

Education

by **R A D I O**

A Bulletin to Promote the
Use of Radio for Educational,
Cultural, and Civic Purposes

Volume 7

MAY 1937

Number 5

Government and Radio

I AM VITALLY INTERESTED in the problem we now have before us because *I believe that radio is destined to affect the scope and progress of education and, therefore, our national life in general, with results quite as revolutionary as those which followed the invention of the printing press.* Radio's possibilities are yet but relatively slightly appreciated. The understanding necessary to make adequate educational use of it is now emerging as a genuine reality. The existence of the tremendous power of radio is a fundamental fact that has been abruptly thrust into our system of living and it deserves the most serious and intensive study. We approach it with no feeling of mastery but with a will to understand it, to learn better how to use it, to aid in finding greater use for it, and to determine the government's responsibility for its educational use, particularly as that responsibility should be discharged thru the federal Office of Education. . . .

I have examined carefully the Act creating the Office of Education. It seems clear beyond question that radio has an important role to play in achieving the broad purpose of the government in "diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems," and that it has perhaps a greater obligation to "promote the cause of education thruout the country."

We are seeing more clearly each day that we must have a scheme of educational organization modernized to fit the spirit and the practical needs of an inter-dependent society which demands swift-moving, cooperative effort. One of the cardinal virtues of democracy is that it provides more adequately than any other system of social organization for the sharing of ideas and experiences. . . . What I am suggesting, then, is the need for a much better scheme than has yet been developed by which, in the field of organized education itself and for the benefit of the public in general, this interchange of facts and ideas over increasingly wide areas may be accelerated; by which, with speed, regularity, and certainty the most outstanding successes of each state or local community, in its unique social, economic, and political ventures, skillfully and interestingly related and intelligently interpreted, shall become the successes of all; a process by which the rich heritages of the past may be woven into the personalities of the masses.

In this great realm in which national progress is sought thru more widespread, voluntarily accepted, common understanding, we cannot rely solely upon the "horse and buggy" methods of the simple life that is gone forever. Here we must bring to our aid a generous use of the power of the most modern devices for securing personal growth

DR. JOHN W. STUDEBAKER, U. S. Commissioner of Education, was the speaker at the banquet of the Eighth Annual Institute for Education by Radio. His address, entitled "The Government's Responsibility for Educational Broadcasting," was such a concise statement of the duties of the federal government, and particularly of the Office of Education, concerning educational radio, that it is being brought, in slightly condensed form, to the readers of *Education by Radio*. It begins in the adjoining column and continues thruout this issue. It will be published in full in *Education on the Air, 1937*, the proceedings of the Institute.

•

"THE FALL OF THE CITY" [a poetic drama by Archibald MacLeish] proved to most listeners that the radio, which conveys only sound, is science's gift to poetry and poetic drama; that thirty minutes is an ideal time for a verse play; that artistically radio is ready to come of age, for in the hands of a master a \$10 receiving set can become a living theater, its loudspeaker a national proscenium.—*Time*, April 19, 1937.

•

THE EIGHTH ANNUAL INSTITUTE FOR EDUCATION BY RADIO was held May 3-5 in Columbus, Ohio. Approximately 250 persons, including both educators and representatives of the radio industry, took part in the three-day conference. A number of the notes in this issue refer to this meeting as "the Institute."

•

MEREDITH PAGE, director of the Ohio Radio Workshop, is the author of a new handbook of suggestions for amateur radio groups. The booklet, entitled *Radio Script Duplication*, may be procured from the Bureau of Educational Research, Ohio State University, Columbus, Ohio. The price is fifty cents.

•

IN NEW JERSEY a proposal for a state-owned and operated noncommercial radio station to be devoted in part to educational programs has been approved by the State Advisory Committee on Public Recreation.

EDUCATION BY RADIO

is published monthly by

THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

S. HOWARD EVANS, *secretary*

One Madison Avenue, New York, N. Y.

