

# Administration and Supervision by Radio

L. F. TAYLOR

*Superintendent, Sharyland Independent School District, Mission, Texas*

SCHOOL ADMINISTRATORS, finding their work continually increasing, will look with favor on any device that will help them conserve and apply their time more effectively. In the last few months there has been placed on the market a new electrical device known as a sound-distribution system, which has given very satisfactory results in those schools where it has been tried.

A sound-distribution system is a combination of a public-address system, a radio, an electric phonograph, and a special switchboard to which the loudspeaker of each room is connected. The equipment may be arranged either in panel or cabinet form, and located in the administrator's office, or wherever desired. The wiring from the central office to each of the rooms may be run unnoticeably along the corridor walls. In the office is the microphone for use in speaking to any room or rooms. In the rooms will be found the loudspeakers which, in addition to reproducing, act as microphones and thus enable the administrator to hear to a fair degree what is going on in the rooms.

**Reducing costs**—The installation cost of the factory-made systems is prohibitive for many school systems. However, a good electrician can take a blueprint and assemble and install a sound-distribution system at a saving because of the low prices at which radio and public-address equipment can be purchased. An electric radio-victrola with a microphone attachment may be used with a special switchboard and loudspeakers in the rooms. The installation in the Blum Rural High School, Hill County, Texas, was assembled by the writer and used two years. Its contribution was satisfactory both from the supervisory and administrative viewpoint.

**A few of the uses**—The following list, tho not exhaustive, contains some which might be considered administrative, some supervisory, and some merely teaching devices.

- [1] Radio programs transmitted to any room or rooms.
- [2] Music appreciation thru radio and records.
- [3] Music supplied for parties and plays.
- [4] Radio and public speaking training for pupils.
- [5] Inter-room broadcast of recitations and programs.
- [6] Reviews by one grade listening in on recitation of lower grade on forgotten subjectmatter.
- [7] General and special announcements too short to warrant calling a general assembly, yet too important to neglect.
- [8] Short talks without loss of time in assembling.
- [9] Conversation with teacher in her room at any time.

[10] Observation of classroom work without the disturbing presence of observer.

[11] Assisting teachers in disciplinary matters which do not appear while the principal is present.

[12] More classroom observations with fewer steps.

**Radio-supervision**—The administrator, who is very often a supervisor as well, will find after trial that the system is an excellent supervisory device. Altho at the beginning some teachers were sensitive about being listened-in on, the writer found that this soon disappeared.

Absent observation can easily be overused, and should not be considered as a substitute for classroom visitation, but rather as a valuable auxiliary to it. I doubt the wisdom of the supervisor's taking the initiative in referring to any listen-in observation unless there is a sympathetic understanding between teacher and supervisor. It would be a wiser plan for the supervisor to keep in mind the mistakes and good points observed by listening in and refer to them only when verified during visitation. Observation by radio should acquaint the supervisor better and more quickly with the teachers because they can be observed in their normal teaching situations.

In a hurried classroom visit there are probably several important phases of the teacher's work that are unobservable due to the presence of the principal. A few which might be enumerated are pupil spirit, social climate of the classroom, normal teacher-participation, and normal pupil-reaction to teaching stimuli. Had the principal been able to observe such normal activity before the visitation, he would have had a better background for constructive criticism of the teacher in conference. The sound-distribution system to a fair degree makes possible the observation of these normal classroom activities, where the system makes use of the microphonic loudspeaker arrangement.

**Proves profitable**—Only a comparatively small number of schools so far have been so bold as to invest in sound-distribution systems, but administrators reporting their use believe they make fairly large educational contributions, according to the recent survey made by Grayson N. Kefauver and Harold C. Hand. The experience of the writer confirms the opinions secured as a result of the survey. The experiment which is now in progress at Blum, altho begun at an early date when some of the apparatus had not yet been perfected, has already proved to be a profitable investment from the standpoint of teaching, supervision, and administration.



CHARLES T. CORCORAN, S.J., director of Station WEW, St. Louis University, St. Louis, Missouri, new member of the Committee from the Jesuit Educational Association.



# Predicts Still Lower Standards For Radio Programs

WALTER NEFF, assistant director of sales, station WOR, Newark, New Jersey, predicts that breweries, distilleries, and famous rendezvous will broadcast if the repeal of the Eighteenth Amendment is accomplished. Writing in the September 15, 1932 issue of *Broadcasting*, the outspoken organ of commercialized radio, p7, Mr. Neff says:

Breweries and wineries are polishing up their apparatus against the day when Congress lifts the embargo against the sparkling beverages that exhilarate or damn according to one's personal lights. . . .

Thus far, the managers of major stations have been reluctant to declare their position as to whether they plan to carry commercial programs setting forth the merits of the several brews and wines. It is known, however, that certain independent stations, including WOR, are studying the problems involved. . . .

