelligence than the level they cited. There is much, however, to be said in favor of the simple things of life, and I have found by some experience and much speaking that the man who gets his message over to his audience, whether it be through the medium of the magazine, newspaper, platform, or by the use of the microphone, is the one who does not ignore words of one syllable and who eliminates much of the unnecessary trimmings, all too frequently found in the dressed-up magazine articles and public addresses of the present time.

Radio broadcasting today has a potential audience in the United States of over 60,000,000 people. So rapidly has the distribution of radio receiving sets been accomplished that out of 30,000,000 homes in our country over 16,000,000 have radio sets capable of receiving broadcast programs as they are sent out over our great national networks. This is probably the most cosmopolitan audience in the world with every degree of education, social condition, and wealth, and it is to this great diversified audience that the radio programs must be directed. Obviously, the only solution of the problem is that of variety, a sufficient diversification of subjects and material, so that out of the offerings of the day or week, as the case may be, there will be found programs acceptable alike to the man of low degree and little education and to those more fortunate in social standing and material wealth.

The broadcast advertising message has been one of the greatest problems that has faced the broadcaster. Consider if you will that the use of the air is not primarily for purposes of advertising. It obviously comes about that a program paid for by the advertiser must be built primarily from the entertainment angle or else it will not attract an audience. With this clearly in mind the problem of the broadcasting station has not been so much that of interesting the advertiser in this opportunity

of reaching millions of people in their homes, but rather of keeping the advertiser within proper bounds when it comes to talking about himself and his product. There are certain rules of good taste as well as good advertising procedure which, if rightly applied, should remedy any difficulty that might arise. Unfortunately, competition is so keen among advertisers as to bring about abuses of this privilege, with the result that the air is frequently used in a way more likely to offend than to attract prospective purchasers. There are, at the present time, out of the six hundred stations licensed to operate in this country, about four hundred that accept commercial or advertising programs, nearly one-half of which are not connected in any way with a great national network. One of the great problems of the network broadcasting systems has been that of overcoming local prejudices against the local station not governed by ethical principles in advertising and of an increasing attempt to bring such methods of expression into programs of national distribution.

We must all admit that in our American system of broadcasting the advertiser is today not only *an* important factor but *the most* important financial factor we have to consider. While in the ultimate analysis the consumer may pay for broadcast advertising through the purchase of advertised goods, it is primarily the great national advertiser who, by the expenditure of millions of dollars, has rendered possible the increasing number of high-class programs now going out over our network systems.

Recently, a great deal of organized protest has been made against what is called "commercialism of the air." This has been due in part to a lack of understanding and in some measure to quotable abuses of the advertising privilege. I am one of those who believe, that, given a reasonable period of operation, all such questions will ultimately settle themselves within the industry and without governmental interference.

The history of advertising for the last fifty years, with twenty-five of which I have been intimately associated, bears out this assertion. It must be said, however, that broadcasting is the only industry where the owner is dependent on the adver-

tiser for his entire income and where the audience fails to contribute anything whatsoever in the way of revenue for what it receives. A somewhat recent analysis of the radio audience has shown very little in the way of dissatisfaction on the part of the audience with the average run of programs on the air paid for by commercial institutions. I am inclined to think that the exception has been allowed to influence the judgment of some of our critics rather than the application of the general rule. Advertising is today maintaining the entire structure of radio broadcasting as it exists under our American system. No other sponsor has come forward with any proposition that would provide the necessary revenue.

The English method, involving, as it does, government ownership, control, and operation, and a system of taxing the individual owner of the receiving set, has been long enough in operation to afford an example of the alternative method of operation. If I am any judge of the times, the trend of things at present in this country is against increased government operation of any of our industries. We have enough of it already. As Merle Thorpe, editor of *Nation's Business*, said in a recent address, "The Government is today regulating nearly everything from the Panama Canal to the Alimentary Canal." If a system similar to the one in operation in Great Britain were put into operation in the United States, it would involve a tremendous initial cost in the purchase of existing broadcasting stations and also, provided the same types of programs were continued, involve a tax on every receiving set in this country of from \$6 to \$10 a year.

Only recently Canada has adopted the governmental system of operation and is attempting to control commercial broadcasting by requiring the advertiser to limit his trade talk to 5 per cent of his period on the air. In my judgment it is not so much what the advertiser says as how he says it which offends the public, and a 5 per cent limit would simply force the advertiser to use bullets instead of birdshot in preparing his advertising continuity.

I think it is much better and more fair to the advertiser and

the industry to look upon his participation as a sort of subsidy. None of us fail to enjoy Grand Opera because of the fact that interested public-minded citizens underwrite a good portion of its original cost. We have grown to expect that our current magazines will carry an increasing volume of advertising and we know that by so doing we get an added equivalent in the quality and expense of their literary contents. I have never heard of a man objecting to the price of his newspaper because it carried many pages of advertising which perhaps did not interest him and which he never read. The whole trend of our business and economic structure has been built along the lines I have indicated to an extent where the advertiser is not longer looked upon with suspicion, but is found in the very best circles of society.

The development of broadcast advertising has been without a parallel. In my experience I do not know of a single national medium that has been built up to an equivalent revenue point in the same number of years. I do not know of a single form of advertising which has so quickly captured the imagination and the pocketbook of great business concerns, ever on the outlook for new avenues of approach, as has broadcasting. I do not know of a medium in my experience, which has been wide and varied and somewhat intimate in such matters, where the returns to the advertiser for the amount invested—whether these returns be in the shape of good will or actual sales of merchandise—have been so large and altogether satisfactory. It is without parallel in the entire history of advertising that a medium should be developed to the present point of broadcast advertising and be so completely co-operative with and helpful to all other forms of organized publicity.

I am of the firm belief, in bringing to a close this discussion of "Radio Advertising—from the Standpoint of the Broadcaster," that we are suffering most from our growing pains combined with the utter newness of the enterprise. Never in the lifetime of those present has so great an industry been developed from scratch and without any past history to serve as a guide for the

future. All that has been accomplished has been through the field of experimentation. Literally, by processes of trial and error we have discovered all we know about this new art. Given enough time for the waters which have been stirred and muddied by all of the factors which naturally attach themselves to a rapid growing industry to settle, I believe we will arrive, without governmental aid or control, at a satisfactory solution of the proper relationship between the advertiser and his program, on one hand, and the great American audience of radio listeners, on the other.

The mail of the National Broadcasting Company now reaches the staggering figure of five million letters annually. To paraphrase a time-worn expression, with a slight change in numerals, five million writers cannot all be wrong when they tell us frankly and fearlessly the things that they dislike and constructively advise us in the preparation of our programs. The same great audience, as a jury of expression, need only turn "thumbs down" on any program, sustaining or commercial, to obtain immediate action, especially from the advertiser who is most keenly alive to the opinion of the purchasing public as related to his commodity. The wonder to me is that there has not been more criticism and a greater number of admitted failures during this period of rapid and intensive development. Criticism there has been, it is true, but much of it constructive. Failures, yes, but those of us who have had the interests of broadcasting at heart from the start have continually tried to build successes out of these failures. It has been through the co-operation of the American public, that has been most generous to us and others identified with the art, that radio broadcasting has obtained its present position.

I am closing with a "Tribute to Radio" which came to me from an advertising man and which expresses perhaps, as one reads between the lines, the real attitude of organized advertising toward radio and broadcasting and admits directly the point which I have so insistently stressed, that radio exists first and always for the benefits it may bring to the listener.

THE VOICE OF RADIO

I am the Triumph of Man's Mind over Matter

For me there can be no earthly barrier

Distance only offers the wings upon which my message rides

Countless Millions hear me when I speak over limitless leagues of Land and Sea,

In Heat and Cold, Rain and Fog, my voice rolls eternally onward.

What I say Today goes echoing through the Ages.

Who knows but what the Ages to come may hear my voice of Today.

Or that, through me Today's ears may listen, from the dawn of Creation, whenever song or story, rule or reason, praise or protest, has inspired mankind to publicly proclaim.

To the Arts and Sciences I mark a new epoch in Human events

To Music, I am the sounding board of the Universe—the songs of Humans, the blaring of brass, the fluttering of flutes, the strumming of sibilant strings—(one for all, all for one, or the many to the millions)—Science's greatest contribution to the Art of Melody.

Although Mankind's varied hosts view me as a new Empire of Entertainment, yet my service in succoring humanity, in times of dire need, oft transcends all my other virtues.

To Education, I am the Universal Super-College—only through me may world-contact be had with the Master Minds of Literature, Art, Industry, Science and Statesmanship—lengthening the span of Knowledge—enriching the span of Life.

To Religion, I am the supreme equalizer of Creeds—Intolerance and Dogmatism are untranslatable to the composite Audience which comprise the Brotherhood of Man.

To Science, I am the Soul of World-Unity—Mankind's most stupendous force for Universal Understanding, Love and Peace.

In my million-minded amplification of Man's spoken thoughts, I speak only as Man directs—Let him remember, therefore, that not only his own Life and Happiness, but that of the whole World depends upon his directing me as a force for the greater good of Humanity—

I AM RADIO!

CHAIRMAN VAN ALLEN: The next paper presents this subject from the standpoint of the public, and will be given by Mr. Lyman Bryson, director of the California Association for Adult Education. I have great pleasure in introducing Mr. Bryson.

RADIO ADVERTISING—FROM THE STAND-
POINT OF THE PUBLIC

LYMAN BRYSON

Director, California Association for Adult Education

I think it is worthy of some note that not until the last number on the program of the second year of the National Advisory Council is someone asked to speak from the standpoint of the public. In spite of the fact that every other speaker on every other program has told exactly what the public thinks about everything, what the public wants, and what the public ought to have, at last, one of the 60,000,000 people who are supposed to make up the radio listening audience, is asked to come and tell what he thinks about it.

If the public, or one inadequate delegate of the public, is to have at last a voice on the prickly question of how we shall use the ether waves for communication, it might be wise to speak from a text. Mr. M. H. Aylesworth offers us one. "Radio today," he says, "is a public service and is welcomed as such. Therefore any benefit to be derived by the advertiser must be secondary to the interest of the listening public."

And Mr. David Sarnoff puts the same high principle in similar words. "Radio will be measured and limited, or given broader opportunities, as the case may be, by the nature and extent of the public service it performs."

Here we have agreement and yet, strangely enough, the crowns of the monarchs of this industry rest uneasy on their heads. There are frequent rumblings of discontent among the people. And it is evident that there are at least two parties among the revolutionists. One party says the people must have what they want and are not getting it. The other says the people do not know what they ought to want and have to be taken firmly in hand and given what is good for them. With this second party we shall not have much to do here, because, for one thing, I happen to have little sympathy with them, and secondly, because they would rule advertising off the air anyhow and that simple solution of our question is altogether too impracti-

cal. For reasons which have been set forth many times, in these meetings and elsewhere, we are committed in America to a policy of supporting broadcasting by some sort of commercial motive. What I would like to do is to consider the revolt of the listener as one fact, the probability of our continuing commercial broadcasting as another fact, and to discover if possible a few other facts—or even opinions—which might help toward a better situation.

All great human inventions, even printing, even language itself, have proved to be two-edged swords. They can cause as much evil as good. It depends on how they are used. Surely history is, as much as anything else, a record of the hopes men have built on mechanical experiments, and the sorry tale of the blasting of those hopes when they found they had in the end to rely on themselves. It is a stupid and tragic optimism which makes people think they are going to go forward simply by continuing to invent gadgets without deciding what they are going to do with them after they get them.

I don't believe at all that necessity is the mother of invention. Invention may have been once mothered by necessity, but I think she is now a very distant female relative, if any at all, of invention. We invent because we have the machinery to do so, because we have ideas and inventive minds. New things affect our lives, and we try to figure out some way to manage them. That is exactly where we are with radio now.

It was not invented to meet a need but because man understood certain things about the physical universe. Now we have got it, we must determine what we are going to do with it.

It disturbs me to hear people say that radio is the voice of international understanding, because it should occur to us immediately that if it is the voice of international understanding, it is also the voice of international provocation and hatred. What could be done in a great crisis? Could we swing the people together at once behind a great and noble idea? We could, provided we happened to have a great and noble leader with a great and noble idea. But if he were anything less than that, equally well and equally easily could he swing the American

people behind a very bad and a very dangerous idea. The radio is quite as capable of spreading distrust and ugliness as it is of spreading friendliness and beauty. To be light-minded about the radio is to jig along a precipice.

