

# Long Beach Uses Radio

EDUCATIONAL RADIO BROADCASTS are supplementing classroom work in Long Beach, California, as a result of serious damage by earthquake to the city's school buildings. The broadcasting under the direction of the city board of education was suggested by C. C. Ockerman, principal of the Jefferson Junior High School, and H. S. Upjohn, superintendent of schools, and was organized by a committee headed by Emil Lange, director of curriculum and research, and by John L. Lounsbury, principal of the Long Beach Junior College. R. E. Oliver, head of the commercial department at Polytechnic High School, is in charge of broadcasts. These radio programs began April 1, 1933. Stations KGER and KFOX each donate a half hour daily and the local morning and afternoon newspapers print the lectures for the benefit of the general public.

While the schoolboard hopes to give education by radio a thoro test, possibly extending it to the elementary grades in lieu of home work, the programs now being given are intended for the pupils of the city's seven junior high schools and their parents. All schools are again in operation, but the condition of many buildings is such that half-day sessions are necessary, each child receiving four hours' instruction. An audience of three thousand junior high pupils is thus free to listen to the radio talks over KGER from 10:30 to 11AM, and an equal number to the program broadcast over KFOX from 2:30 to 3PM. The pupils listen in their homes or, if they have no radio, in the homes of friends or at KGER which has a large room available for this purpose.

Among the topics that have been broadcast are "The Growth of Our Number System," "Mathematics in Classroom vs. Mathematics in the Industrial World," "Romance of Mathematics," "Books as Friends," "Vocational Planning for Junior High-School Girls and Boys," "Current Events" which chiefly treated the administration of President Roosevelt, and "April in History" which in three broadcasts dealt with Jefferson, Monroe, and Grant whose birthdays fell within that month. Talks on music are planned.

To convey a more adequate impression of the Long Beach school broadcasts, let us select as representative, the morning program of April 18, 1933, given by KGER. The leading speaker was Maud E. Hayes, supervisor of homemaking education. Her subject was "Homemaking in the Long Beach Schools." The opening paragraph as it was given by radio outlines the nature of the talk: "It is the purpose of the

broadcast today to tell the parents of girls in junior high-school classes something about the homemaking work in Long Beach, and in later talks to suggest to the girls themselves some of the ways in which they can help at home by carrying out what has been discussed in class."

After a general review of the need for such instruction in school, the speaker listed the points which the teachers were trying to emphasize in their work. These were:

- [1] Encouraging positive health habits and attitudes.
- [2] A working knowledge of processes carried on in the home and an interest in sharing them.
- [3] A degree of skill and ability suitable to the age and needs of the girl.
- [4] A wholesome attitude toward home and an appreciation of family relationships.
- [5] The ability to save and spend wisely either personal allowances or earnings, and to understand and appreciate the financial conditions of the family.
- [6] The power and will to use and enjoy leisure time with profit to self, to family, and to community.

This speaker also discussed the "7 B Course" which deals with food choice and preparation, food in relation to health, habits in eating, food values, and the like. The second speaker, Harry Stauffacher, principal of the John Dewey Junior High School, directed his talk mainly to boys.

His theme was "How to Choose a Job and How to Hold a Job." He especially stressed the need of thoro preparation, citing the examples of Colonel Lindbergh and Admiral Byrd.

Listening to these broadcasts is not compulsory and no reports are required. It is felt that a loss of spontaneity might result if there were any obligation to listen, and that what now is a pleasure would become just another task. If a pupil does hand in a written report of a broadcast it is of his own accord and these voluntary reports receive extra credit. The teachers, however, make inquiries in classrooms to ascertain how many listened and what they retained. These casual inquiries, it is found, stimulate interest and discussion. If a child does miss a broadcast he takes pains to listen to the next.

In general, the results have been gratifying. The children appreciate that this radio material is of an informal nature and this has aroused a new spirit. They realize that education is something they need to equip them for life and are striving to carry on and make good without supervision.



L. LONGSDORF, extension editor and radio program director of station KSAC, Kansas State College of Agriculture and Applied Science, Manhattan, Kansas. With a major in journalism, Mr. Longsdorf holds B.S. and M.S. degrees from the University of Wisconsin. He has held his present position since 1927 and during that time has made an outstanding contribution to the use of radio for the advancement of extension work.