There is no question that every famous rendezvous, or at least its modern counterpart, will spring into existence with the repeal of Volsteadism and they will want to get on the air. And the consensus of opinion in broadcasting circles is that they will get on the air; that the breweries will broadcast, and the distilleries as well, if the repeal of the Eighteenth Amendment is accomplished.

With all the disgusting, false, and harmful advertising now on the air, we find commercial broadcasters already looking forward to further polluting it.

Even in England, where all sorts of intoxicating beverages can be legally purchased, the radio listeners are protected against having it brought into their homes thru the radio. Here in America, will we next be hearing the announcer say, "Drink a quart of Sap's Beer twice a day and visit your neighborhood whiskey shop at least twice a week"?

It is the opinion of many that before many years, advertising by radio in the United States will be prohibited, as it is in England. How soon that will be, will depend on whether advertisers, advertising agencies, and commercial radio operators continue to insult the intelligence of the listeners.

## Radio Chains Fail at Chicago

PUBLIC SERVICE could not compete with the opportunity to earn \$50,000 an hour, so listeners depending on the Columbia Broadcasting System or the National Broadcasting Company to furnish them complete radio accounts of the Democratic National Convention, were disappointed. Station WGN, Chicago, was the only major station having the courage to cancel its commercial programs between 7:30 and 9PM and broadcast the platform as presented at the convention. No doubt station WGN needed the revenue it might have derived from the sale of the time as much as did the "chains," but its interpretation of the doctrine of "public interest, convenience, and necessity," was much broader than theirs. Station WGN, being owned by a newspaper, operated on the theory that broadcasting is a public service and that the paramount duty of a

radio-broadcasting station is the publishing of news and events, rather than the selling of time.

Did the advertisers using the hours between 7:30 and 9 on that convention night, derive any benefit? Most people would be inclined to say, "no!" With the listeners all over the country at a fever heat to hear the platform, they could not help but be resentful when all they could get was commercial "clap-trap." Surely no advertised product is benefited by a forced and untimely presentation.

The present radio problem is even deeper than this. The power to select what the listener gets, confers enormous powers on radio stations and "chains." Select the better things and there will be a general elevating of the educational and cultural level of the people. The opposite effect can, and is now, in many cases, being secured by a conscious selection of the cheap and tawdry. One cannot but praise the high purpose of WGN, in "carrying on" in spite of heavy financial loss, but can he blame a radio system dependent on selling advertising, when it does its best to fatten its own coffers?

The ultimate solution is, no doubt, a system of radio, supported by those who receive the benefits—the listeners. How soon that will come will be determined by the farsightedness of the American people. Meanwhile, we should protect a reasonable amount of radio broadcast frequencies for the use of states for purposes of education and government.

## Radio Abroad

CONTRASTING WITH THE DEPRESSION in the radio trade in this country—a depression so severe that the annual Radio World's Fair in New York and similar expositions in other cities have been called off—is the apparent flourishing condition of the radio trade in England and other European countries.

More than 200 exhibitors and 300 exhibits, strung out into five miles of radio equipment valued at \$5,000,000, were in evidence at London's National Radio Exhibition at Olympia in August, the greatest of its eleven shows to date. Germany's International Radio Exhibition on August 19 also was a record affair. . . .

Television is commanding considerable attention at the European shows, as it did at the more recent American shows. Short-wave sets and tone control on broadcast receivers were much in evidence at London's Olympia show. From the meager reports from London, it appears that nothing radically new, at least to American radio fans, was on display there, but the fact remains that the holding of the show indicates a buyers' interest that seems to be lacking in this country at a time when only the midget-set market seems to be active. England, of course, has less than 5,000,000 radios and Germany only recently passed the 4,000,000 set mark, whereas latest census computations place the number of American homes with radios at 16,000,000. —*Washington Star*, September 4, 1932.

THE BROADCASTING MEDIUM IN CANADA should be protected against being reduced to the level of commercial exploitation as it has been reduced in a neighboring country.—Sir John Aird in testimony before Canadian House of Commons, April 14, 1932.



# Radio Broadcasting in the Philippines

A. V. H. HARTENDORP

Editor, Philippine Magazine

IT CAN HARDLY BE QUESTIONED that the radio is an instrument that will prove of increasing value, especially to the people of such a country as the Philippines, where millions of the population live on comparatively isolated islands. Before long the radio will appear to them to be not merely a means of entertainment, but an almost vital necessity. To the nation as a whole, the radio is the only means available for direct communication between the government and other social entities and the masses of the people.

There should be at least one good radio instrument in every town and barrio of the Philippine Islands, and the sale of some tens of thousands of instruments thruout the country would probably do more for Philippine progress than any other thing that could be so easily accomplished.

**Listener's responsibility**—But it must be emphasized to the individual radio owner that a good instrument does not assure him of worthwhile reception; and broadcasting will long continue to be the barbarous yap which, generally speaking, it is today, unless he asserts himself.