One of the first injuries which any great invention may inflict on the close and delicate structure of civilization is that it breaks down bulwarks which have been put up against old abuses. What I mean is this: as a first count in the necessary indictment against the radio we must allege the fact that many kinds of advertising, which have at great cost of time and effort been banned from print, are finding their way into people's homes through the loud speaker. The great broadcasting chains are not guilty of this mean and furtive business. Their sins are nobler if no less great. But as long as many small stations must take what advertising they can get to exist at all, they will probably continue as now to foster the swindler, the slanderer, and the quack.

For this I see no remedy but the long process of education, although it takes superhuman patience to rely on any cure so slow.

There is another element of danger in the use of radio as means of communication, which is not so evident. It lies in the fact that our ears are less civilized than our eyes. Or, we might say, our sight has developed capacities for discrimination not yet possible to our hearing. And if the broadcasters are speaking truth when they say they are going to make us ear-minded again, after so many centuries of eye-mindedness, our answer ought to be: Thanks for the warning.

There may have been a time when the human animal, existing in a primitive environment which was only slightly modified by his own arts, used all his five senses with equal skill, but since, by the glory—or the curse—of his own evolution he has domesticated himself and has cluttered the landscape with so many things of his own manufacture that he can no longer see the natural world, he has developed some senses far beyond the others. He has even arranged them in a hierarchy of respectability, and sight is chief. A common test for the truth or beauty

of any experience which comes to us through a channel other than the eye is expressed in "Can you visualize it?"

If we were agreed on this point it would be unnecessary to talk about it, but our distortion of sense values is unconscious and scarcely understood. Our sense of touch is considered luxurious and effeminate and is dulled by neglect. Our sense of taste is little appreciated, and the sense of smell has lost even respectability. To sniff at anything is disdainful. To be bravely aromatic is vulgar and to be odoriferous—well, a whole group of chemical manufacturers have turned the sense of smell into a threat. We are led to believe all our ordinary human frustrations, our failures to seem as brilliant and irresistible as we really are, would never happen if we rid ourselves of physiological characteristics our best friends dare not mention. One would think that the cries of disappointment from those who now have breaths and bodies as sweet as roses and are still unpopular would drown out this publicity of our body chemistry but it has not done so yet.

And then we have our ears and our eyes. Man was undoubtedly more dependent on his ears through many long centuries of development than he has been since the beginnings of written speech, but probably never so interested in what he could hear as in what he could see. The last generation made tremendous steps toward more complete eye-mindedness through the perfection of pantomime in the silent motion pictures. The eye is careless enough but not so careless as the ear. Go into any popular theater and contrast the appeals made to your sight with those considered good enough for your hearing. Or, since youth is the mirror of our world and our desires, look first at any young girl who has aided nature to make of herself, with clothes and style and movement, a loveliness for your eyes, and then go closer and listen to her speech. Alas, it is only for the eyes of the world that she has respect. And the upshot of all this is that the radio necessarily approaches us on a level where we are not so well trained. Now we must *hear* a baseball game, or a great event. We hear drama without a glimpse of an actor's face to help us, we hear the comparative virtues of the things

we must buy—and if our logic, discrimination, and self-defense do not save us in that fleeting encounter, we are lost.

Do I mean that radio advertisers and broadcasting stations must stop to consider issues as subtle and difficult as this, that they must remember always that they are attacking our intelligence on a level where it is not fully prepared? That is exactly what I mean. If we are going to surrender into their hands the use of the one form of communication which can be almost universal in space and synchronous in time, they must accept responsibility for every implication in it. If they are allowed to enter our minds by this gate which has imperfect defenses they must come as friends.

In the beginning I said that the two parties to the revolt against present broadcast programs represented those who say the people are not getting what they want, and those who claim the right to decide what people ought to have. For this second group I have no sympathy because I do not trust them to decide what people ought to have. I do not know where one would turn to find a body of opinion which could really decide that question. I think every radio listener should have as nearly as is possible what he wants for himself.

That, however, does not settle the matter. It rather complicates it. If there are 60,000,000 radio listeners there are more than 60,000,000 opinions about broadcasts, because we do not all want the same thing today that we wanted yesterday. Our preferences differ with our moods and the stages of change in our own lives. The broadcaster who asserts that he is giving people what they want is usually as much of an unsupported dogmatist as the one who can tell what the people ought to have.

The problem of the popular will is not easily solved. Any choice that a human being exercises is limited by his knowledge of the possible alternatives. In one sense, nobody knows what he wants until he has tried everything. We are close here to one of the basic problems in education. We are trying with all the resources of our educational system to help both children and adults to get full use and enjoyment out of life. That does not

mean that we are making choices for them but, on the other hand, we are not bound to be content with the first choices they may be led to make for themselves. We can have full sympathy with the independent ones among the industrial workers—the new leisure class—who say they can decide for themselves how to spend their free time. But somebody must have a responsibility toward them, a duty to put up for their examination all the finer and more durable things that have made life rich and beautiful in the past. Until they know what life can offer they are not free to choose.

And this would seem to say that we expect commercial broadcasting to experiment constantly with raising the standards of their own programs in order to raise the standards by which they are judged. That is exactly what we have a right to expect.

This might be a hard thing to ask if it were not the basic principle of the industrial system itself. I am speaking as one who accepts industrialism, and commerce, and the ways of life made necessary and possible by them. I believe that modern industrial civilization offers opportunities on every level of experience which far outweigh the attendant evil. But I would ask how industrialism could have been built up if people could not be made to want better and better things as their experience grows?

In fact, the simplest-hearted and crudest advertiser goes on this principle without knowing it. He says, in effect: "As to music I'll give them what they want even if it is contemptible. But when it comes to toothpaste I'm going to tell them what they want and make 'em like it."

We are being told all the time that advertising makes possible the marketing of articles of common use which are made better and better and that factories compete not only with each other but with their own past performances. The whole structure of modern merchandising would go down like the walls of Jericho if advertisers ever said: "What we offer you now is what you want and you'll never want anything better." No, the achievements of modern business rest squarely on the principle of a persistent and cumulative improvement of the product with

advertising campaigns which make people discontented with their present possessions.

This does not mean that we are willing to surrender outright to the salesman, nor that I for one accept the salesmanship morality which plays so large a part in our lives. There are social questions of very grave import involved here which we should frankly face and answer if we can. Those of us who are educators know that discrimination, and a sense of values based on personal experience, are essential elements in personality. We know that resistance to the special pleading of the advertiser is the foundation of integrity. But some of us realize that advertising and industrialism depend on each other and that the radio as one product of industrialism must be paid for by the acceptance of advertising. Hence we are discussing advertising as a force and we are asking ourselves how it can be made a force for good.

When we demand of the broadcaster that he improve public taste, what do we mean by the terms "good" and "bad"? By what criteria do we judge?

Perhaps it would make this discussion more practical if we got down to cases. What I have been saying applies more pertinently to the content of sponsored broadcasts, to those forms of entertainment which are offered to create good will. A broadcaster's remarks on the merits of a product need more specific discussion.

To the content of a sponsored program whatever may be said of the value of any work of art may be applied. The gauges of excellence for music, or drama, or oratory are too numerous, too subtle, and too contradictory for me to embark on an examination of them, even if I were capable. Is jazz music? I don't know. But I am sure that some kinds of jazz are better than some other kinds and I believe that the person who is content at one time to smile in response to the rhythmic beat of a tom-tom may learn to smile more happily in response to rhythm more intricate and more meaningful. Is tenor crooning really singing? I don't know the answer to that either. But I am an optimist. I believe that some tenors may be better than others.

When we dig down to the root of this question we must conclude, I believe, that one real test of value in aesthetic pleasure is durability—the quality of lasting satisfaction. The fault in the cheap and the trivial is that they quickly fade. Even the taste for the cheap and the trivial is dulled with too much use, and we ask for more durable delights. We want to hear new things, of course, no matter how fond we are of the richly experienced old things, but that is because we wish to extend the range of our appreciation.

Even by the imperfect tests of popular taste which radio stations now have they discover that old-time songs and orchestral music are the most acceptable musical numbers. The old-time songs are beloved because they have been enjoyed over and over; they express emotion in lasting forms. The more elaborate musical thought of the symphonies is almost inexhaustible. The gradations of musical taste are infinite, perhaps, but I doubt if there is any typical human being who remains, or must remain always, at the same level. If his pleasure in music grows, if it is even maintained, he must be growing in appreciation, he must be discovering that music can stir deeper emotions and widen his knowledge of the ways of beauty. And this is true of drama, or of any other aesthetic pleasure. It may be said that to believe in this perfectibility of mankind is to rest on faith, but anything else is a counsel of despair. We need not despair because the history of both industry and art sustain our faith.

To go from thinking of these things, that have to do with the deepest springs of the human spirit, to the question of direct advertising over the air is a painful incongruity—but the shock is not so painful here as it is in our homes when we sit before the loud speaker.

Beethoven comes to his climax on the air. We have been transported into regions of high delight, we are grateful for what we have been given. And then comes a voice. It may be only an announcement. But often the mere announcement is given in a way to turn our gratitude into angry resentment.

“This is the Tite-fitt shoe company, John L. Whoosis speaking Good *ni-yight!*”

And many advertisers are not willing to let us off so easily. We must pass from music into a sales talk which is lengthy, raucous, and aggressive. And yet, we are told, the merchants and manufacturers who pay the high costs of broadcasting think they have a right to what they call their money's worth. Is the answer to this to organize a determined and articulate revolt of listeners who will drive all direct advertising off the air? It may come to that.

If the great broadcasting networks think their codes of ethics and their heroic refusal of obviously offensive programs are enough, they do not know their public. If the advertisers who think they must shock and terrify people into running panic-stricken to the nearest retail dealer believe that they are not challenging a resistance which will some day make itself effective, they are mistaken.

After all, we are only asking advertisers to be gentlemen and friends. Lies are lies, even if you are paying \$5,000 an hour to tell them to the world. What is more, the worst lies are those which are insinuating half-truths. The broadcasting stations have their rules, but, let's be frank about it, are any violations but the most gross and criminal ever ruled off the air?

If love is a hysterical exaggeration of the difference between one woman and another, then what some advocates of cigarettes, and toothpaste, and soap are trying to arouse in us must be love. It certainly is not sane judgment.

Advertising need not be offensive. The pages of any magazine or newspaper will show that it can be amusing, and enlightening, and worth while, as a veritable work of art. There are several New York department stores whose advertisements I always read because they are light comedy of the most delightful sort—and I patronize those stores in appreciation. In my own state, I buy the gasoline of one company in sheer gratitude for the unspoiled music they send into my home.

In fact, the remedy for all this lies at our hand if we would use it. If only a few thousands of the great 60,000,000 would send in post-cards saying simply—I don't like your air programs and I won't buy your product—offensive programs would vanish

from our hearing. But there is small chance of that happening. In all the years of protest against the defacing of outdoor loveliness by bill boards, no one has ever been able to summon enough energy to apply that simple cure.

The 60,000,000 might as well confess it. We are inert and lazy. We have had our rebellious independence subdued by the forces of salesmanship.

We can only say to the advertisers, we throw ourselves on your mercy. If the air becomes too noisy we can silence it again; that final decision will always rest with us. But we do not want to deny ourselves the beautiful and amusing and enlightening things that you can bring us. We are willing to play fair—and help to give you due profits on your wares in return for enjoyment. We are not asking the impossible. We demand that the vast, long-silent reaches of the air be kept free, so that sometimes we can hear the things that are truest and highest, and best and most beautiful, that earth offers. But we are human ourselves and we want this new voice in our homes to be human also. We want it to be warm and honest, sometimes light-hearted, sometimes practically helpful, but always friendly.

And we think you do not see your opportunity any more than you realize your duty. The whole range of human interests and needs and wants and pleasures can be enlarged and enriched if you will take this chance.

CHAIRMAN VAN ALLEN: I think possibly none of us in this room has ever heard a more entertaining, a more clearly expressed, analysis of the human mind, than we have heard tonight. It would be too bad if this speech were not freely circulated where other people might read it.

We interrupted the usual course of things to hear Mr. Bryson because of the courtesies extended to us by the broadcasting stations. We will now hear from the advertising agency. I have very great pleasure in introducing Mr. Howard Angus of Batten, Barton, Durstine and Osborn.

RADIO ADVERTISING—FROM THE STAND-
POINT OF THE ADVERTISING AGENCY

HOWARD ANGUS

Batten, Barton, Durstine and Osborn

Once, a long time ago, I heard a talk over the air by Will Rogers before a gathering at Columbia University. He began his speech by saying that he didn't know why he had been invited to such a meeting unless it was to represent ignorance. Anybody speaking in behalf of commercial programs before a gathering of educators cannot help but feel that his must be the same position. Certainly enough faults have been found with commercial programs to indicate that you think their sponsors are badly in need of education.