## More About Children's Programs

FOLK TALES about fire-breathing dragons, child-eating ogres, and bloody conflicts which served in ancient times to stimulate and energize flagging childish spirits are not needed in the modern high-speed world of children. Modern children are a constant prey to overintense living, whether from dodging streetcars and automobiles, from moving pictures, or from the constant pounding of a crowded community life, and they need to be protected from overstimulation. Many discriminating mothers who would not allow their children to go to a blood-curdling play or picture make no audible protest when the same kind of program invades the quiet of the home thru the radio.

Why should parents supinely permit a heavier load of terror to be thrown over their children's so-called quiet hour on the air? There is no more reason why we should allow our children to be frightened or their vocabulary degraded over the air than that we should allow undesirable members of the community to spend their days in our home. It is certainly in our own hands to manage, for nothing will so quickly reflect our disapproval as the fact that we do not listen.

A movement of protest against many children's programs has made itself felt during the past two years, becoming vocal in the last six months. There seems to be no radio station that has escaped accusations of terrifying children, of giving them nightmares, of teaching them vulgar language, and of filling the house with "advertising junk."

Advertising program directors are more eager than anyone else to please the buying public, but they have no reason to believe that we disapprove of a program if we allow our children to respond to it by sending wrappers or labels to prove that we buy the advertised product.

Parents who wish to improve the quality of the radio programs to which their children listen will find assistance in the following suggestions:

[1] Listen to the children's hour programs with the children.

[2] Find out why children like or dislike certain programs.

[3] Unite for conference with other parents in the community to evaluate programs for children.

[4] Write to the radio station commending approved programs.

[5] Write to the station protesting against objectionable programs, stating plainly what features are disapproved, either as to program content or advertising material sent on request of children.

[6] Choose with discretion programs suitable for child listeners and dial out those which are undesirable.—Mrs. B. F. Langworthy, first vicepresident of the National Congress of Parents and Teachers.

## Advertisers Furnish Ideas

WITH NBC STILL GAGGING over its efforts to swallow up phonographs, music publishing, moving pictures, vaudeville, grand opera, and its last mouthful—Radio City, it has its jaws wide open to gulp down the press. But the press has proved too big a mouthful, so far, even tho President Aylesworth has threatened to run his own newspapers, if the press fails to do his bidding.

The press refuses to be the crackers and cheese to follow the gastronomical gulping of communications courses, flavored with the apple sauce of regulatory bodies. Furthermore, the press has now laid down the gauntlet to the radio stations in the matter of using news dispatches.

There is one other mouthful that has proved too big for these gigantic jaws to crunch, and that is the advertising agencies of the country. Had it not been for the ideas given to radio by these agencies, and those gently purloined from smaller stations, and defenseless but enthusiastic authors, radio programs today would be but little better than they were ten years ago. The communications trust has provided little, and paid for less that is unique and original. It would have been a poor feast indeed had it alone supplied the entertainment.

Many times during the writer's connection with the NBC frantic appeals have been placed on employees' desks for new ideas, from the group in charge of production at that time. An example of the length of reach of the octopus, was its vain efforts to gather certain wellknown features within its tentacles, after many efforts to duplicate them. Both resulted in law suits and similar complications before a more expedient procedure was adopted for the time being, and the inevitable patient waiting of the reptile resorted to.

The press and the advertising agencies of the country have been able to evade the jaws of the behemoth because their combined wealth in ideas, dollars, and political power was quite equal to that of even this gigantic combination.

Maybe its jaws and throat are now clogged with its indigestible gulps, and it is engaged now in watching the jaws of the Columbia System, which is *not* running along on borrowed capital, and is more likely to crunch down upon NBC than the heretofore expected opposite, so a Columbia executive informs us.

For the time being, then, the press may be expected to hold its own against the controllers of all other forms of air and wire communication and entertainment, until another form of attack is formulated, and a vulnerable spot detected.

A greater force of slippery opening finders for complete communications control exists at all offices of the trust, than ever were employed to furnish entertainment to the dear public.—Caleb O'Connor.