Radio broadcasting is so important, or will become so, that it *should be either a government monopoly*, as it is in European countries, *or a private monopoly under strict government supervision*. For the same reason, as great care should be exercised in the selection of a director of an important broadcasting station as is exercised in the selection, say, of a director of a government bureau of education.

**Music**—Since the radio appeals to the mind exclusively thru the ear, a good part of the broadcast may very well be music. There can be no question, however, that music is broadcast to such an extent that people are growing sick of it. Never has the world been so flooded with music. Music used to have for us the preciousness of something rare; it was reserved for our hours of relaxation and recuperation. Now we have it over the radio for breakfast, for lunch, and for supper; at work, at night, and after we go to bed. No wonder that under such circumstances, great musicians, among them Rachmaninoff, have railed against the radio as the devil's own device against the divine art. But it is one thing to attack the wrong and stupid utilization of the radio, and another to condemn the radio itself.

Due to atmospheric conditions and other causes, radio reception can never be even as satisfactory as the playing of good record music on a phonograph. However, the radio is a boon to people of musical taste living in isolation or to those who are for any other reason unable to attend concerts. But musicians need not fear that either the phonograph or the radio will ever supplant the actual public performance of music. Music lovers able to attend concerts will continue to attend them and will listen over the radio only when there is no other way.

**Less and better radio**—The solution to the broadcasting problem lies chiefly in giving the people less, much less, and better, much better. Both the radio industry and the public

would be the gainers if broadcasting were cut down from all day and most of the night to two or at most three hours after six o'clock in the evening—eliminating most of what is now "buncoed" as entertainment.

What we should have in the Philippines are the market broadcasts for the sake of radio owners in the provinces; a brief summary of the most important news of the day; one or two short lectures prepared, perhaps in series, by the extension department of the university or by such government bureaus as those of health, education, agriculture, forestry, and science; and an hour or a little more of good music.

How often, in the Philippines, have we suffered the barbarity of listening to a broadcast of the Constabulary Band on the Luneta—good music—with the pauses between the concert numbers filled in with jazz records, completely destroying the effect of the Luneta music and causing hundreds of radio listeners to switch off in disgust!

Broadcasters seem to be afraid of nothing so much as silence, and the last strains of the finest pieces of music are interrupted by such an incongruity as *Stand by, please. You will now hear a Victim recording of the popular Stamping Hot Mammals by the Fiends of Broadway Orchestra*.

Talking about the incongruous! Often on a Sunday morning the stay-at-home is afforded the opportunity to tune in on a church service,—or his neighbor does it for him—and he is compeled to listen to a long and solemn prayer which may not at all harmonize with what he at the moment may be doing or feeling. The heights of frenzy may be reached when some one immediately thereafter switches on a piece of jazz.

**Jazz should be abolished** from the air entirely, at least as a regular dish. The ringside reports of prize fights should also be eliminated, except perhaps of the most important contests, and the same should go for ball games. The scores could be reported with the day's news. Speeches and addresses made upon special occasions, as at the inauguration of a new governor-general or the opening of the legislature, should of course continue to be broadcast.

**Don't copy U. S.**—The Philippines, as a relatively isolated country, off by itself, not yet in the grasp of a conscienceless band of private broadcasting corporations, may well determine upon and follow a radio development program of its own—liberal, instructive, entertaining, delightful, and, at times, even beautiful. We need not take all our ideas from the master minds in the broadcasting game in the United States!

AFTER ALL, if the American public had been fed a wellbalanced diet over the air there would be little discussion now of the radio problem.—  
Levering Tyson.



## Evening Hours Preferred

COLORADO AGRICULTURAL COLLEGE had been giving educational programs at 5PM once a week over a commercial radio station in Denver. In an endeavor to secure facts concerning the preferences of members of its audience a questionnaire survey was conducted by F. A. Anderson, director of the college extension service and in charge of its radio programs. A total of 1532 usable returns was tabulated. Only 213 of those replying did not have radios. The 8PM and 7PM hours were by far the most popular according to the tabulations.

The questions and responses follow:

[1] Do you listen to the programs presented by the extension service, Colorado Agricultural College, over station KOA at Denver, Wednesday evenings at 5 o'clock? Yes—749; No—491.

[2] Has the change in time to 5 o'clock made it inconvenient for you to listen in? Yes—965; No—248.

[3] Are these programs of sufficient interest and value to you that you desire to have them continued? Yes—970; No—202.

[4] Do you listen to the daily Farm and Home programs broadcast by the U. S. Department of Agriculture over the National Broadcasting Company network? Yes—945; No—277.

[5] Do you consider our programs in any sense a duplication of the National Farm and Home Hour? Yes—221; No—594.

[6] Please designate time of day for our college programs that would be most acceptable to you [indicate by check mark after period designated]. Morning—18; Noon—94; Afternoon—80; Evening—971.

