

Radio in Canada and in England

THE ENORMOUS GULF which separates a commercial radio system from a planned system designed to serve public welfare can be understood best by a consideration of purposes and objectives. Canada, having decided recently to copy certain essential elements of the British system, is an example of a country which realizes the need of careful direction in respect to so vital a medium of mass communication as the radio. The following three statements, the first by E. A. Weir, director of programs of the Canadian Radio Broadcasting Commission, the second from the official report of the British Broadcasting Corporation, and the third from *The Listener*, may prove helpful.

The Canadian viewpoint—What is the prime purpose of radio, the most potential of all the arts since the invention of printing? On the answer to that question depends one's outlook on the whole subject of broadcasting and the form of organization best designed to make the most of it as a national asset.

Briefly there are two schools of thought, first, that which holds that *radio exists primarily as an advertising medium*—as something to push the sale of goods; to increase the turnover of every sort of product from toothpaste to gasoline, cigars to ginger-ale, and perfumes to quack remedies. Indeed, sometimes we get letters from ladies who wish to advertise for husbands, tho they are never prepared to pay much for them. That is, broadly speaking, the school of thought which has so far dominated broadcasting thruout North America, and as we all know, radio has proven a tremendously effective medium for that purpose.

The second school of thought maintains that the prime purpose of radio is something quite different from the merchandising of goods—that *it is primarily a great entertainment and educational medium*, falling far short of its proper use at the present time. This second school is divided into a variety of groups. Some want musical entertainment almost entirely, and within that group we have the devotees of jazz, of the symphony, of musical comedy, of chamber music, or other forms. Others prefer a substantial part of their entertainment in the form of programs more definitely educational in character, and so there are all classes between. Some do not object to a little advertising, if they are assured good entertainment, but the increasing tide of dissatisfaction provoked as a result of the lengths to which some advertisers go in their efforts to force sales threatens to seriously impair the efficiency of radio even as an advertising medium. In Canada this has resulted in action to limit advertising to 5 percent of the program time.

Tho the latter school of thought is closer to the truth, it does not fully express the real purpose of radio. *To me the prime purpose of this great medium of thought-communication*

is to assist in developing to the highest degree the latent possibilities of the talent lying undeveloped or semi-developed in our cosmopolitan population. It is not merely a question of whether we shall have good programs or poor programs—

whether we shall increase the turnover of our industries and add so many millions to our trade balance, but whether the inherent genius of the scattered population that we are trying to mould into one united people shall have opportunity to express itself.

A problem of great magnitude lies before the Canadian Radio Broadcasting Commission. Those who carry the responsibility for the future development of radio in Canada bear a responsibility second to none in the Dominion. They are dealing with cultural and spiritual values. They are providing the opportunities for selfexpression for the finest tempers among our people, for that side of Canadian life which will be our permanent measuring stick among the nations of the world.¹

A British retort—In a recent address which attracted considerable notice, the American publicist and broadcaster, William Hard, propounded the intriguing paradox that the effect of "governmental" broadcasting as practised in Europe is to advance culture but not civics, while American "free" broadcasting is advancing civics but not culture. When allowance is made for the over-sharpness of the generalization, the proposition as stated would be very difficult to confute. But the facts might equally well be stated in another way, that the freedom of America is failing to rise to a cultural opportunity that the governments of the Old World have been socially-minded enough to seize, and that the higher the cultural level of the governed is the less

they are likely to be successfully "doped" by the governors. Still other interpretations could be suggested, but common to all of them is the fact that the standpoint of a government towards broadcasting is fixed by its standpoint towards its people. This is the root of the matter, and the forms of constitution, administration, and finance, important as they are, are derivatives. The question "Whither broadcasting?" therefore can only be answered by posing another question "Whither society?" and it is best, here, to leave it at that.²