Committee Members and Organizations They Represent

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

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

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

HAROLD B. McCARTY, program director, state broadcasting station WHA, University of Wisconsin, Madison, Wisconsin, *National Association of Educational Broadcasters.*

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

AGNES SAMUELSON, state superintendent of public instruction, Des Moines, Iowa, *National Council of State Superintendents.*

WILLIS A. SUTTON, superintendent of schools, Atlanta, Georgia, *National Education Association.*

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

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

MEMBER EDUCATIONAL PRESS ASSOCIATION
OF AMERICA

DEEMS TAYLOR, commentator for the New York Philharmonic Symphony Orchestra, during the final broadcast of the 1936-37 season on April 18, made some enlightening comments on what he had found out about his audience from the mail he has received. Mr. Taylor has concluded, first, that people do not listen accurately, and second, that they are intolerant. He made very clear his opinion of what he termed a "national educational racket," the habit high school and college students have acquired of writing to authors, commentators, artists, statesmen, and other public figures, expecting to receive a complete essay in response to a few questions, the answers to most of which the student could find out for himself in any library. Mr. Taylor suspects that teachers are abetting rather than discouraging this practise, since one letter stated that "My teacher says I may have an extra credit if you will sign your reply." The evidence that American men are taking an increasing interest in fine music makes Mr. Taylor feel very much heartened.

A FEW COPIES of the following two free publications, which are now out of print, are available on request:

Advisory Committee on Education by Radio. *Report.* Columbus, Ohio: The F. J. Heer Printing Co., 1930. 246 p.

Perry, Armstrong. *Radio in Education.* New York: The Payne Fund, 1929. 166 p.

Requests should be addressed to the National Committee on Education by Radio, Room 308, One Madison Avenue, New York, N. Y.

and mass civic enlightenment. No government can or will shirk that responsibility. The dictatorships of the world have eagerly capitalized the sweeping pervasiveness of radio for their peculiar purposes to restrict learning and to enforce beliefs. As our democracy enters new stages of its race with the forces which tend to destroy it, we must learn how to gear this powerful twentieth century instrument of mass communication to the high aims of a social order which is dedicated to the principle that the widest possible opportunity to learn will produce, in the long run, the soundest beliefs, and the greatest happiness for all. As the Office of Education in your federal government assumes its share of this responsibility it will be more than a clearing house; it will be a dynamic force in sustaining our democratic ideals and practises and in constantly elevating the general level of American occupational and cultural life.

The responsibility of the federal government for educational broadcasting, as I see the situation, falls within at least three areas, as follows: [1] to safeguard the use of radio frequencies to insure the maximum of public service; [2] to use radio to acquaint the public with the work of the government; and [3] to keep the public posted concerning the services it should expect of radio, and to persuade and assist broadcasters to provide those services.

Safeguard radio frequencies: Radio frequencies are recognized as public property by the Congress of the United States which has placed in the hands of the Federal Communications Commission the responsibility of securing the use of these frequencies in the "public interest, convenience, and necessity." The Commission, in turn, has set up certain regulations to govern the granting of licenses. Under these regulations, we find that approximately 97 percent of the frequencies within the regular broadcast band are being used by commercial companies which depend upon radio advertising not only to finance the construction and operation of the stations but also to gain financial profits on the original investments. To be sure, these stations have been charged with the responsibility of operating in the public interest, convenience, and necessity, and from time to time they are called upon by the Commission to submit evidence of the public service which they are rendering.

Phenomenal progress has been made in technical equipment under this system and no less phenomenal progress has been made in the technic of broadcasting. Stations and chains have spent large sums of money to create programs having the widest popular appeal, as they vie with one another for audiences. . . . It is hard to conceive, however, that nearly all radio channels in the broadcast band should be placed permanently in the hands of commercial companies even tho they are charged to use them in the public interest, convenience, and necessity.

I do not wish to be interpreted as criticizing the Federal Communications Commission or its predecessor, the Federal Radio Commission. They set up regulations to govern the granting of licenses. Commercial agencies complied with the regulations and were granted the licenses. Neither do I wish to be understood as criticizing the commercial broadcasters. They have entertained and enlightened the public, and made noteworthy advances in radio science and in the art of broadcasting. Public agencies were slow to grasp the educational significance of radio, and even slower to work out a sound financial basis for the construction and operation of high-grade stations. Altho much of the early advance in radio engineering emanated from colleges and universities, college radio stations, with few exceptions, have been inadequately financed and therefore backward in the development of the art of broadcasting.