[7] What hour of the day or evening would be most satisfactory to you to listen to our college programs? 12M—87; 5PM—65; 6PM—90; 7PM—350; 8PM—411; 9PM—33.

[8] Do you get all the information you wish on markets from the present radio broadcasting schedule? Yes—735; No—147.

In spite of the findings of the questionnaire study, the station asked the college to change the time of its program to 4PM. This the institution refused to do, preferring to discontinue broadcasting rather than use an hour at which farm people could not be reached.

Following the discontinuance, the station suggested a noon-day hour. In spite of the fact that listeners had expressed a distinct preference for early evening hours, the college finally was forced to accept the period from 12:30 to 1PM each Monday and has continued on the same schedule since that time. It is

probable that with the exception of the hours of the early evening, the noon hour is preferred to any other daytime hour by agriculturists.

This is just another demonstration of the need of an adequate number of publicly-owned radio stations to provide programs in the "public interest" at the most appropriate hours. It is only in this way that the people can be protected in a country which has allowed itself to become largely dependent on an advertising-supported radio.

## Should Be Non-Commercial

RADIO STATIONS owned by publicly-controlled educational institutions should not accept advertising. At the present time only a few do and they have not on the whole been very successful. Most institutions which started to sell time, finally retired from broadcasting and assigned their licenses to commercial operators.

There are three principal reasons why we here at the University of Illinois will not accept advertising and I believe these same reasons will apply to other similar institutions.

[1] This is a tax-supported institution and we carry on no activity which might be considered in competition with any line of business in the state. Of course we must dispose of our surplus agricultural products, including milk, butter, eggs, and the like, but all such items are sold at a price higher than the local market.

[2] Education and commerce simply do not mix. While it would not be true that to accept an advertisement would mean the university was indorsing that particular product, the inference would be there, and it would certainly be harmful to the best interests of all concerned. Any tests made in our laboratories or any research work carried on is done for purely scientific purposes and even tho one line of products, or one make of a machine proves to be superior to another, that information is never allowed to be used in a commercial way.

[3] We feel that the use of advertising would cheapen any educational broadcast we might render. Advertising over a commercial station may be all right in the eyes of many people, but in the eyes of those who are concerned primarily with education it is not all right. For instance, I learned yesterday that one of our medical men had been offered by a commercial concern as high as \$600 per talk for a series of discourses on a certain subject. He turned the offer down because he did not wish to commercialize his knowledge.—Jos. F. Wright, director, radio station WILL, University of Illinois.

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Charles T. Corcoran, S. J., director, radio station WEW, St. Louis University, St. Louis, Missouri, The Jesuit Educational Association.

Arthur G. Crane, president, the University of Wyoming, Laramie, Wyoming, National Association of State Universities.

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

Charles N. Lischka, 1312 Massachusetts Avenue, Washington, D. C., National Catholic Educational Association.

John Henry MacCracken, vicechairman, 744 Jackson Place, Washington D. C., American Council on Education.

Joy Elmer Morgan, chairman, 1201 Sixteenth Street, Northwest, Washington, D. C., National Education Association.

James N. Rule, state superintendent of public instruction, Harrisburg Pennsylvania, National Council of State Superintendents.

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

Jos. F. Wright, director, radio station WILL, Univ. of Illinois, Urbana, Ill., Association of College and Univ. Broadcasting Stations.

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# The Future of Radio in American Education

JOY ELMER MORGAN

*Chairman of the National Committee on Education by Radio and Editor of The Journal of the National Education Association*

THE WORLD IS NOW passing thru one of the greatest transitions in the entire history of civilization. Under circumstances like these it is not necessary to point out the importance of adapting schools to new conditions. Everywhere education is recognized as the hope of civilization. If the schools do not adapt themselves to the new conditions, if they do not take hold of the new methods and tools which are now available, some other institution must eventually take their place.

It is not an easy thing to undertake new enterprises. One finds many difficulties in the way. Among others might be enumerated mass inertia and preoccupation; the failure of the first enthusiasts who underestimate the difficulties to be encountered; the absence of technics and procedures; the absence of facilities for the training of specialists who are to do the work; the uncertainty of results; the high cost of early equipment; and finally the difficulty schools find in engaging in new undertakings on account of the present economic emergency. I have enumerated these obstacles in the way of new undertakings because they are all present in education by radio.

**School radio**—Let us now turn to the possibility of radio in the formal schools. Is it possible to teach by radio? There is enough experience now to answer this question in the emphatic affirmative. The experience of leading countries of the world in using radio in the schools substantiates this assertion.