THE CENTRAL FLORIDA BRANCH of the American Association of University Women declares itself in favor of the principle of reserving by legislation or regulation adequate radio channels for educational purposes. The Association commends the National Committee on Education by Radio for its efforts to further education by means of radio.—Adopted at the April 1933, meeting of the Central Florida Branch of the American Association of University Women.

# Shall Foundations Control Educational Radio?

**S**HALL EDUCATIONAL BROADCASTING be in the hands of privately appointed committees operating in New York on funds supplied by private foundations, working hand in glove with the commercial radio monopolies which are closely allied with the great power companies—such committees for example as the National Advisory Council on Radio in Education?

Has the United States reached its present educational development by placing the control of education in the hands of private selfish interests? We believe fundamentally that responsibility for educational matters is vested in the people and should be exercised on a state and local basis. Public education is the only adequate safeguard to the effective functioning of such a democracy as ours.

The present development of the radio art gives abundant assurance that broadcasting can be used as an effective aid to promote education. It is a powerful tool. We must take every precaution to safeguard the microphone from those who would use it to further their own interests and indoctrinate the citizenry. Foundations may be helpful in financing some of the preliminary experimentation, but are privately appointed committees the proper custodians of this great public interest? Do they not get their funds from foundations which have frequently opposed democratic education?

What better example could be found than the following statement from the annual report of the Carnegie Foundation for the Advancement of Teaching? This statement, reprinted in *The Index*, a publication of the New York Trust Company, on page 72 of its April 1933 issue, has been given the widest possible circulation by many other banks and big corporations in their desire to cripple schools.

The Foundation has continually called attention to the fact that the development of the tax-supported system of schools and colleges was growing at an accelerated rate, and that it was departing from the original sound program of public education—a simple and sincere system of schools—to include in its list of studies many vocational and cultural subjects far removed from the conception of education upon which our public-school system originally was founded. In the process not only has there been an enormous inflation in the list of subjects offered in the elementary and secondary schools, but new agencies, such as junior colleges, have added to the confusion and the mounting cost of tax-supported education. The organized agencies of public education have followed the example of industrial agencies—agriculture, manufacture, transportation. Along with over-production in agriculture and in manufacture there has been a comparable over-production in the products of the tax-supported system of education. The inflation has resulted in a multiplication of subjects taught, in costly and expensive buildings,

and in a vast increase in the number of those kept in school beyond the point where the school was fruitful, and inevitably there has come an unprecedented rise in the cost. In the case of one large community whose budget was recently examined the school system cost nearly sixty percent of the total municipal income, and at the rate of growth in expenditure that has held for the past ten years the entire income of the community will be absorbed, in another decade and a half, by the support of public education. And this is no unusual picture.

The total lack of understanding of the facts about public education and of its relation to the democratic system of life, which is revealed in the above statement by the Carnegie Foundation, has been characteristic of certain big banking and financial interests in their opposition to schools. It is the same old struggle of greed and autocracy on the one hand against democracy and opportunity on the other.

Can the schools be expected to cooperate with broadcasting enterprises in the hands of the enemies of free democratic education?

## Sustaining Programs Best

**N**OW IF YOU WILL LOOK OVER any extensive list of radio programs you will make an interesting and disquieting discovery. It is that virtually every broadcast from which you derive æsthetic enjoyment, and to which you attribute genuine cultural value, is a sustaining program . . . every one of these comes to you, not out of the advertising appropriation of a commercial sponsor, but out of the pockets of the National or Columbia broadcasting companies. Out of all of the serious broadcasts on the air, the Philadelphia Orchestra series, under Stokowski, sponsored by the Philco Radio, is almost the only commercial broadcast that can be considered an absolutely first-rate artistic offering.—Deems Taylor, "Radio—A Brief for the Defense," *Harpers*, April 1933, p561.

## Home Economics Broadcasts

**T**HE UNITED STATES OFFICE OF EDUCATION is collaborating with the American Home Economics Association in making a survey of series of home economics broadcasts since September 1, 1932. The National Committee on Education by Radio is glad to lend its support to this worthwhile project and suggests to the readers of *Education by Radio* that they make every effort to cooperate.