Is it any wonder then that education on the air is rather generally recognized as one of the rough spots in our broadcasting system? The Federal Communications Commission, in its report to the President of the Senate of the United States on January 22, 1935, stated:

The Commission feels, in particular, that broadcasting has a much more important part in the educational program of the country than has yet been found for it. We expect actively to assist in the determination of the rightful place of broadcasting in education and to see that it is used in that place.

It is my opinion that, when broadcasting plays a "much more important part in the educational program," than at present, the result will have been brought about not only by increased cooperation between educators and broadcasters, but also thru a larger number of *public agencies operating stations on the public channels, exclusively in the public interest, performing public services over and above those which these agencies can perform by the use of commercial radio stations alone.* The executive departments of the federal government have not been satisfied to leave to commercial agencies the responsibility of carrying the government's point-to-point radio communications. Roughly, 25 percent of all radio frequencies now in use are assigned to the various departments of the federal government. I am reliably informed that the federal departments expect to use a considerably larger percentage of the ultra-high frequencies.

When the Federal Communications Commission held a conference last June to consider the allocation of the ultra-high frequencies among various agencies and for various services, I requested that a minimum of three megacycles be reserved for the exclusive use of local school systems for services in addition to those which they could normally expect commercial radio stations to perform. This request was for only about one twenty-fifth of the channels under consideration but seemed reasonably adequate to meet the needs of school systems and other educational agencies, since the portion of the frequencies requested would provide approximately seventy-five clear channels suitable for short-range broadcasting. No final decision has been reached in this matter but I confidently expect the Commission to make adequate allocation for this purpose. If it does, then the responsibility for constructing the stations and developing their maximum use in the public interest will fall upon local school officials and other educational groups. If they fail to take advantage of this opportunity within a reasonable length of time, the reservation on these frequencies will no doubt be removed and local school authorities will have missed their opportunity to use them in the performance of their services to the schools and the public. I am fully convinced that I would have been lacking in foresight and negligent of my duty if I had not pointed out the incalculable value to organized education and the general public interest which may come from a widespread and continuous educational use of ultra-high radio frequencies. . . .

Inform public concerning government: The legislative and executive departments of our federal government make a rather extensive use of the air to broadcast information about the government. Of course it seems proper that the President and the various federal agencies should use radio as well as other means of communication, for the diffusion of information intended to contribute to an understanding of national problems, to the solidarity of the nation, and to the happiness and well-being of the American people. . . .

According to the President, "The development of our economic life requires the intelligent understanding of the hundreds of complicated elements of our society." One way to develop this understanding is by means of public forums which I have long advocated. . . . As a basis for forum discussions, however, we need a great deal of infor-

"A MYSTIC KING OF THE NORTH," one of the "Let's Draw" series of the Wisconsin School of the Air, received the award for the best program entered as a directed classroom activity in the First American Exhibition of Recordings of Educational Radio Programs, a feature of the Eighth Annual Institute for Education by Radio. In the dramatization class the award was presented to "Freedom of the Press," a program of the "Let Freedom Ring" series of the Educational Radio Project of the U. S. Office of Education.

Seven programs received honorable mention; as follows:

Talks—"How the Mind Grows in Infancy," from the series, "Radio Forum on Growth and Development of the Child," planned and produced by the National Congress of Parents and Teachers.

Directed classroom activities—"NBC Home Symphony," "Maddy Band Lessons" from "NBC Instrumental Series," and "NBC Music Appreciation Hour, Series B."

Roundtables—"Youth and National Policy," from series, "Youth and Problems of Today," planned and produced as part of the Wisconsin School of the Air by Station WHA, University of Wisconsin.

Dramatizations—"Appointment at Westminster" from NBC "Coronation Series," and "The Penny Auction," planned and produced by the Resettlement Administration, U. S. Department of Agriculture.