You are probably wondering why a member of an advertising agency would have any viewpoint at all on broadcasting. The first thing I had better do is answer the question, What is an advertising agency and what has an agency to do with broadcasting? You are all familiar with lawyers. You have either consulted one at some time or you have seen several in a courtroom presenting evidence in behalf of their clients to a judge or jury. Well, an advertising agent is very much like a lawyer. He presents the evidence in behalf of his client's product to the public. Unfortunately he cannot assemble prospective customers in a room like a jury, so he selects his probable customers, the jury that is to decide the success or failure of his clients' products, through the media that give him access to the public—newspapers, magazines, billboards, and radio broadcasting. Through advertisements in these he presents the case in behalf of his client's product to the public.

So, whenever he has a campaign to prepare for an advertiser, he first must decide who in America will buy his client's product and what is the best way to secure his attention and interest. An advertising agent, therefore, considers first whether or not broadcasting is of use to his client. Having decided that, his next consideration is how to gather together those who should purchase his client's product. That calls for a program that will

attract their attention and a "commercial" that will interest and persuade them to make the desired purchase.

So much has been said about how the advertiser is spoiling radio that speaking for the advertising agencies I should point out what advertising has done for broadcasting. It wasn't more than six years ago that Mr. Hoover, who was Secretary of the Department of Commerce at that time, called the officials of the American Telephone and Telegraph Company to his office in Washington. During the previous year they had sold a large number of radio stations to a great many people all over the United States who owned and operated these stations for publicity purposes. The moment they began operation they found the greatest difficulty in securing programs, and there arose a demand from all over the United States for programs from New York and Chicago and San Francisco and other places where talent had been gathered together for theatrical and other purposes. Mr. Hoover asked the officials of the American Telephone and Telegraph Company to try to find some way to make this talent available to these radio stations and through them to every home in the United States. They returned to New York and found it was not only necessary to interconnect all these stations with telephone lines, but that somebody had to pay the artists for their services.

It was then that some smart boy had the smart idea that began our American system of broadcasting. He said that if radio owners wanted to own stations for publicity purposes that others must want to put on programs for the same reason. So representatives of the American Telephone and Telegraph Company began calling on advertisers, saying that if they would put on a program for such and such a price they would be permitted to mention the program as being their own. That was the beginning.

What was the result? We had something less than 3,000,000 radio sets in the United States before that smart boy had that smart idea. We have something like 16,000,000 now. There was no national chain across the country at that time. We have three of them now. The audience, in the days before extensive

advertising was composed of thousands of men who had built their own radio sets and who were chiefly interested in getting distant stations. There are, according to estimates, 60,000,000 people now who tune in their radio sets to the nearest station every day. Therefore, I say that if under our present system of broadcasting the educator has millions of people to talk to, he has the advertiser to thank for that fact. No such audience existed before he went into broadcasting.

There is one thing that the advertiser has learned from his six years in broadcasting that is important for educators to know. He has found out that the man who invented the word to describe this new art defined the medium properly when he called it "broadcasting." It is primarily for all the people. That is why we are bound to have majority rule in the selection of programs—more or less democracy with all the strength and all the weakness of democracy. Those who want to do "narrow-casting," meeting the desires and likes of a particular class or type of people, will have to find other ways to reach these. Maybe when we have wired wireless—which gives us a possibility of 16 channels and 16 different programs on one wire—a way will be found to take care of "the minorities."

In justification of the advertiser, I should probably also point out to you that in radio he faced a problem such as had not been presented to him by magazines and newspapers or any of the means that he had previously found for reaching the public through the printed word. The editor of the *Saturday Evening Post* hires Mary Roberts Rinehart to write a fine love story and a well-known artist to illustrate poignant situations. He gathers together stories and articles by others and publishes them attractively in his magazine. They are what builds his circulation, gives him his millions of readers. To the advertiser he says, "Here is a blank page in my magazine, and you can print your message to my readers on that page if you wish for such and such a price." You will note that it was the *Saturday Evening Post* that selected its own writers and artists, secured its own readers, and said to the advertiser, "Here is our kind of an audience to read your message."

In broadcasting it is quite different from that. The owner of the broadcasting station comes to the advertiser and says, "Here is a blank hour, or half hour, or 15 minutes for such and such a price. You may fill this time with entertainment and tell those who listen about your product." That is very much the same as saying, "You have to be the editor of your own magazine. You have to find the features, the Mary Roberts Rineharts of the air—those who will make people listen—then, when you have your own audience you can tell them about your product."

This job of being your own editor, of getting together your own entertainment, is entirely different from anything the advertiser had faced in other media. In the first place, the advertiser had to learn about showmanship. He turned to those people who knew showmanship for help. Everyone had a different opinion. He also was convinced, like every other human being, that he was quite a showman himself and, of course, his opinion was different from everybody else's. So, in the development of commercial programs as in everything else we have done, what the English people have always done, what the American people have always done—we have "muddled through" to the present stage by trial and error. As far as I know, no human beings have ever discovered a better way. It is not surprising that our programs are no better than ourselves.

Recently most of the attacks on commercial programs have been on the advertising announcements. Again you should remember this, that all of the people involved in preparing the commercial announcements—that is, the advertiser and the advertising agency—had become expert in the craft of printed messages; so it was only natural that these advertisers should use the technique of the message for the eye for reaching the ear. The first thing they did was to read the printed message word for word on the air. Beginning from that point they have been learning the new craft of the message for the ear by trial and error. You see, the advertiser forgot that the reader of a magazine, as he turned page after page, could look at his advertisement or not just as he pleased. He forgot that the listener

bumps right into a commercial announcement with his ear whether he wants to hear it or not. He is finding that that presents a very different problem and that somehow he must make his commercial announcement as interesting as his entertainment; that what he has to say about his product must be as interesting, as amusing, as moving as his whole entertainment if it is not going to strike a jarring note. When this happens what does the listener do? He turns off the radio or refuses to listen. As a matter of fact, in many a family in the United States all of the conversation between man and wife takes place during the commercial announcements.

That is why I can say to you now that the commercial announcements are going to become as interesting as the entertainment. The public itself is exercising the severest censorship in the world. If it refuses to listen to a commercial announcement, no product will be sold; if the product is not sold the program will not pay and the advertiser will go off the air, to be replaced by some other who has a more interesting commercial announcement. That censorship, the censorship of the listener, is going to be more effective, is going to accomplish more results than could ever be accomplished by a committee of Congress, or the Radio Commission itself, or a commission of broadcasters, or a commission of advertisers, or even by a commission of educators.

I know you are chiefly interested in broadcasting as an educational medium and I want to say that the advertiser through broadcasting has rendered a real service to his country, service that should not be underestimated at this time.

In 1919 I read for the first time a book which said in effect that if people did not understand each other and know each other's problems strife was inevitable. The author pointed out that it was lack of communication of ideas that made the Civil War possible. There was a group in the South and another group in the North which, living under different conditions, separated by time and space, developed two different sets of ideas which came into conflict. He pointed out that a similar conflict would possibly arise between the eastern states and the

middle western states in the future unless some way were found—he didn't know what way—to make these people think more alike and understand each other's problems better.

That was written long before radio. Four years ago we saw the fruits of this broadcasting system built upon the funds of advertisers. There was a national political campaign that aroused all the prejudices that could be stirred in any of us. We heard this campaign conducted over the radio. The strongest statements were made, yet all was peaceful, and somehow, after the campaign was over, we in the East had a better understanding of the problems of those in the Middle West, and those in the Middle West had a better understanding of us in the East. Such a campaign conducted fifty years ago would have left hurts that would have been slow in healing.

We are now going through one of the severest depressions in this country. Millions of people are hungry. Millions of others are eating barely enough to keep themselves alive. Practically every one of those people have a radio set, and in those homes there is music and there is laughter and song. There have been no riots in this country, and again I think that one reason is because of the broadcasting system that was built by the funds furnished by advertisers.

Before broadcasting there was a very definite trend on the part of all of the people away from the homes—away from the farms—to the city. Now that has been reversed. Because of broadcasting, people find their homes much more enjoyable. There are no isolated spots. I only mention that at this time and at this place so that you may feel that advertisers have contributed something, that they are contributing something to the civic welfare, to the morale of the country, although it may not be as direct and as obvious as some of you would like.

I would also like you to remember that everybody in the world learns by experience and I will be surprised if broadcast programs do not continually get better in quality of entertainment. I recall that the very first program put on the air by an advertiser nationally—a program that gave commercial broadcasting its impetus, a program that made a local station here

join with a local station there, the program that more than any other made possible the great national chains—brought to the homes everywhere, for the first time in America, the singers of the Metropolitan Opera Company who had never been heard before except by a very limited number of people in New York City and in a few of the larger centers. I think that program is still indicative of what the advertiser will do in broadcasting.

Sometimes we all get discouraged about the taste of the public, for we often find it likes a program we do not think is very good. Often we find some advertiser who we think is coarse, uncouth, and even untruthful, reaping the greatest profits, because millions of listeners enjoy his program and believe what he says. But such a program cannot last very long, and in the end there is always a boomerang to that kind of advertising which brings the advertiser's own downfall. It may be a little slower than some of us would like, but it is nevertheless sure.

CHAIRMAN VAN ALLEN: Thank you, Mr. Angus, I think it is refreshing to all of us to hear Mr. Angus' prediction that broadcast advertising of the future will be an improvement over what it has been in the past and what it is today.

We are now going to hear from the advertiser himself, and the man who is going to present that picture to us is a man who has been an advertiser in radio almost from its inception, Mr. Francis Bowman of the "Carborundum" Company of Niagara Falls.

RADIO ADVERTISING—FROM THE STAND- POINT OF THE CLIENT

FRANCIS D. BOWMAN

The "Carborundum" Company, Niagara Falls, New York

I am not going to talk on the defensive because, being an advertising man, you must appreciate that I am not at all modest. I am going on the premise that we, during the five or six years we have been using radio to advertise the products of the "Carborundum" Company and the company itself, have presented programs and followed a plan that would please even Mr. Bryson. If that be egotism, make the most of it.

I cannot speak as an authority for the users of radio. I am not qualified. My experiences in radio have been confined to

the handling of the programs of the company which I represent, and I hope that you will bear with me if I give you an outline of what our program set-up is, what our ideals are regarding radio, and see whether you do not feel that we are perhaps approximating the acceptable on a radio program.

Please do not misunderstand me. I do not want to boast or brag about the programs that we put on the air. I simply want to point out to you that perhaps we may be just a little bit ahead of some of the severe critics of radio advertising so far as commercials are concerned.

In the first place, the "Carborundum" Company is somewhat unique as a user of radio. I say that because of the nature of the products of the company. A great many people have said to me, "What in the world is the 'Carborundum' Company doing on the air? You make grinding wheels, sharpening stones, and sandpaper; you make refractory products, electric heating elements, all out of this thing called 'Carborundum'. Of what interest is that to the radio public?" The answer to that question is that we reach every known industry of every kind or character with our products. If we had the time I could point out to you any number of things that mean much to our everyday convenience and comfort that have known the touch of a grinding wheel.

We felt, therefore, that we had a story to tell the public and we went about it by selecting something interesting, something educational. We told the story of Dr. Acheson, the man who created "Carborundum"; how he made a few sparkling bluish, diamond-like crystals in an electric furnace, fashioned from an iron bowl not much larger than the cup formed by your two hands; how he made them from a few handfuls of clay and coke; how he sold the first "Carborundum" for 40 cents a carat or \$880 a pound, for the purpose of rough-polishing diamonds and other precious and semi-precious stones. We told how he moved to Niagara Falls from Monongahela City, Pennsylvania, and took advantage of the power at Niagara; how he built larger furnaces and went at the business of making "Carborundum" in a big way.

Then we have given special broadcasts featuring different industries, telling how our products are utilized in those industries, but always giving enough information about the automobile plants, the foundries, the shoe and leather factories, and all of the various industries that we reach, to make the broadcasts interesting and, in a great many cases, decidedly educational.

I might digress a moment to say that this type of broadcasting might be used successfully by a great many other industries. The Armco Iron Company did it in their broadcasts from Cincinnati. Mr. Firestone tells some fascinating stories about the romance of rubber in his programs. I believe if more people who are representing industries would treat their stories in an interesting educational way, there would be less criticism of commercial announcements.

What has been done in the field of music has been touched on at this meeting. What the radio broadcasting systems themselves have done to further education, in bringing to us the Philadelphia Symphony, the Philharmonic, and the grand operas, has been mentioned, but I think there is a glorious chance for the industrial advertisers to romance a bit about their industries, to use their imaginations, in order to present stories of educational value and of interest.