**W**E RECOGNIZE THAT RADIO BROADCASTING offers a means of public, and especially of adult education which, in point of efficiency and scope, can be attained by perhaps no other agency; we approve the action of the United States Commissioner of Education in appointing a specialist in radio education on his staff; we commend the efforts now being made in this state to make radio broadcasting effective in education; and we urge all our representatives in Congress to give vigorous and unequivocal support to national legislation which will provide for public education its due share of broadcasting opportunity.—Resolution adopted by the Representative Assembly of the Washington Education Association, held at Tacoma on November 26, 1932.

## False Advertising

AFTER THEIR EXPERIENCE with the "Old Counselor," part of a program of Halsey, Stuart & Co., which made paper profits of \$36,000,000 and was associated with the Insull companies, *radio listeners will not be quite so gullible in following the advice of an honest-sounding voice over the air.* Neither will radio chains be so likely to carry investment advertising without making a more careful investigation of its reliability.

The mere fact that a reputable chain broadcast the advice of the "Old Counselor" gave the impression of his responsibility. Mr. Stuart told the Senate committee that *M. H. Aylesworth, president of the National Broadcasting Co., worked out the investment program* and Halsey, Stuart sponsored it.

Also certain public officials, such as Representative McFadden, of Pennsylvania, *chairman of the House Banking Committee* [ ! ! ! ], who introduced the first program upon which the "Old Counselor" appeared will not be so quick to accept invitations of the kind in the future. Unquestionably the presence of men nationally known and respected on this program played an indirect part in giving the listeners confidence in the "Old Counselor."

Harold L. Stuart, president of Halsey, Stuart & Co., of Chicago, explained to the Senate committee that the purpose of the radio program was to "educate the public about investment topics." It surely educated some of the listeners in a way they probably will never forget.

Altogether the series gave a black eye to financial advertising of this type over the radio and leads up to the question of what steps are to be taken to protect the public against such misleading advice in the future. It seemed to be the general conclusion at the Capitol that *there should be something in the law to prevent any but the soundest of investment advertising over the radio in the future.*—Robert D. Heintz, in the *Washington Post*, February 20, 1933.

## Worth Reading

READERS of *Education by Radio* who have not already done so, should read "The Tenth Generation" found in the May 1933 issue of the *Journal of the National Education Association*, page 139. This article written by Harry Stillwell Edwards focuses our attention in these difficult financial times on some facts which are of such vital importance as to challenge our consideration.

## Radio in Political Education

THE OTHER SITUATION which I have in mind has to do with some recent studies of the radio as an instrument for the political education of adults. I was invited, as a psychologist, to measure the effectiveness of a group of lectures on unemployment. Before starting to work on my tests I asked a sponsor of the broadcasts what kind of effects they were seeking. Were they seeking to spread new information on political subjects? Well, that was one object. Another object seemed to be that of stirring up political interest, whatever side of the question the listeners might come to take. When we made our actual measurements of the effects of this particular series, we found that the speeches did increase the information of the listeners somewhat, but the nature of the increase was important. *Really novel ideas practically failed to carry over.* The large effect was in the increased popularity of ideas already very much in the air. The series also had an effect in increasing the consistency of such general attitudes as: "The federal government must act in the unemployment emergency." It should be clear that such results as these are not simply comments upon the efficiency of previously established educational policies. They push one into judgments of what those policies should be. They suggest the possibility that radio broadcasts should avoid the purpose of disseminating novel ideas—that perhaps such broadcasts should have the more modest aim of crystallizing and defining that which is already known, but known only vaguely.—Edward S. Robinson, Yale University, in "Psychology and Public Policy," *School and Society*, April 29, 1933, p542.

## Canada and the United States

VARIETY, that peerless journal of the amusement world, recently made a careful poll of 150 cities in the United States and Canada as to the favorite radio program in each community. It was found that the three most popular entertainers, in the eyes of the Americans, were in descending order Eddie Cantor, Ed Wynn, and Jack Pearl. In Canada, according to *Variety's* listing, they were the New York Philharmonic Orchestra, the Philadelphia Orchestra, and the Metropolitan Opera Company. This must prove something; but on the whole we had better leave it to a Canadian to say just what.—Editorial in *The New Republic*, January 11, 1933, p227.

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