Programs submitted in the contest were classified under four headings—talks, directed classroom activities, roundtables, and dramatizations. An award and an honorable mention was to have been given in each class to a program entered by an educational organization and one entered by a commercial station, making eight possible awards and eight honorable mentions.

Ninety-five programs, totaling 39 hours, were submitted in the contest. A preliminary judging reduced the number to 23 programs, totaling 10 hours. The judges felt that only two programs, both of them noncommercial, were of a sufficiently high standard to be worthy of an award.

Judges of the contest were: Dr. Belmont Farley, director of publicity for the National Education Association; Felix Greene, American representative of the British Broadcasting Corporation; and Joseph Ries, educational director of station WLW, Cincinnati. Speaking for the judges, Mr. Ries said that after listening carefully and by no means unsympathetically, the judges had decided that the general standard of educational programs, as represented by the recordings submitted, was regrettably inadequate.

THE EDUCATIONAL RADIO SCRIPT EXCHANGE of the U. S. Office of Education has recently issued Supplement No. 1 to its Script Catalog. The original catalog, published in January 1937, listed 53 scripts. Supplement No. 1 contains 47 additional scripts, making a total of 100 scripts now available free of charge. According to the latest report, more than 40,000 scripts have been distributed. To obtain the catalog or supplement send your request to the Educational Radio Script Exchange, U. S. Office of Education, Washington, D. C.

COMMISSIONER GEORGE HENRY PAYNE of the Federal Communications Commission has proposed a special tax on broadcast stations. He maintains that "the enormous profits made by the broadcast stations more than justify a special tax, as they now enjoy the use of a great national resource and it is the government that bears the burden of the regulation without which they could not exist." Commissioner Payne's plan calls for an annual tax of \$1 a watt for stations using 1000 watts or less power; \$2 a watt for stations using more than 1000 and less than 10,000 watts; \$3 a watt for stations using power in excess of 10,000 watts. Part-time stations would be taxed in proportion to the number of hours they are on the air. Government or state owned stations and stations operated exclusively for nonprofit purposes and broadcasting only unsponsored programs would be exempt from taxation. A bill based on Commissioner Payne's proposal was introduced into the House on April 15 by Representative Boylan of New York and has been referred to the Ways and Means Committee.

•

THE EXPERIENCE of the Cleveland Public Schools, as reported at the Institute by Assistant Superintendent H. M. Buckley, seems to indicate that the first requisites for successful radio teaching are: teaching merit, ability to visualize a specific classroom of pupils, and a knowledge of the subject from the standpoint of the students' reactions. Considerable classroom experience and a sense of timing are also considered essential. Scripts should be prepared by experts in the subjectmatter. The writer should be present during rehearsals and in a receiving classroom during the broadcast. The most successful subject is music, which lends itself more readily to radio, but teachers and students seem to think the elementary science broadcasts best. An outline of each broadcast, with specific directions to teachers, is sent out a semester in advance. Some advantages of instruction by radio are: it brings an expert teacher into the classroom; it brings a lesson on which many hours of preparation have been spent; it demonstrates good teaching methods to teachers.

•

STATION KFDY, South Dakota State College, Brookings, considers that its outstanding contribution during the past year has been its service in keeping the farm people informed concerning the AAA and other drought relief projects. Other well received programs were the daily "Farm and Home News" and a question box on farm problems. The work of KFDY has been so valuable to the people of South Dakota that the Farmer's Agricultural Conservation Convention passed a resolution to the effect that KFDY should be given more money and more time on the air. A program on the National Farm and Home Hour which attempted to clear up some of the misconceptions concerning South Dakota originated at KFDY. The best program at present is said to be a series on "Soil Science." KFDY is now planning to purchase recording equipment.

mation about public problems and the part the government is playing in their solution. Along with the press, the radio has come to be a powerful force in the diffusion of this information. Wisely and fairly selected and planned, this information is not only useful in organized public discussions but also in the provocation of informal discussion of national problems in every city and village thruout the country. This service is particularly useful to a democracy in a country like ours with its broad geographical expanse, its diversified physical characteristics and climatic conditions, and its population of many races of people from all parts of the world. Thru radio, space can be annihilated and our tens of millions of people made neighbors.