To return to the "Carborundum" programs, we started out with an idea that people rather liked the music of a good band, so we elected to use a band as our musical medium, a fifty-piece military band. We also decided that the band should play the best music. By that I mean the standard overtures, the classics, and semi-classics. Sometimes the works of such popular composers as Rudolf Friml, Romberg, and Victor Herbert are played but the majority of the programs have been made up of the standard classics.

We also conceived the idea of broadcasting from Niagara Falls because of the interest of millions of people in that particular spot and because it was our home town. Then along came the idea of opening each program with the reciting of an authentic Indian legend taken from the lore and legends of the Iroquois

Indians who once dominated the Niagara frontier—queer, quaint stories handed down from one story teller to another. That feature also, so far as our program is concerned, is of distinct and decided educational value, a fact that is proved by the interest listeners have taken in the legends.

We have also gone so far as to periodically put on the air the roar of Niagara Falls. Of course, there is nothing educational about that but there is human interest and a distinct thrill in it, and we have been surprised at the mail we have received from all classes and types of people who have written to the effect that they have never seen Niagara Falls, but now, after hearing the terrific voice of Niagara over the air, they have some idea of what it must be like.

We have told in our broadcasts how “Carborundum” is used in the grinding of telescope lenses, how it is used in the home, on the farm, and in the garden, and we have always made the story interesting because we have tied it up with the practical story back of the product.

We have had a great response from school children, from Boy Scouts, particularly regarding the Indian legends. They ask for booklets and circulars about “Carborundum” because they are studying the subject in certain classes or courses in their schools.

We have noted a great deal of interest on the part of men in all sorts of occupations in industrial plants. These men would never write a fan letter, but through our salesmen and other media they let us know they are listening to these programs.

Perhaps in defense, I would like to say that we never have received a letter or a card condemning our method so far as our commercial announcements were concerned. On the contrary, we have had hundreds, perhaps thousands of letters, indicating an interest in the stories told. Incidentally, the commercial announcement occupies a period of not more than three minutes of a half-hour program and it comes in the middle of the program. There is nothing said about our products at the beginning of the broadcast, except when the station announcer introduces the program and introduces me. Then we go right into the legend. We have clung to the old-fashioned idea of telling

something about the composers and the compositions that we play. Always in my continuity is some important and interesting fact regarding each and every number on our program. Sometimes I think that so far as programs are concerned, we are rather quaint in following this plan, but we believe that it has been successful, because of the mail response and other evidences of interest.

These letters and cards, of course, come from all kinds and classes of people, but it is very interesting to note in reading the mail the decided, distinct change in the musical tastes of the radio audience. I have letters from all types of people, from lumber jacks in the North to captains of industry, and from people in many different occupations in between, thanking us for having the band play the type of program it plays. I have noticed also a decided response on the part of people interested in education, evidenced by the fact that there has been an increased demand for an educational film which we show before all types of organizations. In fact, I have had a great many evidences of the value of the educational side of our programs.

The results, so far as good will and general publicity are concerned, have been most satisfactory to the officials of our company and they have from year to year granted me an appropriation for radio which amounts to about 22 per cent of our general advertising appropriation.

So far as results are concerned—I think perhaps that is what you are interested in—I can only say there has been a constant increase in mail response, and the season just closed showed an increase of something like 60 per cent over the season of last year.

I do not know of anything else that I could say regarding our work excepting to repeat that we are all very well satisfied with the results we are getting, and that we believe radio has been the greatest general publicity medium we have ever used for our company and its products.

But despite all the advertising we do, both in periodicals and on the radio, I still had to go through the experience tonight of having one charming lady in the audience, after I had been intro-

duced to her, say, "Oh yes, 'Carborundum'. What is that? And what do they use it for?" So you see one reason for our going on the air is to tell millions of people what "Carborundum" is and what it is used for, and I assure you we try to do that in the most indirect way we can so far as sales or commercial announcements are concerned. And as long as we are on the air and I have anything to do with the programs, we are going to continue to broadcast a program of that character.

CHAIRMAN VAN ALLEN: All of you have been very patient in listening to this program so far into the night, but I think we all realize the more spirited part of this program is yet to come. The gentlemen who have talked to you tonight have all understood some shooting might take place immediately after they had finished their talk, and this is the time and place where those who wish to enter into the discussion have an opportunity to do so and we hope something more will be added to the discussion. So the meeting is open to anybody who will talk to us further on any of the subjects that have been discussed during the evening.

Apparently this audience is more or less like a women's club. While the meeting is in session nobody says anything but the minute it is over there is plenty of discussion all over the room. Perhaps there is an unusual set of modest men here tonight, or else you have been quite overcome by the arguments of the speakers who have appeared before you. At least you are not prepared to enter into any provocative discussion over the things that have been presented, and so, Mr. Director, I return this meeting to you.

MR. TYSON: It is about time to adjourn, but I want to express our appreciation to the speakers tonight, particularly to the chairman who pinch-hit at the last moment, and to Mr. Bowman who helped us out so willingly.

If I have authority to do so, I shall declare this meeting duly adjourned.

The meeting adjourned at eleven-ten o'clock.

JOINT MEETING WITH THE AMERICAN ASSOCIATION FOR ADULT EDUCATION

WEDNESDAY EVENING

MAY 18, 1932

The American Association for Adult Education held its Annual Meeting in Buffalo on the three days immediately preceding the Assembly. The Association's last session was a dinner and joint meeting with the Council. Dr. Arthur Bestor, President of the Chautauqua Association, was Toastmaster, and the proceedings of this joint session are given in the following pages.

TOASTMASTER BESTOR: Ladies and Gentlemen: No one of you here tonight belongs to a more wonderful organization than the American Association for Adult Education. (Applause) Seven years after its organization, there is no person who can define either of the last two words of the name. As late as this afternoon a professor of Greek for many years of the University of California refused even to indicate which of the two pronunciations of a-d-u-l-t was proper. One has great difficulty, therefore, in addressing or having anything to do with this Association because we can't agree upon its aims, and it is much like those ancient dresses of the women, that very few can possibly remember, that used to cover everything and touch nothing.

A young friend of mine at Union Theological Seminary last summer was called upon in his summer charge to preach a funeral sermon. When the last hymn was being sung just before his remarks, he realized that not only did he not know the name of the person whose obsequies he was conducting, but he didn't even know whether it was a man or a woman. He thought he might have to use the personal pronoun, so he leaned down to the chief mourner and said, "Brother or sister?" The reply came back, "Neither, cousin."

Another interesting thing about this organization is that there are no privates in our ranks. No common soldier has ever enrolled in this Association, not even corporals; our members are all line officers. Talk about carrying a marshal's baton in a private soldier's knapsack! There isn't anybody in this organization that has less than the rank of captain, and most of the people you talk to think they are field marshals.

It is awfully difficult to get along with such an organization, and especially to conduct a program. We have been trying the discussion method with various chairmen. You remember some of those chairmen. The only thing I can think about them that really characterizes them all, and they had each a different method, is what was said about that military officer who always mounted his horse and rode off in all directions.

I asked somebody to define the discussion method for me today, and it was defined as a talk fest by a panel of experts who, in language they did not themselves understand, tried to tell the audience something they already knew.

Ladies and gentlemen, we are not going to use the discussion method tonight. We are going to go back to the old lecture method. You remember the senior who, after he had been through four years of the lecture method, described it as the method by which ideas proceeded from the mouth of the professor to the notebook of the student without passing through the mind of either. Well, ladies and gentlemen, that is the kind of speakers we have here tonight, and from your appearance and from the number of things you have sat through, I imagine that at the receiving end you will be in the same position.

We think tonight as we come to the last session of our Seventh Annual Convention of the gracious hospitality which has been shown us. We have never had a finer reception anywhere, we have never had a better meeting than this one, and it is because of the amount of effort that has been put into these perfect arrangements. It is, therefore, a pleasure and honor to present to you the Chancellor of the University of Buffalo, Dr. Samuel P. Capen, who will speak on the subject, "Education or News."

Dr. Capen!

EDUCATION OR NEWS

SAMUEL PAUL CAPEN

Chancellor, University of Buffalo

My contacts with adult education have been only those of remote control, but I suspect that to one in that position certain impressions of the movement are clearer than they are to those who are a little closer to it. Perhaps these impressions of mine may be wrong. It is for those who are in the thick of the adult education movement to judge.

Through adult education we have opened up many new educational avenues, thus broadening the whole concept of education. I am doubtful whether persons in other fields of education, who have not followed the adult movement closely, realize how much has been taught by adult education to those who conduct schools for persons not yet adult. In my judgment it is a very considerable contribution.

On the other hand, I have some impressions of adult educa-

tion that are not so flattering. In any welfare undertaking—and I suppose education is a welfare undertaking—there seem to be several well-marked stages of development. In the first stage, there is a somewhat tentative extension of some benefit to persons who have not had it before, with active and immediate response on the part of the beneficiaries. In the second stage, there is a tremendous increase in the volume of the benefit offered, evidently on the general assumption that it is good for everybody, without much effort to assess its value when distributed wholesale. The second stage is succeeded by the third stage—by what I may describe as a plateau in the enterprise, a plateau with perhaps a slight downward slope.

I am wondering whether we haven't reached the plateau stage in adult education in the United States. Maybe I am wrong. I hope I am. But I fear that we have been dispensing adult education too widely, elaborating the number of our devices too rapidly and uncritically, and that we have, in consequence, come into a period of doldrums. If I am right, the time has come for us to pause to ask ourselves some pretty serious questions—simple questions but very fundamental.

The first question is: What is education for? I suppose that the answer least opened to dispute is that it is an effort to bring about changes in human beings. The Herbartians, however antiquated their theories may be, were right, I think, in asserting that you do not get a change unless you can join the new element to something that is already there—an apperceptive mass, as they called it. There is an old saying to the effect that if you would bring back the wealth of the Indies, you must take the wealth of the Indies with you. That idea is one of the fundamental things that must always be kept in mind, not only in the older and more orthodox forms of education, but in these newer forms.

It is time, then, that we asked ourselves the question: Is all that passes for adult education really education; is not some of it just news, making no more lasting impression than is made by other news that passes by our eyes or ears and is in a moment forgotten? I myself am skeptical about the real educative value

of some of our efforts. I should say, for instance, that for certain types of audiences lectures are not education. It all depends upon whether or not the persons who hear the lectures are able to make them educational for themselves.

I think we might go farther and ask ourselves whether adults are changed, or are changed enough, by older forms of training that have been devised primarily for those who are not yet adult.

We should, I believe, try to answer these questions and, in order to do so, we should set in motion as many searching, analytical studies as we possibly can. This is something for university departments of education to put their backs into. Nothing is more important for America; no educational problems are more significant. By solving them, or making an effort to do so, we may help ourselves over the plateau on which I believe we are, for the moment, stranded.

TOASTMASTER BESTOR: Of course I have no doubt that the Chancellor of the University of Buffalo knows the reason there are no privates is that they haven't as yet any expense accounts, and that is another reason why we have the kind of organization that we have.

There is a story going the rounds of Columbia University to the effect that in a course in advanced German, conducted in that language, there entered a very bright girl. The professor was very much interested in her, she seemed to have such an intelligent face, and at the end of one of the sessions he asked her to stay for a moment. He spoke to her in German and her face was a perfect blank, and he repeated again his remark in English, "You seem to have enjoyed very much this course in advanced German."

"Oh," said the girl, "I now understand what was the matter. I thought all the time this was a course in educational sociology."

We have a professor of sociology here tonight from Columbia University, and the interesting thing about him is that through his writings we know much more about a certain Midwest community than we do about the institution from which he doesn't derive royalties but does receive a regular salary. If only he would write about Columbia University with the same freedom that he wrote about Middletown, we should be under even greater obligations than we are to him.

It is indeed a very great pleasure to have Robert Lynd of Middletown, and incidentally of Columbia University, speak to us on the subject he has chosen, "Education in the Backward Art of Spending Money."

Dr. Lynd!

EDUCATION IN THE BACKWARD ART
OF SPENDING MONEY

ROBERT S. LYND

Professor of Sociology, Columbia University

I

I want to bring to the attention of adult educators the problem of the education of "the forgotten man," "the man nobody knows"—the consumer. The floundering of all of us today in the private art of buying a living are crippling our efforts to rescue continuity and dignity out of the cluttered busy-ness of our lives; and government and the public schools are not—for reasons that I shall indicate—addressing themselves adequately to our problems as consumers. But it seems not unreasonable to believe that adult education organizations may have the courage to attempt to succeed where public schools and government are failing.