British model recommended to Canada—Adaptation of the British model to suit the distinctive needs and conditions of Canada is the basis of the recommendations made by Mr. Gladstone Murray in his report to Mr. R. B. Bennett on the organization of Canadian broadcasting. "Experience elsewhere," he points out, "has proved the folly of trying to make



CARL MENZER, since 1923 director-announcer of radio station WSUI, and associate in the department of electrical engineering, State University of Iowa, Iowa City, Iowa. Graduating from the State University of Iowa in 1921 with the degree of Bachelor of Science in Engineering, he received his Master of Science degree in 1922, and the professional degree of Electrical Engineer in 1924. Mr. Menzer is not only a skilled program director, but has had twenty years technical radio experience including constructing and operating of transmitters and receivers, and as radio operator on lake steamers, designing engineer for a radio manufacturer, teacher of electrical engineering, radio, and communications, and research worker in radio, television, and related fields.

¹ Abstract of an address before the Fourth Annual Institute for Education by Radio, Ohio State University, May 5, 1933, by E. A. Weir, director of programs, Canadian Radio Broadcasting Commission. *Education on the Air*, 1933, p37-48.

² British Broadcasting Corporation. *Yearbook*, 1933, p317.

broadcasting administration a department of state. *The arguments against this are as decisive as are the arguments against leaving broadcasting entirely in the hands of private commercial interests.*" The constitution of Canadian broadcasting, however, should not be a mere copy of some other constitution. The BBC may indeed serve as a model, but Canadian broadcasting should develop on its own distinctive lines, availing itself of the best experience of the rest of the world. For instance, "in Great Britain the distinction between general legislative functions of the board of governors and the particular administrative functions of the executive is established *de facto* but not *de jure*. If Canada makes the distinction *de jure* as well, then there is a guarantee of continuity which does not yet exist in Great Britain."

The financial basis which Mr. Murray proposes for Canadian broadcasting is rather different from that which is familiar to us in Britain. It envisages a combination of license revenue with a limited revenue from advertisement—a halfway house between the British and the American systems; but not more than 5 percent of the program period would be allocated to direct advertisement, and another 5 percent to indirect advertisement. Mr. Murray's plan includes many features designed to safeguard Canadian broadcasting from trouble arising from provincial and geographical difficulties, as well as from racial, linguistic, religious, and political misunderstanding. He lays considerable stress upon the need for creating machinery which will insure that the Canadian Radio Broadcasting Commission keeps closely in touch with the principal trends of public opinion and takes full account of the views of listeners. The creation of advisory committees, the development of a strong public relations department, and the effective management of press publicity are all recommendations based upon the experience of British broadcasting. Careful preparation in advance of each new step is necessary if public good-will and understanding are to accompany each new development of the broadcasting service. On the program side immediate but cautious advance is advised, to be followed by more ambitious improvements later on as circumstances permit.

In the fields of specialist broadcasting, in music, the drama, the lighter forms of entertainment, religion, politics, and education, paths may be opened up similar to those which have proved so acceptable in Great Britain. But Canada cannot expect fully-grown radio drama, a national symphony orchestra, nondenominational religious services, or elaborate educational broadcasts to spring suddenly into being. Modest beginnings must be made, and again and again in his report Mr. Murray emphasizes the prime importance of "the unfailing recognition of the priority of entertainment values in all departments of program work." One of the most significant of his recommendations is concerned with the need for good announcing, a need which applies particularly in the delivery of news bulletins. "There is herein," says Mr. Murray, "a great opportunity to set a new standard for the North American continent. Announcing for the Commission should be a model of

diction, arrangement, and good taste. It is possible to create a tradition of enunciation without imposing a uniform dialect"; and he rightly adds that such good announcing would not only add to the prestige and popularity of the Canadian Commission, but would "convey a sense of repose which is not as evident as it should be either in Canada or the United States."³

Kadderly Leaves Oregon

WALLACE L. KADDERLY has recently assumed his duties in San Francisco as western program director of the United States Department of Agriculture. In his new position Mr. Kadderly will have charge of the western farm and home hour, a regular program given over a chain including the following NBC stations: KFI, KGO, KGW, KFSD, KOMO, KHQ, KGIR, KGHL, KTAR, and KDYL.