Believing that convictions should be followed by action, we secured emergency funds to launch the Federal Radio Education Project about a year and a half ago as an experimental demonstration in educational radio programs. Thru this project, we are now broadcasting five weekly series over coast-to-coast networks of the national chains. . . . We are broadcasting in an attractive and interesting manner a wealth of information about the government or collected by it. . . .

Sensitize the public to higher standards: For the past six years the Office of Education has maintained a radio service charged with the responsibility of collecting and disseminating information intended to facilitate the use of radio in education; to conduct studies; to encourage research intended to solve the basic problems involved; and to give information and counsel to both broadcasters and educators who wish to improve the use of the air for educational purposes. . . .

Realizing the seriousness of the problem of the proper educational use of radio and a responsibility for its solution, the Federal Communications Commission appointed the Federal Radio Education Committee to work out means within the present broadcast structure whereby the educators on the one hand and the broadcasters on the other can combine forces [1] to eliminate controversy and misunderstanding between groups of educators and between the industry and educators; and [2] to promote actual cooperative arrangements between educators and broadcasters on national, regional, and local bases.

There is no need for me to discuss the complex problems faced by this Committee. The Committee is of the opinion that a number of important studies should be made as a means of improving the cooperative use of the air for educational purposes. To date, sufficient funds for these studies have not been secured but they seem to be assured. I am firmly convinced that the returns on substantial investments in radio research and practical experimentation in educational broadcasting, conducted by the ablest minds in the radio and educational fields, will yield valuable dividends in terms of improved educational broadcasting service.

The federal government in assuming the responsibility of establishing a radio system to be operated in the public interest, convenience, and necessity will need to work out the basic problems in the system that are interfering with the maximum benefits to the public, the legal responsibility being vested in the Federal Communications Commission, and the educational responsibility in the Office of Education. Within the means at our disposal, we have no intention of being remiss in our duty. As a service to organized education, we should encourage teacher training in broadcasting, in the school use of radio, and in the teaching of radio-program appreciation, just as we encourage teacher training in other important fields. We also should help to keep educators, in particular, posted about and alive to the ways in which they can gain the greatest benefits from the use of radio. . . .

Government's responsibility summarized: May I now present a number of points for consideration in determining more definitely than I have done in this presentation, the future responsibilities of the government for educational broadcasting.

[1] There are thousands of programs broadcast annually by the Columbia Broadcasting System, the National Broadcasting Company, and other chains. A large percentage of these programs are commercial and have assured outlets which provide a certain and predetermined coverage. A plan for commercial broadcasting in this country has therefore been evolved which provides a *thoro and definite system* for such broadcasting. However, in the field of non-commercial educational broadcasting, there is no such parallel. Non-commercial, educational programs are merely offered by the chains but there is no assured coverage. The question therefore is: Under what policies and by what means shall this nation have available for use a *real system* for the national broadcasting of noncommercial educational programs?

[2] There is no socially sound reason why there should be adequate, systematic, and sustained provision for an assured, regular, national coverage for ideas concerning articles for sale, while at the same time there is no similar provision for the dissemination of knowledge, ideas, ideals and inspiration which serve the sole purpose of lifting the general level of enlightenment and culture.

It is as reasonable to argue that all radio advertising should be done independently by the many radio stations as it is to argue that the contribution which radio may make to the enlightenment and culture of the nation should depend wholly upon a multiplicity of individual producing groups and stations acting independently. The reason *national* broadcasting of articles for sale is popular is that, thru it, a given degree of excellence and effectiveness of a program may be created at less expense per individual consumer than if the same quality of program were prepared and produced by more than one unit of organization. In other words, in the field of the agencies for influencing human conduct or reactions radio readily lends itself to the purposes and economies characteristic of mass production in industry generally. Hence the growing use of network broadcasting.