Consumer education sounds like another of those dull, ultra-practical areas of education: How to buy bigger and better cornflakes; how to make one pair of shoes last as long as two did before; how to make the nickels count. It is now twenty years since Wesley Mitchell's "The Backward Art of Spending Money" appeared in the *American Economic Review*. Dr. Mitchell's emphasis upon the essential art—as over against the mere techniques—of spending money is today more critically pertinent than ever before in the history of our culture. To people "of conscience and insight," he said, "the ends of living will always be a part of the problem of spending money—the part which is most inspiring and most baffling." It is because of our concern with these "ends of living"—dominant personal and social values—that I venture to present and to emphasize the problem of consumer education.

In these 1930's you and I must perforce buy more of our living than has any previous generation of men. We live in an urbanized, impersonal culture; we work at highly specialized occupations; we make not things but money. With our money we buy not only food, clothing, and shelter, but, to an increasing degree,

our recreation, our occasions for family life together, our personal security, our family social status. It is no exaggeration to say that the bulk of our contemporary life must be squeezed—and too frequently mangled—between the bars of the dollar mark before we begin to live it.

II

Business is, by definition under our system of individual enterprise, concerned primarily with the main chance of making profits. Wisely or unwisely, through the accidents and guesses of war-time and post-war expansion, and in response to optimistic anticipations of volume sales through capturing the market, industrial plant expansion goes on. In 1920, in the 27 leading industrial states, 125,000,000 square feet of industrial plants were built; in 1921 this total dropped to 35,000,000; in 1923 it climbed back to 58,000,000; fell again in 1924 to 39,000,000; climbed again to 89,000,000 by 1929; and fell to 15,000,000 in 1931. This expansion has been encouraged by investment houses. Once built under our erratic, unplanned procedure, expanded plant facilities, with their increased overhead, become a compelling stimulus to sales pressure on the consumer. As one sales manager put it, "We men must get volume or get out." If the automobile industry guessed badly in the 1920's, the result in the 1930's is an intensified campaign directed at the consumer in which even the president of the United States is drafted to make a public statement urging the public to buy new cars.

In this hot drive to get profits through volume production, the style habit is spread to commodity after commodity, the style cycle is shortened, and deliberate obsolescence is invoked. Big Bertha advertising campaigns are resorted to in what the advertiser euphemistically calls "consumer education." As Paul Mazur has described it in his *American Prosperity*, "Threats, fear, beauty, sparkle, persuasion, and careful as well as wildcat exaggeration are thrown at the American buying public as a continuous and terrific barrage. . . ."

In 1929 about one and three-quarter billion dollars were expended in assorted advertising in "breaking down consumer re-

sistance” and “creating consumer acceptance.” Between 1915 and 1929 the advertising of automotive, food and beverage, and drug and toilet articles in thirty leading periodicals jumped from five, four, and two and a half million dollars, respectively, to twenty-three, twenty-four, and twenty-five millions, respectively.

“Truth in advertising” is a wry joke. While many of the grosser abuses of the old wooden-nutmeg days have disappeared, the very pressures of modern merchandizing force an aggressiveness of statement that frequently befogs the situation for the consumer. Some three dozen states have, since 1910, adopted “truth-in-advertising” statutes making it a misdemeanor to use any false or misleading statement in an advertisement. Few cases are prosecuted under these statutes, however, and the courts generally take the attitude that “puffing” is such a natural part of the advertiser’s art that the citizen has no redress if he is deceived thereby.

III

Our governmental machinery is apparently rationalizing the situation increasingly by an identification of consumer welfare with national prosperity. In the main, Washington, egged on by something over a thousand efficiently staffed and well-oiled trade associations, construes its rôle as that of sponsoring promoter and referee of the industrial free-for-all. How does this work out? In the summer of 1931 the United States Public Health Service ventured a radio broadcast earnestly advising people to eat less meat in hot weather. In response to a torrent of protests from the meat industry, the Treasury Department, under whom the Public Health Service operates, immediately ordered all broadcasts by the Service to be submitted to the Treasury Department for censorship. Special industrial interests, such as the cotton industry, use the Department of Commerce to distribute printed matter urging the public to use more cotton. But the consumer’s problem is not that of using more cotton but of knowing *when* to use cotton rather than other textiles and *how* to distinguish the quality of various standard

brands of cotton goods. Likewise, the wood interests issue through the government printer excellent consumer booklets on *How To Judge a House*, which disregard precisely the problem that is of greatest concern to the home-builder, namely, the relative advantages and disadvantages of wood as compared with other materials under various circumstances.

While the work of the Department of Commerce and of the Department of Agriculture in encouraging standardization and labeling operates indirectly to the advantage of the consumer, this work tends to be industry-focused rather than consumer-focused. It is well known that the commodity grades set up voluntarily by industries, with the encouragement of the Department of Commerce, are frequently not entirely candid from the standpoint of the consumer. Thus mirrors are graded AA, A, 1, 2, and 3. Grade 1 carries a blue label, and there is nothing to warn the customer, who may be told, "This is a Grade 1, government-standardized, blue-label mirror," that he is really getting a third-grade mirror. The grade names for brooms and for many other commodities are equally ambiguous, as are also the federal grades for meats.

Under existing pure food and drug laws, only the grossest abuses of those laws are caught, and the administrative machinery is admittedly inadequate to cope with the situation. Washington can proceed against misleading advertising statements on bottles, cartons, or in inclosed circulars, but it has no power over advertisers' claims, however misleading, when they are made through the medium of the radio or newspapers. When the Federal Trade Commission proceeded against the Marmola anti-fat remedy, its judgment was set aside by the Supreme Court on the ground that though the remedy was harmful to the public its sale did not involve unfair competition; and while the Commission has jurisdiction in cases of unfair competition against a corporation, it may not concern itself with cases of unfair competition against the public.

In recent years the federal government has used the Bureau of Standards in purchasing its consumers' goods—china, silverware, typewriter ribbons, etc.—according to specification and

tested performance. Its saving through this efficient procedure is said to amount to millions of dollars annually. The American family, on the other hand, devoid of testing laboratories, is forced to buy the commercial brands. A rigid rule throughout all federal departments forbids the imparting to the public of the names of the brands that are proved by the government tests to be the best.

In short, in our business-dominated culture, the not unnatural concern of the government for the earning of our national income is causing it increasingly to lose sight of the equally critical problem of the efficient spending of that income.

IV

When we turn to the contribution of the public schools to the education of the consumer, the picture is, on the whole, disappointing. Courses in home economics and enrolments in these courses have increased notably since 1900. In a few cities definite effort is being made to get away from the traditional emphasis upon sewing and to stress efficient buying of commercially made garments and the effective budgeting of the family income. At least two factors, however, render any attempt at consumer education in public schools difficult. The first is the newness and complexity of the subject matter; the second, the impossibility, under a system in which local business interests dominate the schools, of subjecting the advertising claims made for the wares on the shelves of local merchants to rigorous measurement by the impersonal yardstick of science. The Lincoln School in New York, for instance, was threatened with suit last year by a maker of cosmetics because it displayed in the school corridors certain unflattering results of analyses of his products made in the school laboratory.

At a time when government and business are becoming more efficient spenders of their money through the use of specifications and testing, the American family is lagging far behind in the dollar value of the living it is able to buy with its income. In fact, it would seem that the factors tending to make the private consumer illiterate in his handling of commodities are out-

stripping the efforts of all the agencies trying to make him a literate, that is, an informed, buyer.

This is an astounding situation, not unlike the intercollegiate football game of a few years ago in which a confused player ran the wrong way and made a touchdown against his own team. Whose game is this, anyway, in which "the art of spending money" in the interest of "the ends of living" must go forward largely unaided by the agencies of democratic government amidst a raucous ballyhoo?

I do not wish to be misunderstood as implying that there is anything malevolent in the activities of business, government, and schools as they touch the consumer. Each is simply making its seemingly appropriate moves in a very complicated institutional game in which there is no one right solution. I do wish to say, however, that the cumulative effect of this situation is needlessly and disastrously to confuse the search of each of us after significant ends and achievements in personal living.

V

Living in these shifty 1930's is nerve-wracking under the most favorable circumstances. Impelled from within by the need for security in the most emotionally insecure culture in which any recent generation of Americans has lived, beset on every hand by a public philosophy that puts the health of business ahead of the quality of living, uneducated in the backward art of spending to live, the consumer faces a trying situation. On the one hand, he can expect little help in his efforts to buy an effective living; and yet, on the other hand, it is chiefly through buying a living that he must live in this intricately specialized world. Small wonder that we are a dollar-conscious crew who plump for that new Buick as the next big value in our lives!

But what can be accomplished by consumer education?

First of all, I want to register my own partial skepticism regarding consumer education or any other form of adult education. It is no cure-all. It is relatively helpless in the face of the massed pressures of our institutional system, precisely as our much discussed economic planning is relatively helpless so long

as the system of rugged individualism dominates our economic order. By definition, education is relatively helpless in any order. If it really faces issues, it seeks to make people change their habits, and this is always a wearisome trudge up an endless sandy slope. But skepticism or no skepticism, education does make a difference, and those of us who believe that this difference, however small, is worth while must continue to force the fight.

In its workaday aspect consumer education must involve a deliberate contraceptive indoctrination against many phases of the commercial racket—against much of current advertising, against the wasteful “battle of the brands,” against the exploitation of our personalities in terms of gadgets. It should also educate us to demand tested goods whose test performance is plainly indicated.

We need to be educated as to what constitutes an adequate test of a consumer commodity. What, for instance, is the mail-order company’s test of a mattress by dropping a log on it worth? What do tests by such agencies as Good Housekeeping Institute signify? Recent developments in the merchandising field suggest that we are in for an era of vigorously exploited pseudo-tests.

We need to be taught to ask the federal government why the consumer is the man nobody knows in Washington.

All these workaday aspects of consumer education, necessary as they are, concern techniques rather than the art of consumption. Nevertheless effective habits in routine details are useful servants in freeing us from the tyranny and wear and tear of little, time-consuming multiple choices.

In a larger sense, consumer education can make us aware of the art of employing money to live more freely rather than bound on the wheel of the latest fashion. It can help to give us a sense of the relative importance of optional values in buying our living.

If we are today a money-dominated thing-conscious people incapable of buying a living in all the potential richness of that word, it is only because we are so sorely beset by personal-ity uncertainties within and by commercial pressures without.

When we crowd in to buy Empress Eugenie hats and then cast them away almost unworn, we act as much by ritual as do the followers of the winning team when they toss their hats over the goal posts. And so, "getting and spending, we lay waste our powers."

For all these reasons I submit that consumer education opens up a new and difficult territory and offers a new and vastly important challenge to adult education.

TOASTMASTER BESTOR: I am reminded of the Britisher who recently remarked that the depression was that period in which we learned to do without the things that our fathers never had.

The next speaker reminds me somehow of what Queen Victoria used to say about William Ewart Gladstone, that he always conversed with her as if he were addressing the House of Commons. Dr. McDonald is quite lost if he does not have in front of him this standard with its various wires. The fact is, I doubt whether he will be able to get along when people actually see him as well as hear him, he is so accustomed to talking to the country as a whole. The Foreign Policy Association, of which he is the guiding spirit, and always has been, has been broadcasting for something over eight years, and Dr. McDonald—he didn't know I was going to give you this very necessary information—has already spoken 152 times in the studio. If he has a rather far-away look in his eye when he is addressing you, you will realize that even tonight he is thinking of the remote corners of the globe that are trying to pick him up and whom he is trying to induce to write a letter to the station to which you are listening commenting upon the address which is now to be delivered.

I don't get as many opportunities to talk over the radio as Dr. McDonald, but without further introduction I will present one who will speak upon the subject which he knows better than any other person: "International Broadcasting—A Humanizing Force."

Dr. James McDonald, of the Foreign Policy Association! (Applause)

INTERNATIONAL BROADCASTING—A HUMANIZING FORCE

JAMES G. McDONALD

Chairman, Foreign Policy Association

During the war and just afterward, we heard a great deal about "making the world safe for democracy." Stanley Baldwin, British Prime-Minister, reversed that phrase and put it in the form in which I think it has more meaning to us today than when President Wilson introduced it: the problem is "to make

democracy safe for the world.” And I say that in no jocular tone. I think it is a challenge of grave importance. I think it is literally true that today democracy is a serious menace to the modern world. I feel that to be particularly true from the international point of view.

Let me remind you for a moment how democracy makes war. Democracy makes war with terrible effectiveness because it ceases, for the time, to be a democracy. We need merely recall what happened in this country during the period when we were in the war. No democratic institutions were permitted to stand in the way of effective carrying on of the war. We made war with a ruthlessness which any dictatorship might envy. But when the war ceased, then we insisted that we again become a democracy. And so our democracy has wrecked the peace. Democracies can make war, but democracies have yet to show that they can make peace. Certainly the treaties at the end of the last war, dominated by the popular forces in the Allied countries, can by no figment of the imagination be called peace. But not only are democracies incapable of making peace after they have been indoctrinated with the war propaganda of hate, I doubt almost whether democracies can keep peace when the fighting is over.