Mr. Kadderly since 1925 has been program director and manager of KOAC, state-owned radio-broadcasting station at Corvallis, Oregon. Under his management KOAC became one of the outstanding noncommercial broadcasting stations in the country. Previously he had served the agricultural extension service as assistant county agent, farm management specialist, assistant county agent leader, and head of the department of information.

Aid to Debaters

A PAMPHLET entitled *American Broadcasting* should be in the hands of all high-school and college students debating the radio control question this year. This pamphlet of twenty pages contains an analytical study of one day's output of 206 commercial radio stations including program content and advertising interruptions.

It appears from the study that the American system, under which the broadcasting service is supported wholly thru the sale of advertising time, is an unsatisfactory makeshift and that a fundamental change is inevitable if radio is to render the nation the service which the listeners want and to which they are entitled.

American Broadcasting is published by and can be secured free from the *Ventura Free Press*, Ventura, California.

Comparison of Advertising Receipts

THE GROSS RECEIPTS for advertising in four different media during two recent months of 1933 are given in the November 10, 1933, issue of the *Heinl Radio Business Letter*. The figures which were secured from the statistical bureau of the National Association of Broadcasters are as follows:

Medium	August	September
Radio broadcasting	\$3,693,247	\$3,949,341
National magazines	6,644,831	7,942,886
Newspapers	37,790,096	38,371,622
National farm papers	236,505	373,134
Totals	\$48,364,679	\$50,636,983

³ *The Listener* [London], August 30, 1933, p304.

WE BELIEVE THAT RADIO BROADCASTING has potential values for education, culture, and entertainment, far in excess of those at present realized in the United States. In view of the distinctly unhealthy reactions produced in boys and girls by many of our present radio programs, we urge that individuals and organizations responsible for such programs take immediate steps to make their content conform to generally accepted standards in the field of child development; and further that all parent-teacher units use every available means to secure such improvement at the earliest possible moment.—Resolution adopted by the New Jersey Congress of Parents and Teachers, November 3, 1933.

University of Kentucky Listening Centers

THIRTEEN LISTENING CENTERS are making available radio programs of the University of Kentucky to hundreds of persons in the creek valleys and coves of eastern Kentucky. These under-privileged people, many of whom previously had never heard a radio program, are now brought into closer touch with the outside world.

The university provided the radio sets which were placed in community centers, schools, and in one case a general store. A competent director operates each radio set on a definite schedule. Each center must be open to the public and in full operation to receive all University of Kentucky radio programs, with the exception of those occurring late at night. No other programs are specifically designated, but a sincere effort is made to have the radio tuned to worthwhile material at all times. Monthly reports sent in from each center give, not only the total number of listeners to each day's university program, but constructive criticism of it as well.

The centers now in operation are located at Cow Creek, Owsley county; Gander, Letcher county; Bolyn, Vest, and Pippapass, Knott county; Hyden and Wooton, Leslie county; Davella, Martin county; Williba, Lee county; Bonanza, McDowell, and Langley, Floyd county; and Morris Fork, Breathitt county. Four other centers for which aeri- als and grounds already have been installed will soon be opened.

Radio in the Soviet Union

DURING THE FIRST FIVE-YEAR PLAN the entire radio system of the Soviet Union was thoroly reconstructed and extended. The following table shows the number of stations, their power, and also the number of receiving points in the USSR:

	1928	1929	1930	1931	1932
Number of stations...	23	41	53	57	66
Power of the stations [kilowatts]...	126	218	395	902	1,702
Number of receiving points	350,000	555,000	1,200,000	2,000,000	2,800,000

In the last five years the number of radio stations has increased almost three times, their power thirteen and a half times, and the number of receiving points eight times. This has caused a considerable increase in the number of radio listeners, which, in 1932, was estimated to be between ten and twelve million. This figure is based on the fact that usually every receiving point is used by a family of several persons and that many sets are collectively used in workers' clubs, village reading-rooms, army barracks, and communal living quarters.