The Ohio State Department of Education maintains under legislative appropriation the Ohio School of the Air. Oregon, Iowa, Michigan, and Wisconsin are doing notable work. The Cleveland public schools have been experimenting with the teaching of arithmetic in the third grade correlating the work of a master teacher on the radio with lesson outlines and the work of the classroom teacher. The children who have had this radio instruction have done better work than the children who have not had it, while at the same time the tests of school physicians show an improvement in their hearing. This last fact suggests that radio may have a similar effect on the development of our auditory senses as printing has had on our visual faculties.

Let us now turn from arithmetic to a simpler subject like reading for appreciation. Think what it would mean to the children of New Hampshire if you could go into one of your fine schools and select a child who has read one of the third-grade memory selections better than any other child in that room, who has a fine voice and enunciation, and a keen appreciation of the quality of that selection. Put that child at the microphone and let every child in New Hampshire listen to his voice read that beautiful poem. This procedure, repeated day after day, year after year, will build into the very lives and souls of the children appreciation of our literary and cultural heritage.

*What would a statewide system of education by radio in New Hampshire be like?* To begin with, we may assume that within ten years every home and classroom in the state of New Hamp-

shire will be equipped with a radio receivingset. We may assume that New Hampshire is going to demand her rights and insist on having from the federal government—just as Germany, Belgium, or Switzerland would insist on having in the European conference—her own chance to reach everyone of those receivingsets in the homes and schools. There is no reason why the federal government should not assign to each state a channel or channels which would reach every home and school in that state. There would still be an abundance of channels to serve every legitimate national purpose.

Let us next assume that the New Hampshire government and the members of the legislature have awakened to the tremendous importance and the wonderful economy of using this most powerful medium of reaching the human mind, and that the state will gladly appropriate the relatively small funds which are necessary to maintain this service.

One of the greatest obstacles to the use of radio broadcasting in the schools has been the lack of coordination between the planning of radio programs and the planning of school programs and curriculums. Radio programs have been largely in the hands of sponsors who operate in cities and states distant from the points where schools are actually administered. A few nationwide or even worldwide programs may be desirable, but the major development will not come until the broadcasts are undertaken by the people who are legally and constitutionally responsible for the operation of the schools, namely the state and municipal education authorities. This will give the maximum opportunity for variety and experiment.

Let us recognize at the start the fundamental difference between education on the radio and sales talks on the radio. Sales talks seek to reach the large popular audience which gives a decided tendency to pull down and to cultivate the lower tastes. Education seeks to reach not one large audience but a succession of smaller audiences composed of people who are interested in special lines of study and improvement.

*How shall the program be set up?* The state superintendent, being the head of the school system, calls together other state departments such as health and agriculture, the heads of universities and colleges, representative superintendents of the city, town, and county schools. It is agreed that all the educational resources of the state will be mobilized and put at the disposal of all the schools and homes of the state and that there will be microphones at all important educational centers.

The actual management of educational broadcasting will require special staffs carefully trained for that work. Radio broadcasting cannot be effectively done as a side-line. It is a fulltime, highly technical occupation. Educational broadcasting is vastly more difficult than commercial broadcasting. The people who do this work should be broadly trained in education, sociology, economics, psychology, and the history of civilization.

The next problem will be *How can we discover, in each field in which radio service is possible, the master teacher—the one*



*in a thousand whose skill and insight are a priceless asset?* Commercial broadcasters today are paying tens of thousands of dollars for talent that exists unused in the schools of this country. By means of radio it is possible for New Hampshire at a relatively small cost to place at the disposal of every teacher in either country or city a corps of master teachers. The task becomes the simple one of finding out who, in all the fine elementary schools, high schools, and colleges of New Hampshire, has the best contribution to make in a particular field.

**In New Hampshire**—There are in New Hampshire some 465,000 people. There are approximately 72,000 pupils giving their full time to the work of the schools. These 72,000 pupils will be distributed thruout the various grades. For example, if Miss A is assigned to teach third-grade arithmetic over the radio she will have a class of about 7000 pupils. Perhaps 40 percent of the class period can be devoted to radio teaching, leaving the other 60 percent for the regular classroom work, thus freeing the classroom teacher to give larger service to the individual pupils. Likewise there may be a class of over 5000 in the health lessons for the seventh grade, a class of over 4000 in the history lessons for the eighth grade, a class of several thousand studying American literature.

Within a few years each college and university, each city school, each county school system, each public library, each community organization would be making a rich and vital contribution to the cultural advance of the state. The improvement of the people would deliberately and inspiringly come to be the major enterprise of the school. The success of radio would be measured not by a sales-talk yardstick but by the growth in culture among the people.

**Adult education**—There is another phase of education by radio which is probably even more important than its use in the school classrooms. That field is adult education. There are millions of adults in the United States today who are as helpless as children amid the confused conditions which surround them. They need instruction to guide them in the management of their personal affairs, to help them understand the conditions of today's life, to enable them to adapt themselves to new conditions, and to play their part in the civic and cultural life of our time. There are millions of grownups who now have considerable leisure thru unemployment or the shortened working day, so that they have time for study and the improvement of their minds. The task of giving educational service to this vast adult population is immediate and pressing.