Today it is obvious to anyone who looks beyond his nose that this world of ours is an interdependent world. Prior to the fall of 1929 there were people who argued that we in this country had discovered a panacea—something new, something unique—we were in a new economic era, we were immune to the ills of mankind, we were on the way to making all people rich, certainly we had safeguarded ourselves against poverty and depression.

Much has happened since those happy far-off days. Now we know, what we should have known then, that basically all peoples are today in the same boat, and that to a large extent they move forward or stand still together, our economic relationships are so close. Each day the world becomes smaller. We are living on a shrinking planet in which the modern devices have brought every man to be every other man's neighbor. And yet our democracy and every other democracy act as though

we were living in the pre-industrial revolution era, act as though there were no such things as ocean liners, no such things as cables and radio, no such things as intimate economic and financial relationships which tie all the world into a unit. They act as though each could serve its own interests best by kicking all the others in the face.

Nationalistic public opinion in a democracy is in my judgment a menace to the economic welfare of each nation and of all the nations and a menace to the peace of the world. Does that mean, therefore, that we should turn our faces backward, return to the good old days of secret diplomacy, secret expert diplomacy? Well, there would be certain advantages in that. In the good old days the diplomats knew each other, they liked each other, they respected each other, they had a definite code and understood what it meant. After the Napoleonic war, for example, Talleyrand and the other statesmen who understood each other had gumption enough to know that what they wanted was not a peace that would destroy France but a peace that would make France again a satisfied member of the society of European states.

But I doubt whether there is any solution in trying to turn back. Even if there were, we can't turn back. Our only solution is to make this democracy of ours more intelligently understanding of the essential interdependence of the nations, of the essential likeness of peoples, the essential unity of mankind. It is toward that end, it seems to me, that radio and international broadcasting offer a unique medium. The British Broadcasting Corporation, one of the greatest broadcasting companies in the world, has for its motto, "Nation shall speak unto nation." It is a fine ideal. The radio is a perfect instrument to carry that ideal into practice, and the opportunity is here. Various efforts have been made to take advantage of the opportunity, but as yet we must all admit that the results have been far from what were anticipated. We are only at the beginning of a process of experimentation and the successful use of this unique means of communication.

I think radio, at the beginning of the twentieth century, is as

significant in its potentialities as was printing in its first stages some hundreds of years ago; and one of my quarrels with my educator friends is that they, the heads of the great institutions of learning, have paid little or no attention to radio as an educational instrumentality. Of course, I know there are institutional broadcasting stations throughout the country, but I challenge anyone to deny that the brains of the educational leaders have not been elsewhere than in this problem of making radio what it might be. So it has been left, for the most part, to others than the professional educators to experiment with this new instrument of communication.

From the point of view of international broadcasting, we have two general problems, quite unlike each other. The first is the problem of international broadcasting in Europe and the other is the one that more directly concerns us, which we might call transpacific and transatlantic broadcasting. Just a word about the first. In Europe there is no time-differential. Well, there may be an hour's difference between Paris and Moscow; but, roughly speaking, any program broadcast anywhere in Europe can be heard almost anywhere in Europe, given proper conditions. The time-element, the distance-element, are relatively unimportant.

The language obstacle in Europe is not as important as it is here. It is to our shame that such a small proportion of our educated people know a foreign language. Among Europeans it is very rare to meet an educated person who does not know at least one or two languages other than his native tongue. Of course, I realize we have not the same necessity nor the same opportunity for learning. None the less, it is not to our credit that we are so illiterate in this matter of languages.

Hence with no time-differential and no distance-obstacle, and with very many listeners in all of the countries able to understand broadcasts in several languages, Europeans listen regularly, as a matter of course, to broadcasts from many countries. The British Broadcasting Corporation, for example, in one of its publications prints regularly the programs of the leading features from the countries of the whole of the Continent.

International broadcasting in Europe is, therefore, effective. The great musical events are heard throughout the Continent. I remember only last September, on my way from Vienna to Budapest, listening on the train to the broadcast of one of the operas at Salzburg. It wasn't perfect reception, I admit, but better a good deal than the sound of the train.

Music, special events, language study—these are features in European international broadcasting. You can see at once what an advantage it is for a student of German in England to be able to tune in regularly to lectures, or rather features, from Germany, or for a student of French or of Spanish to be able to tune in on features from France or Spain.

So one might say that in Europe there has been an excellent opportunity in recent years to test the results of international broadcasting. And the question naturally arises, have those results justified the optimistic hopes that some of us had a few years ago? The answer is an unequivocal "no." Europe is still very far from a realization of the idea of the brotherhood of man. None the less, I think that underneath and steadily day by day international broadcasting in Europe is bringing to all of the peoples of Europe a better understanding of one another's cultures and problems.

Now, as to ourselves, we face in international broadcasting in the United States many technical difficulties. We cannot be certain that any particular broadcast from Europe will be carried perfectly. Moreover, we have the serious obstacle of the time-differential, not only the difference in time between New York and London or between Buffalo and Berlin, but the difference in time between Buffalo and San Francisco.

Then there is the language difficulty. We Americans like to think that English is an international language. So it is, but other peoples naturally are not quite so enthusiastic as we are about making English *the* international language. They talk about language imperialism, with some measure of justification. We must always face this difficulty of language.

But what about the experimentation to date? It has consisted mostly of broadcasting from Europe to this country

rather than of broadcasting from this country to Europe. There have been many special features. The Columbia Broadcasting System has had its special Sunday series for a long time, has had its series of broadcasts by European and other foreign ambassadors in Washington. The National Broadcasting Company has had comparable or similar foreign features. Both of these companies have had their representatives abroad—Mr. William Hard for the National Broadcasting Company and Mr. Frederick William Wile for the Columbia Broadcasting System—reporting on important international developments; and yet I suspect that the authorities of these two broadcasting companies would be the first to agree that so far they have only scratched the surface of the possibilities of international broadcasting.

Certainly there should be more give and take from both sides of the Atlantic. The broadcasts should be more frequent and more regular, and there should be, if possible, the opportunity to tune in on regular and usual European programs rather than on those which are prepared for our edification. I should like to see opportunities in this country to listen to the sort of things that the English listen to regularly, rather than to the things which are prepared for us in particular. In that way, we should share the experience of European peoples, we should gain a more direct insight into the problems that face them, and we should be spared the preaching at us which is too common in broadcasts from the other side, especially from London. I do not mind my English friends' telling me what we should do, but I think, on the whole, hands would reach more securely across the sea if the English-speaking peoples, instead of telling each other what to do, would explain to each other the problems that each has at home, and in the efforts to solve which there might be useful lessons for the other.

One of the things that I should like to have broadcast, for example, is a typical session of the British House of Commons. But I can hear some good American say, "Then wouldn't you like to broadcast a typical session of the American Senate?" Well, I should like to choose my session. But how about broad-

casting that very American institution, unique in the world, two of which we are going to have in Chicago this summer, the Republican and Democratic National conventions? God forbid that those displays of youthful enthusiasm should ever come directly to the ears of other people. They would never understand them at all, no more, for that matter, than we should understand a typical session of the French Chamber of Deputies where epithets are hurled from left to right and the chairman is apparently incapable of maintaining order. None the less, I think there could be broadcasts of typical events in different countries so as to give to us here more of a realistic picture of the development of political and other institutions abroad. Then, too, I should like to see broadcast from Europe the truly great musical features, such as are broadcast here, like the Philharmonic concerts or Metropolitan operas. We could have this sort of broadcasting if and when the technical difficulties were sufficiently overcome.

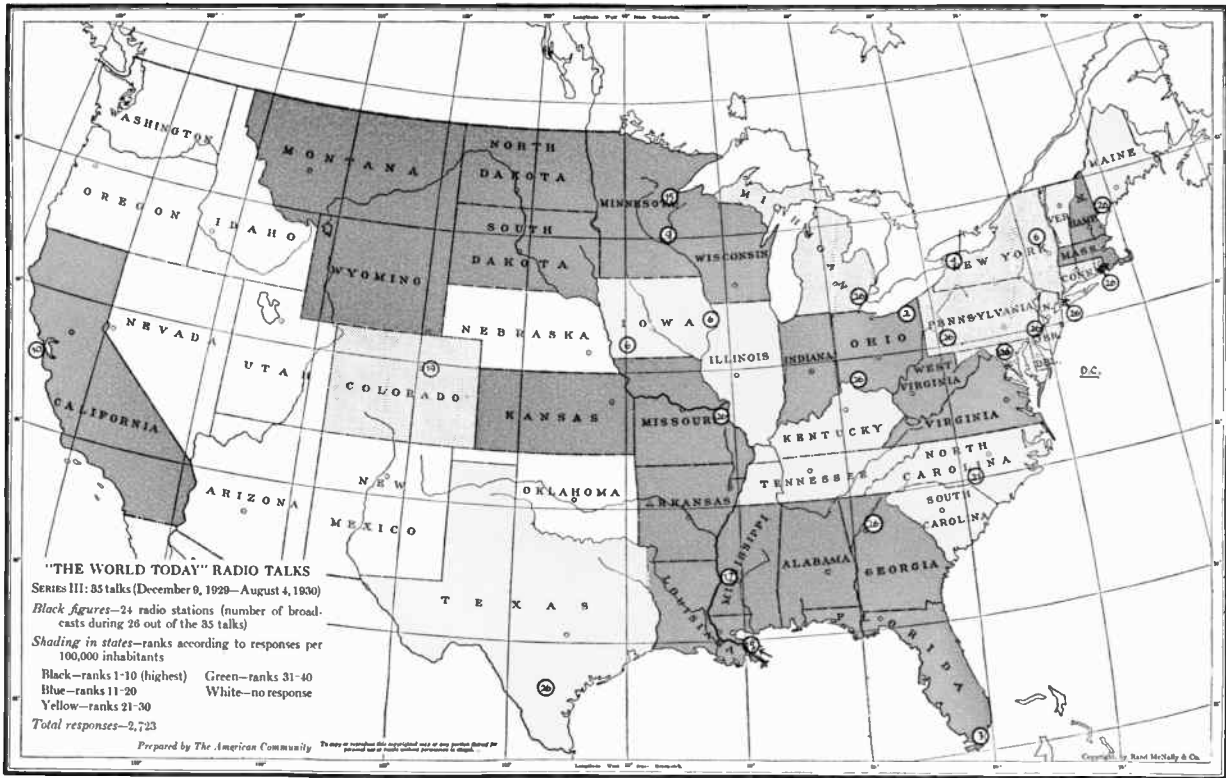
It seems to me that if we strove thus to give our people a more adequate conception of the values in other people, and to give to them a more adequate conception of the values in us, not by precept, but by example, we should help to break down the narrow nationalisms which are endangering our modern world and to create that feeling of unity among all people which must be the basis of real co-operation.

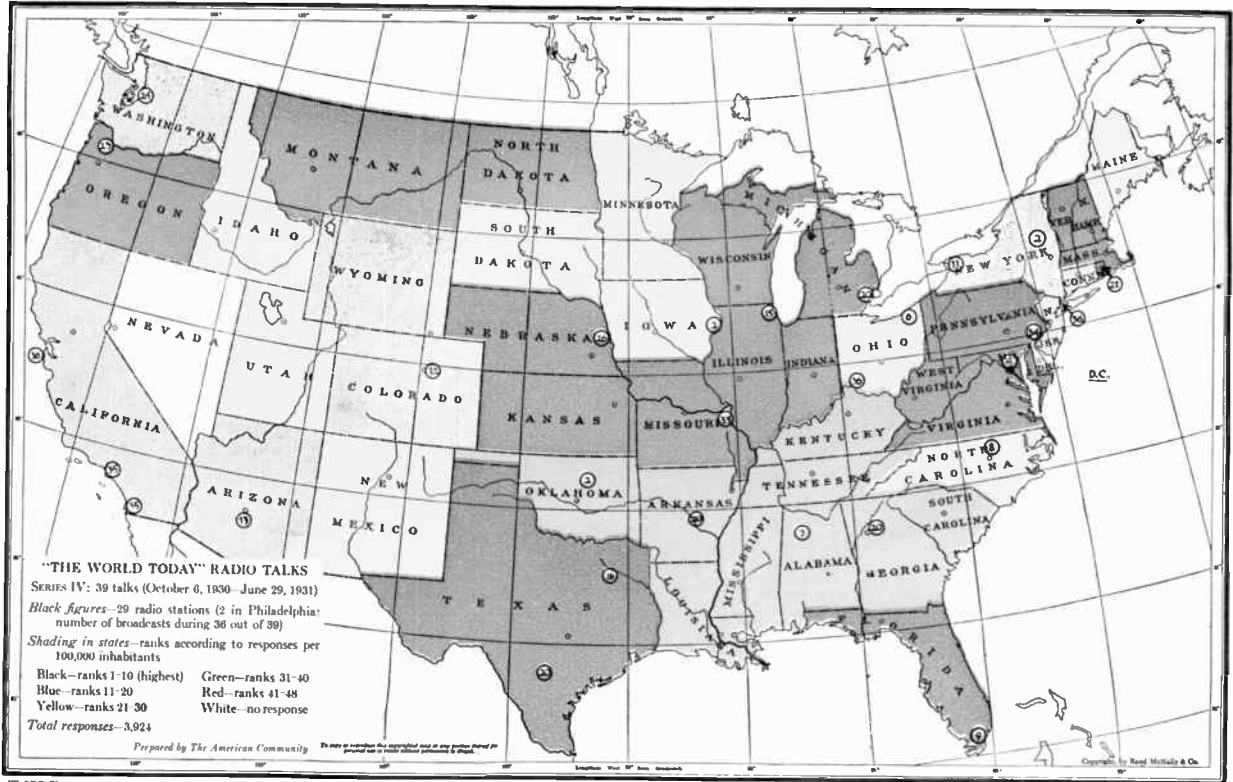
I, being a new American, whose parents came to this country only a generation or so ago, sometimes resent what I consider to be the typical attitude of so many Americans—that we Americans have a monopoly on goodness, that we are somehow quite different from other people. That is ridiculous. All human beings are much the same, and one of the great possibilities for radio is to give to human beings everywhere that feeling of essential likeness and equality on which effective co-operation among nations depends.