Every nationality in the Soviet Union may have programs broadcast in its own language. Fifty different languages are used in broadcasting.

The system of local broadcasting points, organized in large industrial enterprises and many *sovhozes* and *kolhozes* is widely developed. These points function almost entirely independently, organizing radio-newspapers and concerts. These local stations also frequently relay the programs of the cen-

tral stations, or send their programs thru them. On October 1, 1928, there were 27 local stations, on January 1, 1931, there were 962, and at the end of 1932 approximately 3000.

The special radio broadcasting of correspondence school courses has also developed to a large degree. *During the first five-year plan 125,000 radio study points were formed*, making it possible for many thousand workers and collective members to take correspondence work by radio.

The ultra high-frequency system has also highly developed, increasing some twenty times and allowing for sending and receiving programs from the district, regional, and republic centers of the most outlying spots in the Urals, Yakutia, Kazakstan, and other distant places. The *rayon*¹ receiving system has grown from 150 to 2500 units, facilitating transmission to the *rayons*.

Ten large radio telegraph centers have been organized in Moscow, Tashkent, Alma Ata, Khabarovsk, Irkutsk, Novosibirsk, Sverdlovsk, Leningrad, Tiflis, and Baku. All these centers are connected with Moscow and their own *rayons*.

Eighty-three new transmitters of 372 kilowatt power, 350 short-wave transmitters for outside *rayon* connection, and 250,000 new radio points are planned. Sport arenas are having radio connections installed. The plan for 1933 foresees the receiving of Moscow programs by all regional, district, and republican centers and the sending of their own local programs by these centers to the *rayons*.—*Soviet Union Review*, October 1933, p214-15.

Radio and English

RADIO SHOULD EXERT A POWERFUL INFLUENCE on our speech and tastes. But who is there to guide the listener thru the maze of programs? Here is a place where the English teacher can help. She can help to set standards for the appreciation of radio programs.

It is well for teachers to know the havoc the Amos 'n' Andy program is creating in the English language. Once I presented a list of words to college students and asked them whether they had ever heard the words before and whether they had used them. There was a tendency on the part of those who listened to Amos and Andy most frequently to define all words in the Amos and Andy sense.

The function of radio is to enliven and stimulate, not to teach. Teaching is the job of the classroom teacher. Radio must give us plays, readings, information. But the plays, readings, and information should be complete in themselves, should constitute an artistic unit.

The contributions which the radio can make to English teaching are these: it can serve to illustrate various phases of instruction by presenting readings, plays, examples of speech; it can help the teacher cover a subject extensively; it can show the teacher new or varied methods of teaching, permitting her to observe her pupils' reactions to these methods.

The English teacher can contribute to radio by bringing her pupils to critical appreciation of values in some pro-

¹ A Soviet Union political subdivision similar to the county in the United States.

WHEREAS THE RADIO is primarily an instrument of popular education and culture, be it resolved that we urge the Congress of the United States to make provision for a scientific and comprehensive study of the whole field of radio to the end that a system of radio broadcasting suited to national ideals and the needs of the people may be developed.—Resolution adopted by the Iowa Congress of Parents and Teachers, October 27, 1933.

grams and hazards to taste in others; she can show pupils what radio programs mean in terms of their speech, word choice, and phrasing, and, most important, their preference for literary and social values. Thru the pupils, she will reach the parents, and thru both, the broadcaster. The influence of the English teacher is of great significance.—Abstract of an address by F. H. Lumley, Ohio State University, before the National Council of Teachers of English, December 1, 1933.