[3] The rapid increase in the volume and complexity of knowledge and in the intricacies of human relationships creates a demand for the fullest possible use of the most effective and economical means of spreading knowledge and of creating an understanding of social problems. A democratic society, therefore, in the interest of public welfare and thru public agencies will persistently seek the use of those means of mass communication which are most efficient in the dissemination of knowledge and in the creation of keener and more pervasive social insights.

[4] By its very nature radio must operate on and thru the public domain and must be publicly regulated. For these reasons the public will never relinquish its control of radio, and for the reasons stated above, this control will probably tend to increase rather than to diminish. This policy and trend are expressed in the announced determination of the public thru Congress to insist that radio be operated in the people's "interest, convenience, and necessity." The severity of governmental controls will be lessened in the degree in which the radio industry makes controls unnecessary.

[5] For the reason indicated the future undoubtedly will bring increasingly critical examination of the performance of the radio industry with special reference to its service in behalf of the people's "interest, convenience, and necessity."

[6] Without question the public will steadily develop the feeling

THE STATE OF GEORGIA has enacted legislation creating a State Radio Commission. The Commission is to take over and operate station WGST and any other radio stations the state may acquire. Membership of the Commission includes the governor, the president of the Senate, the speaker of the House, the president of Georgia School of Technology, and three citizens to be named by the governor.

WGST was given to the Georgia School of Technology by the late Clark Howell, Sr. The school leased the station to the Southern Broadcasting Company to be operated commercially and the present lease has about three years to run, with the privilege of a ten-year renewal. Governor E. D. Rivers pointed out, however, that it was unfair to the people of Georgia to tie up the station so long when radio is expanding so rapidly, and that a law passed in 1931 gave the state title to all property owned by state institutions. For that reason the lease on the station could not be considered binding, since it was not approved by the legislature.

THE FRANK A. DAY JR. HIGH SCHOOL of Newtonville, Mass., has been a pioneer in the development of radio programs presented by pupils over the public address system of the school itself. The principal of the school, Russell V. Burkhard, has been the guiding hand of this enterprise. Beginning with the use of the public address system, Mr. Burkhard's pupils have had frequent occasion to use the facilities of broadcasting stations for the presentation of programs of state and national interest. The programs dramatize school situations and serve to interpret school life to the public. The scripts are prepared and presented by pupils under the supervision of a technical director who is assisted by the English department. The justification of the program as a student enterprise lies in its value in developing personality for all careers and as a first-class educational experience. According to Mr. Burkhard, some of the pupils have used their broadcasting experience as a basis for a selection of vocations.

AN ESPECIALLY INTERESTING FEATURE of the Institute was the talk on production given at the Wednesday morning session by Rikel Kent of Station WLW, Cincinnati. Mr. Kent's fame as a producer made his comments of particular value. He stressed the importance of allowing actors to interpret their parts in their own way rather than forcing them to follow rigorously the director's ideas. He felt also that directors should be more human in their handling of young people who appear for auditions. Even when they are unable to use the candidates they can at least find merit and give words of encouragement where they are deserved. He gave the impression that in his opinion an actor on a commercial program was in reality a salesman and, regardless of art or his own personal opinions, everything should be subordinated to the purpose of the program—sales. Mr. Kent's speaking in the manner of a director haranguing his cast added considerable to the effectiveness of his presentation.

ACCORDING TO Assistant Superintendent H. M. Buckley, the Cleveland Public Schools are planning the installation of an ultra-shortwave transmitter to be used in reaching all of the schools in their system. It is felt that the public schools will be served best by securing channels in that part of the spectrum where they can work without conflict with commercial stations. Considerable study has been given to this proposal both as regards its effectiveness and the costs of installation. It is probable that a single receiving set will be installed in each school building so that programs can be distributed within the building over the existing public address system. All broadcasting by the Cleveland Public Schools is designed for classroom reception. If Cleveland carries out its plan, it will be the first city school system to take advantage of the ultra-shortwave band which the U. S. Commissioner of Education requested set aside for educational use.