Radio in the hands of the college and university authorities of a state like New Hampshire could easily develop a program of adult education that would reach into every home of the state, that would bring into that home the best cultural heritage of the state, that would help the home to create a wholesome atmosphere for the rearing of children, that would acquaint the people with the economic resources, problems, and possibilities of the state.

While many thousand grownups are already enroled in adult schools of various types, indicating that the idea of lifelong education has already gained recruits, sufficient social responsibility in connection with this movement has not yet been developed. Inevitably society will come to support a program of education extending thruout life. Radio will take its place in

this program along with the textbook, the laboratory, and the newspaper.

It is thru the education in our schools, thru the education of adults, and thru the general community influences such as radio that we build and maintain our civilization. It is natural that we should think of civilization in terms of its machinery and its scaffolding. They are merely an incidental phase of it. When a great catastrophe wipes out a city by fire or storm or earthquake, we are astounded at the speed with which the material structure can be replaced.

**Debasing culture**—It is not so easy to replace the real foundations of civilization. Fundamental ideals and habits of character are not made over in a moment or in a year or even in a generation. Just now there is much discussion of our system of money and in some quarters there is fear that the coinage will be depreciated and debased. There is another coinage far more precious, far more essential to human happiness and stability than the pieces of metal or the sheets of paper which we use in our daily financial transactions. This more fundamental coinage consists of the ideas, ideals, purposes, motives, manners, and morals which make up the culture of the people. To debase this culture is a much more farreaching and serious matter than to debase the financial coinage of a nation.

We would strike down a man who would go into one of our art galleries and deface a beautiful painting, but the daily degradation of that more universal and precious heritage, the mother tongue, and of our manners and morals is going on over the radio on a colossal scale. This debasing of our cultural coinage may easily destroy all that homes, schools, and churches combined can build up, and the Smart Alec will possess and destroy civilization itself.

**Comparative costs**—New Hampshire is a small state as our American states go, but it is abundantly able to support its own program of education by radio. The cost of using radio for education is insignificant as compared with the cost of textbooks and other forms of equipment. An ideal radio equipment for the schools of a state would include a loudspeaker in every classroom of the state. It would include some kind of microphone pickup in every school in the state, including the high schools, the colleges, the teachers colleges, the state department of education. It would include broadcasting facilities which would reach every home and every classroom in the state so that there would be the possibility of picking up a program or a unit of instruction at any point and of distributing it to classes at any other point. To develop this close linking of the school system of the state so as to mobilize its entire educational resources would be relatively inexpensive. The cost of building and operating a firstclass radio broadcasting station is no greater than the cost of building and operating a single school plant of average size.

A few schools, a few states are already at work. Experiments will grow into established practise; the benefits of the new procedure will spread until within 10 or 20 years the radio broadcasting system under the direct operation of the state will be the major educational enterprise in the state. Life will take on a new significance. People's minds will be less occupied with the petty and the trivial; there will be more devotion to the fine, the important, the beautiful, the useful, the substantial.



**Fundamental principles**—I wish now to propose some fundamental principles which should govern the administration of radio broadcasting in any country. These are the principles which I set forth before the Special Committee on Radio Broadcasting of the House of Commons at Ottawa in April 1932.

[1] The ownership of air channels should remain permanently the property of all the people under complete control of the national government. By the very nature of the situation vested rights in the air should not be given to private parties.

[2] The public interest, convenience, and necessity should be the first consideration in fact as well as in theory. The rights of the listener are supreme.

[3] In the assignment of radio broadcasting channel units to different countries and to different parts of a country due weight should be given to [a] population, [b] area, and [c] peculiar natural conditions affecting broadcasting and reception.

[4] The freedom of the air should be preserved so that all groups and interests within the nation have as fair a chance to be heard thruout the nation at the most favorable times as any other group. The spirit of reform is one of the greatest assets of any nation and is to be encouraged rather than crushed.

[5] Particular care should be given to the rights of states, provinces, and localities. The very existence of a state depends on its ability to reach all its citizens with the most effective means of communication which are available. The presence within the state of commercial stations which may be sold at any time to outsiders does not protect this right of the state. It is not necessary to guarantee that the state shall have a particular channel; the situation may be met satisfactorily by providing that the state shall always have a channel. This allows for the adjustments which will be necessary as a result of new inventions and international agreements.

[6] Distinct channels should be provided for each kind of service in order that the listener may at any hour of the broadcasting period have a choice between several kinds of service. Putting all kinds of service on each channel tends toward monopoly. The advertising and popular programs tend to monopolize the best hours which leaves no time at those hours for people interested in educational and quality programs. Radio programs of various types should be so stabilized at fixed hours and on fixed channels that listeners will remember the type of program to expect.