Canada Provides Free Service

THE EXCESSIVE COSTS for telephone lines used for broadcasting purposes in the United States have been attacked by both commercial and educational groups and by Congressional leaders. Costs to states and educational institutions are particularly burdensome since under the American broadcasting practise an educational station makes its contribution to public welfare without any corresponding revenue return, while a commercial one merely adds the wire toll item to its charge for advertising time.

In Canada the facilities of the Alberta government telephones enable the University of Alberta radio station CKUA to form a network with two other stations, CFAC and CJOC, without cost except for overtime service of linemen on Sundays which amounts to five or six dollars per month.

What a blessing such an arrangement in the United States would be to the state network in Wisconsin, WHA and WLBL; to Oregon's state station KOAC; the state stations KSAC and KFKU in Kansas, and WOI and WSUI, in Iowa; and to the many other public radio services now rendered at a cost of thousands of dollars annually for wire tolls.

New Radio Course in Utah

A FIELD COURSE in classroom organization and management, consisting of twenty-five half-hour lectures by Dr. L. John Nuttall, Jr., superintendent of the Salt Lake City schools, is being given by radio each Thursday at 10PM over station KSL. The series began on September 28 and with the omission of one week in November, two in December, and one in February, will end on April 12.

This year's course follows as a result of Dr. Nuttall's successful radio course in the advanced technics of teaching given last year. [See *Education by Radio* 3:15, March 2, 1933.] Last year's course, the first experiment of the University of Utah in this field, attracted a large number of registrants, 80 percent of whom received university credit.

The topics to be treated in the twenty-five radio lectures follow: [1] the place of learning environment and morale in school achievement; [2] organizing the pupils for instruction;

[3] adjustments to individual differences; [4] class size and teaching load; [5] school plant and pupil population; [6] seating in classroom organization; [7] lecture based on questions asked by class members on problems of organization; [8] factors in pupil progress; [9] school failures; [10] lecture based on questions asked by class members on pupil progress; [11] the daily program; [12] establishing classroom and building routine; [13] adjusting to the time schedule; [14] routine of attendance control; [15] compulsory attendance administration; [16] lecture based on questions asked by class members on routine; [17] routine problems of discipline; [18] conserving and developing character thru discipline; [19] lecture based on questions asked by class members on discipline; [20] management records; [21] pupil accounting; [22] permanent school records; [23] management in relation to auxiliary activities; [24] school publicity devices; and [25] questions and summary.

Prefers British System

JOHAN MCCORMACK, the Irish tenor, adds his name to that large group of Americans who having an intimate knowledge of both British and American broadcasting prefer the British.

"Radio appears to be in need of new ideas," Mr. McCormack observes. "Programs are repeated day after day, with slight modifications and under different titles, because good program ideas are scarce." But he contends the broadcasters can find solace in the fact that the motion pictures and stage are in the same predicament. A producer makes a novel picture and others are quick to imitate.

"In the main, *I prefer England's broadcasting to America*," said the noted tenor. "The English showmen seem to have discovered the knack of making abstruse subjects clear, interesting, and entertaining. American broadcasters should concentrate on more speakers who devote their talents to presenting interesting topics in a popular style."¹

Selective Listening Essential

IF THE NATION CONTINUES to turn its millions of radios to a certain point on the dial and receive thruout the day from early morning until late at night all that comes over the station without discrimination there is serious danger to the emotional life of the nation. Millions of children and young people who are subject to the continuous nerve-racking jangle of a Rudy Vallee orchestra or a noise equivalent, or to the whining, crooning of the average radio performers, not artists, are undergoing an emotional strain that will inevitably cause social and economic trouble. It is impossible to send into the intimate home-life of the nation all of the offerings of our radios without leaving these results.—G. B. Phillips, in "Possibilities of Radio in Education." *North Carolina Teacher*, April 1933, p299.

¹ *New York Times*, December 3, 1933.

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