SIX MEMBERS of the staff of the Detroit public schools were registered at the Institute. As a result, those attending the section Monday evening devoted to broadcasting in the schools learned a great deal about the educational broadcasting program being carried on in Detroit. In brief, the programs, which are in the nature of dramatizations presented by school pupils, are planned, tried out, and presented by means of a cooperative effort between pupils, teachers, and the members of the supervisory and administrative staffs. An important factor in the Detroit plan for school broadcasting is a principals' radio committee, of which Owen A. Emmons, principal, Cooley High School, is chairman.

THE REGIONAL ITALIAN CIVIC PROJECT of the Connecticut Congress of Parents and Teachers is a very worthwhile experiment in adult education by radio. "Community Responsibilities," "Citizenship," "Health," "Religion," "Delinquency and Crime," "The Child's Patrimony," and "Youth Problems" are some of the topics which have been treated in the weekly broadcasts, all of which are given in the Italian language. Thru the use of three Connecticut stations, WICC, Bridgeport, WBRY, Waterbury, and WTIC, Hartford, and station WOV, New York, N. Y., it is estimated that more than 60 percent of the Italian population in the United States is being reached.

RADIO STATION KFKU, University of Kansas, Lawrence, will celebrate its twelfth anniversary on June 12, 1937. The director of the station feels that the most significant advance made during the past year has been the contacts with the public schools. KFKU is contemplating establishing a School of the Air to broadcast directly into the classrooms of secondary schools. Lessons in Spanish, French, and German are being broadcast, the French lessons having been especially well received. KFKU's music appreciation course has been on the air for twelve years.

that the industry is not properly fulfilling its obligation to the people's "interest, convenience, and necessity," as long as public-service or "educational" broadcasting—that is broadcasting clearly designed *adequately* to spread knowledge and create social understanding—must continue to take its chances in the confusion and irregularities of an unsystematic, uncoordinated scheme of rampant individualism of networks and stations, a situation in which there is no planned program that guarantees certainty of sustained coverage.

In spite of the relatively accidental methods now used for mass communication of knowledge and social understanding, radio, together with other vigorous agencies of education, has contributed so largely to a general diffusion of culture that the American people will not be satisfied with any policy for the radio industry which allows it to be used too largely as an advertising agency. In a fundamental sense the general culture of our people may be measured by the extent to which they increasingly insist that such a powerful instrument as radio should *add* to that culture. It may be expected, therefore, that our developing civilization will incline steadily toward a larger rather than a smaller proportion of systematic, nationwide educational broadcasting of a high degree of excellence.

Certainly no one will claim that at the present time we have achieved the highest possible level of civilization in the United States. This being the case, if the people in the future do not insist upon greater cultural contributions thru radio, their failure to do so will be clear evidence that the personal tastes and social aspirations of the people are declining. Such a result is surely not to be desired even tho it might relieve the radio industry of a critical attitude that would insist upon a constant elevation of standards. If, on the other hand, the forces for the positive development of our people increase in effectiveness [and radio is one of these forces] naturally the people will tend to expect still greater contributions from such forces until it is very evident that the limits of effectiveness in creating cultural advancement have been reached. Of course, these limits never will be reached.

A challenge: May I say again that the government's use of authority in exercising its responsibilities for educational broadcasting will be great or small depending upon the degree to which the broadcasters serve the public welfare. The primary values represented by a broadcasting company are based upon the use of the public domain. The people of this country will, therefore, not lose sight of the fact that the broadcasters and advertisers are using public property. As long as it is generally understood that the airways belong to the people and the right to use them can be taken away by the people's agency of government as easily as the right is given, we may expect careful consideration of the meaning of "public interest, convenience, and necessity" by the broadcasters and the general public alike. I consider it one of the responsibilities of government to keep that sense of ownership fresh and clear in the minds of the people. That is one of the positive methods of exemplifying the principle that "eternal vigilance is the price of liberty." It is an essential safeguard for the future.

With the great power of the owners of the equipment and radio organizations on the one hand and the supreme power of the people acting thru their government on the other hand, we have a balance which may well provide a freer employment of radio for the public welfare than seems possible in any other system. It is the government's responsibility fairly to represent the public at large in its desires to have its property used to as great a degree as possible for its educational benefit.