[7] The educational interest, including universities, colleges, high and elementary schools, should have independent channels under its complete ownership and management. The maximum effectiveness of education by radio requires that it deal with a succession of smaller specific audiences who are prepared and eager to learn definite things, just as the school is subdivided into grades and classes. It cannot and should not be expected to reach the same groups as the popular entertainment type of program.

[8] If commercial programs are allowed on the air at all they should be safeguarded so that commercial interests shall not be allowed to make false statements on the air or to go over the heads of parents in an effort to form the habits of the children. Civilization cannot progress by abusing its children.

[9] If radio stations are privately owned they should not be allowed to ally themselves with other monopolies which have a powerful interest in the control of free speech. Thus it should not be possible for one monopoly to control both newspaper and radio in a given territory. If private monopoly is a social danger in the material field it is an even greater danger in the field of ideas and public information.

**The future** of education by radio in the United States depends in large measure upon radio reform based upon such fundamental principles as these. I believe that such reform is inevitable. While there are occasional bright spots in our radio broadcasting, the programs as a whole have grown steadily worse. There is a marked loss of public interest. Many people are ignoring radio entirely. The sale of radio sets has fallen off at the very time the sale of sets in England is increasing. Our people resent radio advertising and often deliberately refuse to buy products featured in radio sales talks. Income from radio advertising is falling off and may at any time prove inadequate to maintain our programs.

There is increasing dissatisfaction on the part of members of Congress. One evidence of this dissatisfaction is the Couzens-Dill resolution which required the Federal Radio Commission to make an investigation of the possibilities of government ownership of radio and of education by radio. As was to be expected, the Commission conducted that investigation from the point of view of the commercial interests as distinguished from the point of view of the listener or of education and as a result there is already demand for an independent and impartial investigation by the Congress itself.

**Canada**—Our neighbor to the North has already recognized the unsatisfactoriness of the American system which it at first attempted to follow, by working out a plan of its own, involving public ownership and operation in which the various provinces and dominion governments will cooperate. It is unthinkable that America will be satisfied with things as they are in the face of the breakdown of commercial broadcasting, the loss of public interest, and the persistent interference with the rights and needs of the states and localities.

The question of radio is particularly timely in view of the central theme of this convention—*Educating the Whole Child*. The new world which is created by radio is a part of the child's world. It will help to determine his ideals, his attitudes, and his tastes. He will learn much of his language and his speech from radio. His taste for music and entertainment will depend in considerable measure on what comes into the home by radio. Much of the information which is to guide him in the management of his daily life and in his activities as a citizen will come to him thru broadcasting channels. *Shall those channels be used to further the interests of private commercial monopolies? Shall they be dominated by big city centers, or shall they be brought close to the American culture?* The answer rests with you. The National Committee on Education by Radio can do little except as the people in the various states whose civic and educational interests are at stake are willing to do their part.

**E**DUCATION BY RADIO is published by the National Committee on Education by Radio at 1201 Sixteenth Street, Northwest, Washington, D. C. The members of this Committee and the national groups with which they are associated are as follows:  
Charles T. Corcoran, S. J., director, radio station WEW, St. Louis University, St. Louis, Missouri, The Jesuit Educational Association.  
Arthur G. Crane, president, the University of Wyoming, Laramie, Wyoming, National Association of State Universities.  
J. O. Keller, head of engineering extension, Pennsylvania State College, State College, Pa., National University Extension Association.  
Charles N. Lischka, 1312 Massachusetts Avenue, Washington, D. C., National Catholic Educational Association.  
John Henry MacCracken, vicechairman, 744 Jackson Place, Washington D. C., American Council on Education.  
Joy Elmer Morgan, chairman, 1201 Sixteenth Street, Northwest, Washington, D. C., National Education Association.  
James N. Rule, state superintendent of public instruction, Harrisburg Pennsylvania, National Council of State Superintendents.  
H. Umberger, Kansas State College of Agriculture, Manhattan, Kansas, Association of Land-Grant Colleges and Universities.  
Jos. F. Wright, director, radio station WILL, Univ. of Illinois, Urbana, Ill., Association of College and Univ. Broadcasting Stations.  
Everyone who receives a copy of this bulletin is invited to send in suggestions and comments. Save the bulletins for reference or pass them on to your local library or to a friend. Education by radio is a pioneering movement. These bulletins are, therefore, valuable. Earlier numbers will be supplied free on request while the supply lasts. Radio is an extension of the home. Let's keep it clean and free.



## Radio Debates for High Schools

**H**AROLD G. INGHAM, director, radio station KFKU, University of Kansas, announces that thru the university radio station, high schools and interested adult listeners are being provided with a series of four 30-minute radio debates on the taxation question which is the subject adopted by the State High School League this year. The debate series is preceded by four 15-minute radio periods devoted to a discussion of the question itself. These eight radio periods are in charge of E. C. Buehler, director of forensics at the university.