But the question is raised whether there is in the United States an audience for international broadcasts. I think there is. My reason for thinking so grows out of the response to one particular experiment with which I have had to do over a period of four or five years. I ask your pardon for this allusion











to my own weekly broadcasts, "The World Today"—to which the chairman referred rather facetiously. For nearly five years I have been speaking over a national network on subjects of international concern, much as I should do were I giving a course in government in one of the universities, making no concessions to the so-called low popular taste.

Now, the responses to these talks convince me that there is in this country a large audience for serious broadcast matter, that that audience includes all classes, and that it covers the entire country. I have brought with me a set of maps, prepared on the basis of a study of these responses by an outside organization. These prove beyond a doubt that it is absurd to assume that interest in international affairs is concentrated on the eastern seaboard or in a city like Buffalo. It is not true. Those maps show that from California, Colorado, Montana, North Dakota, Texas, Florida, comes relatively the same response, the same indication of interest, as from New York City, or the District of Columbia, or Connecticut.

Moreover, the study shows that the response comes from all classes in our country—from workers of all sorts, professional men of all sorts, business men of all sorts—and that the division as between men and women is about even, with the men having somewhat the edge on it. Therefore, I am convinced that if there were a fuller appreciation of these facts on the part of those who are finally responsible for most of the programs broadcast in this country, we should have a substantially larger percentage of serious things on the air, and that those things would be listened to.

As to the international effect of broadcasting, I should like to quote from an article by Dr. Alfred Zimmern, professor of International Relations in Oxford University:

The first stage of democracy is getting together with one's own people—like with like. That is right, necessary, and healthy; but intellectually speaking it is easy. The second stage is getting together with other peoples—unlike with unlike. This is difficult and disagreeable, but essential. Unless the nations make the effort to put their minds into the common stock, their common problems will overwhelm them. Because broadcasting can help in that process, it is one of the factors to which we can look, not for short-distance

miracles but for the sustained effort which will at the long last enable mankind to catch up with the development of material organization and so once more to control the movement of events.

TOASTMASTER BESTOR: I have always thought that one of the reasons why the English language, which three centuries ago was spoken by three millions of people, has now become more or less the common denominator of the world, is that it is spoken by two peoples, one of whom, the British, will not learn any other language, and the other, the American, cannot learn any other.

I hesitate to introduce the next and concluding speaker of this evening because he is a rather difficult person to introduce. He was the first one to suggest that there was such a thing as adult education and it might be a good thing to do something about it; it was his initiative that brought us together; it has been his steady and generous support which has made our Association possible and our work significant.

Two men in our time have had the opportunity to make most significant and signal contributions to the whole of American life and to the whole impact of American life upon the life of the world. Those two men are the retiring President of the Rockefeller Foundation and the President of the Carnegie Corporation.

It is a very great honor we have tonight to have as our speaker one who means so much to this organization and to so many organizations and to the influence of America upon the life of the world. I take great pleasure, therefore, in presenting Dr. Frederick P. Keppel, who will speak upon the subject, "Educational Service Stations."

EDUCATIONAL SERVICE STATIONS

FREDERICK PAUL KEPPEL

President, Carnegie Corporation of New York

We hear much talk these days about the middleman, and often what we hear of him is not good. I think it is worth while for us, therefore, to remind ourselves of the important services that middlemen perform, and to recognize that even in the higher realms of education and culture they, or their equivalents, exist.

These middlemen, or service stations, are often connected with professional bodies; for example, such organizations as the American Library Association, which has been extraordinarily effective in its field. The architects have several societies that serve as clearing houses and general agents of interrelation in their field; the medical profession has its central association; so have the engineering professions.

We have in this country another series of service stations

that are extremely important, more so, I think, than we realize. The Department of Agriculture of our national government penetrates our whole country and exercises a truly amazing influence. I had occasion a year or so ago to make a study of the interest in fine arts throughout the country, and I discovered that in the territory outside the cities the Federal Department of Agriculture is about the most stimulating agency of the fine arts in the United States.

Many of the state extension departments are, within the confines of their own states, exactly such service stations as I am trying to describe. Wisconsin, California, Oregon, and a number of other states furnish examples of this kind. Some cities, too—Buffalo, Cleveland, Denver may be cited—have at least semi-official clearing houses, all of which perform the kind of service that I have in mind.

The great foundations have their place in the picture. Of course, the men in the foundations, like the men in Plato's cave, may not actually see what is happening. But they see a great many shadows, and sometimes the shadows are sufficiently clear-cut to convey information to them that other people do not get. Let me give you two instances.

Professor Seashore, of the University of Iowa, had a plan for testing musical capacity by psychological means. He had the idea but no opportunity for developing it. He took his idea to Dr. Flexner of the General Education Board, and Dr. Flexner, though he judged that the subject would probably not prove exciting to the trustees of his Board, knew enough of what was going on in the country elsewhere to say to Professor Seashore, "Would you mind if I called up my friend George Eastman at Rochester? I think he might be interested in a matter of this kind." Mr. Eastman *was* interested, and after a preliminary test, the Eastman School of Music adopted the Seashore method of measuring musical capacity. From that point it has spread widely over the country.

The other instance is one of which we scarcely need to be reminded—the enormous influence exerted in matters of public health by the great body of information gathered through the agency of the Rockefeller Foundation. Of course, there is a cer-

tain danger to be guarded against when foundations serve as sources of information. It is regrettable but true that foundation views on details are often given more weight than intrinsically they deserve; but with due allowance for this, I think the foundations can be regarded as an important type of service agency.

There is still another type of contemporary agency that we ought not to forget; certainly at times it is very important. A striking example of this type is the Commission on the Social Studies in Schools now operating under the general aegis of the American Historical Association, though the Commission is not composed exclusively of historians. The mere fact that a group of men can be given a certain amount of leisure and have a common problem turned over to them for intensive study seems to me to offer promise of significant results.

Then, of course, we have the *ad hoc* agency, sometimes—perhaps more than sometimes—filled with the evangelical spirit; sometimes—but not always—on the side of the angels. The work of making the American public conscious of the facts about tuberculosis, as developed by the Anti-Tuberculosis Association, exemplifies the excellent service that may be performed by agencies of this kind.

Finally we come to the type of service agency that is hardest of all to maintain. I refer to the one where there is a permanent need but no single profession to back the enterprise; where there is no messianic complex on the part of those concerned to keep them at a high pitch of enthusiasm; where success in the field brings public expectations before it brings public understanding. Of this type of service agency I think the American Association for Adult Education furnishes an admirable example.

TOASTMASTER BESTOR: We have had four speeches which admirably fulfil the definition of a good after-dinner speech, which should be like a sky rocket on the Fourth of July. It should get up quickly, shed a bright light, make a loud noise, and be soon over. And it is most successfully set off by a piece of punk.

There are no further speeches to be made, and we stand adjourned.

The meeting adjourned at ten-twenty o'clock.

INDEX

- Addams, Jane, 7
Adult education, 279
Adult Education Association, 178
Adult Education Council of Chicago, 178
Advertisers, radio, mediums used by, 88 ff.
Advertising, 13, 241 ff., 255 ff., 265 ff., 271; restriction of, 172
Advertising and Selling, 101
Advertising agency, viewpoint of, 265
Advertising medium, radio as, 55
"Age of Washington, The," 73
Agresti, Signora, 65
American Association for Adult Education, 49, 277
American Association of Museums, 102
American Association of Social Workers, 99
American Association of University Women, 99
American Bar Association, 99
American Economic Association, 99
American Federationist, 101
American Historical Society, 73
"American Labor and the Nation," 52
American Legion, 99
American Library Association, 2, 10, 99
American Political Science Association, 49
American programs, 14
American Psychological Association, 32, 99
American School of the Air, 15, 93
American system of broadcasting, 171
Angus, Howard, 265
"Animal Behavior," 28
Annual assembly, program for, 4
Arithmetic teaching, 129-32
Arnold, Frank A., 241
Art Directors Association, 102
Association of College and University Broadcasting Stations, 125
Association of National Advertisers, 55
Atlantic Monthly, 101, 248
Audience, measurement of, 94
Aylesworth, Merlin H., 245, 255
Baker, Ida M., 129
Baker, Newton D., 7
Bartlett, Vernon, 210
Baruch, Bernard M., 7
Bathrick, H. A., 127 ff.
B.B.C. Home Institute, 151
Bean, Donald P., 74
Beard, Charles A., 73, 209
Berenson, 65
Bestor, Arthur, 276
Bill, Edgar, 143
Bingham, Robert W., 102
Bingham, Walter V., 27 ff.
Bolander, Karl S., 102
Booklist (A.L.A.), 101
Bowman, Francis D., 271
Bradshaw, Dean, 46
Braille, desire for translating lectures into, 33
Brainerd, Heloise, 69
Breach, William, 159
Brewer, 36
British broadcasting, 196, 204-7
British Broadcasting Corporation, 196, 209
Broadcast advertising, 242. *See* Advertising
Broadcasters: operating, 66; viewpoint of, 150, 241
Broadcasting: abroad, 17, 18, 195 ff.; advantages and disadvantages of, in school, 128, 131-32; international, 288; place of, in community, 141 ff., 150 ff., 154 ff., 159 ff., 173 ff., 175
Broadcasting movement, rise of, 123 f.
Broadcasting stations and newspapers, 155 f.
Bryson, Lyman, 255
Buffalo, a historic city, 115 ff., 175
Buffalo Broadcasting Corporation, 150
Buffalo Educational Council, 103, 176
Buffalo Evening News, 153

- Buffalo schools, broadcasting to, 119
Bulletin (A.L.A.), 101
 Bureau of Educational Research, 3
Business Week, 101
 Butler, Nicholas Murray, 7, 64

 Callcott, Frank, 68
 Capen, Samuel Paul, 278
 Capper, Arthur, 223
 Capper Farm Press, 236
 "Carborundum" Company, 271
 Carpentier, Georges, 146
 Casa Italiana, Columbia University, 64
 Chambers of Commerce, 99
 Charters, W. W., 60, 61, 108
 Chase, Stuart, 209
 "Child Development," 28
 Child Study Association of America, 99
 Ching, Cyrus H., 37
 Civic education, need for, 49
 Civics and Government, Committee on, 48
 Clark, Austin H., 102
 Clement, Stephen C., 175
 Cleveland and educational broadcasting, 15, 16
 Cleveland schools, broadcasting to, 127 ff.
 Client, viewpoint of, 271
 Columbia Broadcasting System, 7, 104
 Columbia University, 104; Bureau of Radio Research, 62; Casa Italiana, 64
 Commager, Henry S., 73
 Commercial broadcasting and educational programs, 109. *See* Advertising
 Commercial hours, 150
 Commercial programs, 166
 Committee: on Civics and Government, 48; on Economics, 19; on Engineering Developments, 74; of Italian, 64, on Labor, 51; on Museum Co-operation, 101; on Operating Broadcasters, 66; on Parent Education, 70; on Psychology, 27; on Research, 61; Spanish, 68; on Vocational Guidance, 36
 Community and radio, 141, 150, 154, 159, 173, 175
 Competition for the audience, 84, 85
 Consumers' Research, Inc., 180
 Control of radio in the United States, 181
 Cooper, William J., 118