The introductory series consisted of four talks by Mr. Buehler which were given between 2:45 and 3PM on October 18, October 25, November 1, and November 8. The topics covered were as follows:

- [1] General Nature of the Question and the Sources of Material.
- [2] Interpretation of the Question and Definition of Terms.
- [3] Survey of the Main Arguments for and against the Proposition.

- [4] Questions and Answers Dealing with Technical Points.

The debates themselves cover different phases of the question and are presented by Mr. Buehler's debate squad at the university. They were scheduled between 6 and 6:30PM, November 9, 16, 30, and December 7. Following each of the debates Mr. Buehler is scheduled for a five-minute criticism and summary. The topics to be discussed are:

- [1] Is the Tangible Property Tax Fundamentally Unsound in Theory and Principle?
- [2] Should We Have State Income Taxes to Offset the Property Tax?
- [3] Should We Have an Expansion of Sales Taxes to Relieve the Tax Burden on Property?
- [4] *Resolved*, That at Least One-half of All State and Local Revenues Should Be Derived from Sources Other Than Tangible Property. [Discussing the alternative plan of the negative.]

## Another Radio Inquiry Proposed

**C**OMMERCIAL RADIO INTERESTS must feel more and more confident of the hold they have on the people of the United States. The recent decision of officials of the Columbia Broadcasting System to permit price quotations has aroused a storm of protests from listeners and radio writers, which it is freely predicted will lead to a congressional inquiry.

Robert D. Heinl, veteran radio columnist for *The Washington Post* in the issue of September 25, 1932, commented as follows:

The opening of the ether to national advertisers for direct sales campaigns may lead Congress to make an inquiry into the matter . . . any violent reaction on the part of the listeners to direct selling over the air will be almost sure to lead to an investigation.

The move by William S. Paley, president of Columbia, was considered a very bold one in Washington, inasmuch as price announcements, up to this time, have been frowned upon by the Federal Radio Commission. . . . at hearings, it has usually been a point against the station before the bar to admit the quotation of prices. . . .

Altho radio commissioners are noncommittal, they apparently were as surprised as anyone when Mr. Paley's announcement was made. As far as we have been able to learn the Radio Commission was not consulted with regard to the move nor was their approval sought. At least one member of the Commission seemed to show irritation about the Paley announcement when asked if he had anything to say about it. . . .

## Bar Committee Repudiated

**T**HE COMMITTEE ON COMMUNICATIONS of the American Bar Association has little standing with the legal division of the Federal Radio Commission or with attorneys engaged in radio practise if one may judge from the discussion of its 1932 report at the open meeting held in Washington on October 10.

Judge Ira E. Robinson, former member of the Commission, was the most voluble critic of the report. He felt that it was an indictment of the Commission and if true, the charges should be aired before the Senate rather than before the Bar Association. Among others who criticized the report were Duke M. Patrick, chief counsel of the Federal Radio Commission, Paul D. P. Spearman, Thomas Littlepage, George W. Sutton, F. P. Lee, and Horace L. Lohnes.

It is understood that Louis G. Caldwell, chairman, prepared the report for the committee of five members. It was unfortunate if not significant that John W. Guider was the only committee member present to attempt its defense.

The crystallization of procedures advocated by the Bar Committee, if adopted, would practically eliminate the need for a radio commission. A clerk, by the application of a set of rules, could instantly decide all applications. The purpose behind the establishment of the commission was to make it possible for each case to be judged on its merits and not to be either granted or denied by the use of rigid rules of procedure.

Is this report an incident in a nationwide scheme among radio trust lawyers to dominate the sources of legal opinion in America with relation to radio by controlling committees within the American Bar Association, legal periodicals given to radio, and radio law courses in universities? These are questions for the much-needed congressional investigation of radio to consider.

## Smut on the Radio

**A** NOTE OF WARNING is contained in the comments of several columnists regarding the quality and use of humor on the radio. Roy Robert, writing in the *Atlanta Constitution*, says soberly: "It is to be desired that more care be directed in the various stations towards the eliminating of the tendency of certain comedians towards a slapstick obscenity that perhaps has a place in the Bowery burlesque halls but which is certainly revolting to a large majority of radio listeners. Cheap humor is bad enough mixed with puns at its very best, let alone being more mephitic with the addition of vulgarity and poor taste. . . . Some will offer the argument that the radio can go as far as the stage in risque suggestions. But this is far from true. The public has the opportunity to choose those stage shows which please and to remain away from those which offend. . . . The public will not approve of smut in the home, whether it be thru the medium of radio or the kitchen stove. . . ."—*Broadcast Reporter*, October 24, 1932.

Canada, where radio advertising has not at any time, reached the proportions it has in this country, recently made a very decisive stand against air advertising. It has recently passed regulations drastically revising its practises. Apparently the United States is going to see what will happen if a country goes as far in the opposite direction.