 Co-operative Analysis of Broadcasting, 56
 Co-operation from educators needed, 149
 Copyright law, 188
 Corsi, Edward, 65
 Corwin, E. S., 73
 Crane, V. W., 73
 Crossley, Inc., 55
 Coughlin, Father Charles R., 145
 Council: demands upon staff of, 1; objectives, 3; publications, 4
 Couzens-Dill resolution, 12
 "Current Labor Problems," 52

 Damrosch Musical Appreciation Concerts, 15
 Daughters of the American Revolution, 99
 Davis, Harry P., 242
 "Dear Doctor," program, 91
Devils, Drugs, and Doctors, 91
 Dewey, John, 7, 209
 Dill, Senator, 12
 Distribution of products by radio, 84
 Division of time, 151
 Douglas, Paul, 37
 Downey, Morton, 91
 Dramatizations, 39
 Dunham, Franklin, 138
 Dunlap, Orrin E., 125
 Dunn, Carroll, 54

 Economic development of radio, 12
 Economics, 19-26
 Edgar Guest poem, 90
 Education: interpreting, through radio, 138 ff.; or news, 278; by radio and the United States Office of Education, 122
Education by Radio in Germany, 125
 Educational broadcasting: extent of, 103; financial support for, 13; following up, 10; need for, 9; and the press, 158; publicity for, 9; survey of status, 63
 Educational programs: defined, 170-71; publicity for, 96
 Educational service stations, 296
 Educational talks, 152
 Eichhorn, Rev. Rudolph, 173
 Electioneering by radio: in America, 203; in England, 206-7; in France, 202-3; in Germany, 200-201
 Elementary school teachers, aids to, 104

- Elliot, Huger, 102
 Elwood, John W., 138
 Emporia State Teachers College, 237
 Engineering developments, committee on, 74
 Equipment for schools, 125
 Erskine, John, 65
 Espinschied, Lloyd, 193
 Ethics, establishment of code of, 153
 Evans, Dr. W. A., 146
 Ever-Ready razor blade manufacturers, 90
 Executive Board, report of, 1
 Farm news, 152
 Farmer and radio, 223
 Federal Bureau of Education, 248
 Federal Radio Commission, 108, 165, 182, 215
 Fess bill, 14
 Fess, Simeon D., 12
 Fish, C. R., 74
 Fisher, Dorothy Canfield, 96
 Fletcher, Jefferson, 66
 Follow-up, 45
 Foreign Policy Association, 15
 Fosdick, Harry Emerson, 7
 Fox, D. R., 74
 Frank, Glenn, 145
 Franklin, Benjamin, 36
 Frary, I. T., 102
 French broadcasting, 197, 202
 Geneva (Switzerland), broadcasting from, 210-11
 German broadcasting system, 125, 199
 "Getting the Most Out of a Radio Address," 29
 Gilbert, S. Parker, 7
 Governmental broadcasting, 195, 211
 Grange, 99
 Greene, E. B., 73
 Gruenberg, Sidonie M., 70
 Haggard, Dr., 91
 Hale, Florence, 15, 138 ff.
 Hamilton, Walter H., 181
 Hamlin, Chauncey J., 101, 141
 Hard, William, 195
Harper's, 101
 Harrison, Margaret, 104, 112
 Harvard Award, 56
 Hatcher, O. Latham, 46
 Hayes, Carlton, 65
 Hemingway, Ernest, 65
 Henderson, Arthur, 210
 Hendrix, W. S., 68
 History, report of Committee, 73
How To Broadcast—The Art of Teaching by Radio, 125
 Hughes, Charles Evans, 7
 Hurley, Patrick J., 145
 Hutchins, Robert M., 7
 Huth, Carl, 178
Hygeia, 90
 "Industrial Psychology," 28
 Information: accumulation and dissemination of, 3, 122; demand for, 2; educational broadcasting, 104; on European broadcasting, 18; and Office of Education, 122; study of amount gained over radio, 62
 "Information Series," 5
 Institute of Human Relations, 62
 Institutionally owned station, problem of, 213
 International broadcasting, 288
 Interpreting education through radio, 138 ff.
 Iowa State College, 62
 Italian Radio Committee, report of, 64; program of, 64
 Jansky, C. M., Jr., 191, 213
 Jastrow, 36
Journal of Adult Education, 101
 Keppel, Frederick Paul, 296
 Kesten, Paul, 83
 Kirchhofer, A. H., 154
 Kiwanis, 99
 Knights of Columbus, 99
 Koon, C. M., 122
 Krout, John A., 73
 Labor, Committee on, 51
 "Labor and the Nation" series, 8
 La Fount, Harold A., 164
 Lambert, R. S., 3
 Law of radio, 181 ff.

- Lectures: "Men of America," 6; reprinting of, 6
- Legal development of radio, 12
- Liaison with the listener, 84, 85
- Librarians, interest of, 99-100
- License, station, requirements for, 167
- Lions International, 99
- Lippmann, Walter, 7
- Lischka, Charles N., 192
- List of educational broadcasts, need for selected, 112
- "Listen and Learn," slogan, 29
- Listener: encouragement of, 29-30; liaison with the, 84, 85
- "Listener's Handbook," 38
- "Listener's Notebooks," 29; distribution of, 30
- Local councils, organization of, 10
- Local-interest programs, 145 ff.
- "Lone Wolf," program for children, 88
- Lounsbury, I. R., 150
- Lynd, Robert S., 281
- McDonald, James D., 195, 288
- Magazine publicity, 100-101
- Mailing lists, 98
- Mann, C. R., 37
- Manual for administrators, 63
- Marconi, Guglielmo, 64
- Mathews, James McClure, 146
- Mayo, Charles H., 7
- Mazur, Paul, 282
- Measurement of audience, 94
- "Men of America" lectures, 6
- Merchandising a radio program, 83
- Merriam, Charles E., 7, 209
- Metropolitan Opera Company, 65
- Milam, Carl H., 60, 81
- Miller, Leonard M., 36
- Miller, Spencer, Jr., 51
- Millikan, R. A., 7
- Moore, John Bassett, 7
- Morison, S. E., 74
- Morley, Felix, 19
- "Multiple teaching," 129
- Museum Co-operation, report of Committee on, 101
- Music Appreciation Hour, 247
- Music lessons by radio, 132, 134-37
- Musical appreciation and the radio, 117
- Musical information, growth of, studied, 62
- Mussolini, Benito, 64
- National Advisory Council on Radio in Education, 126. *See* Council
- National Association of Broadcasters, 125
- National Broadcasting Company, 7, 104, 138
- National Committee on Education by Radio, 62, 126
- National Congress of Parents and Teachers, 99
- National Council of Jewish Women, 99
- National Education Association, 15
- National League of Women Voters, 15
- National Vocational Guidance Association, 7, 46
- Nationalization of radio, 158
- Nation's Business*, 251
- New Statesmen and Nation, The*, 196
- New York Philharmonic Orchestra, 151
- New York Times*, 117, 125
- News or education, 278
- Newspaper publicity, 100
- Newspapers, compared with radio, 113, 141 f., 154 f., 157-58
- North Carolina and educational broadcasting, 15
- Northwestern University, 62
- Objectives of the Council, 3-4
- Offner, Dr., 65
- Ohio School of the Air, 15
- Ohio State University, Radio Division of the Bureau of Educational Research, 61, 62, 63
- Operating broadcasters, report of committee of, 66
- Osborne, Henry Fairfield, 7
- "Our American Schools," 138
- "Our Changing Personalities," 28
- Parent Education, report of Committee on, 70
- Parker, Major General Frank, 145
- Patri, Angelo, 65
- Payne Fund, 61
- Pennsylvania and educational broadcasting, 15

- Perry, Armstrong, 18, 180, 193, 222
Philosophers in Hades, 107
 Pierce, Elmer J., 119
 Pope Pius, 64
 Pound, Roscoe, 7
 "Preparation of a Radio Address," 29
 Press, viewpoint of, 154
 Private broadcasting, 195, 211
 Proctor and Gamble, 99
 Programs: desired, 176; study of, 62, 105 ff.; trend of, 164
 Projects in research, 62
 Psychological laboratory and radio education, 63
 Psychology, 27
 "Psychology of Education," 28
 "Psychology Today," 27
 Public, the, and radio advertising, 255 ff.
 Public interest, stimulation of, 4
 Public opinion created by radio, 143
 Public schools and broadcasting, 159
 Publication program of Council, 4
 Publicity for an educational program, 96
 Publishers and broadcasts, 91
 Publishing for a radio audience, 74
 Pupin, Michael I., 7
- Radio: economic development, 12; legal development, 12; and newspapers, 154, 155, 157-58; place of, in community, 141, 150, 154, 159, 173, 175; and reading, 81; and religion, 174; technical development, 11; versus visual presentation, 62
 Radio Act of 1927, 12, 165, 168
 "Radio in Education" series, 5
 Radio lessons, advantages and disadvantages of, 128, 131-32
 Radio listening, national survey of, 54
 Radio Manufacturers of America, 63
 Radio Manufacturers Association, 125
 Radio-press war, 6
 Radio programs, trend of, 164
Radio and Sound Equipment for Schools, 125
Radio and Sound Equipment for Schools, 125
 Radio station a community enterprise, 143
 Reading and radio, 81
- Reed, Thomas H., 48
 Reith, Sir John, 204, 209
 Religious co-operation and the community, 173 ff.
 Religious programs, 63, 233
 Research, Report of Committee on, 61
 Returns, 40; analysis of, 40-45
 Reynolds, R. G., 119
 Riccio, Peter, 64
 Roche, Austin J., 152
 Rockwell, Harry W., 115
 Rogers, Will, 265
 Root, W. T., 73
 Rotary, 99
 Rowden, Dorothy, 96
 Rowell, Chester, 7
- Sarnoff, David, 255
 Schlink, F. J., 180
 Scholle, Hardinge, 102
 "School of the Air," 147
School and Society, 101
 Schweinitz, Dorothea de, 38
Science Museums and the Radio, 102
Scientific American, 101
 Scott, Walter Dill, 1
Select References in Education by Radio, 125
 Seneca Vocational School, 160
 Service stations, educational, 296
 Shattuck, L. Hubbard, 102
 Singer Sewing Machine Company, 99
 Smith, Richard Joyce, 181, 189
 Snedden, 38
 Social science by radio, 132-33
 Spanish Committee, report of, 68
 Spending money, education in art of, 281
 Spier, Ruth E., 119
 Standard School Broadcast, 15
 State Teachers College Glee Club, 119
 Station—
 WBEN, 157
 WHK, 128
 WMAQ, 107
 WTAM, 128
 WSVS, 119, 160
 Stephenson, N. W., 73
 Strawn, Silas, 7
Survey, 101

- Survey of radio listening, 54
 Sustaining hours, 150
 Sustaining programs, 166
- Taft, Lorado, 7
 Teachers College, 62, 104
 Teaching by radio, 125
 Technical development of radio, 11
 Techniques applied to radio, 63
 Thorpe, Merle, 251
Tide, 101
Time, 101
 Toscanini, Arturo, 64
 Transcripts, electrical, 46
 "Tribute to Radio," 254
 Tyson, Levering, 138, 169, 178, 223; report by, 1
- Union de Radiodiffusion, 5, 18
 United States Department of Agriculture, 126
 United States Office of Education, 62, 63, 121, 122; radio division in, 3
 University of Chicago Associates, 67
 University of Chicago Press, 2, 5, 6, 10, 30, 98
 University of Wisconsin, 62, 63
- Van Allen, John W., 187, 190, 193, 241
 Vaudeville show, appeal to audience, 91
 Visual presentation versus oral, 62
- Vocational Guidance Committee, 36
 Voluntary organizations, study of uses of broadcasting by, 126
- Waller, Judith, 60, 66
 Walsh, James J., 65
 Washburn College, 237
 Welch, William H., 7
 Western Electric Company, 99
 Western Intercollegiate Broadcast, 11
 White House Conference, 70
 Wilbur, Ray Lyman, 122
 Wilbur Committee, 104
 William Wrigley Company, 88
 Wisconsin and educational broadcasting, 15
Woman's Home Companion, 101
 Women listeners, 146
 World Association of Adult Education, 17
World's Work, 101
- Yale University, 62
 Yoakum, Clarence, 37
 "You and Your Government" Series, 8, 208, 209
 Young, Owen D., 244
 Young, Stark, 65
 Y.M.C.A., 99
- Zimmern, Alfred, 295