

Education

by **R A D I O**

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

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Eighth Institute for Education by Radio

THE EIGHTH ANNUAL INSTITUTE FOR EDUCATION BY RADIO, held in Columbus, Ohio, May 3-5, by the Bureau of Educational Research of the Ohio State University, was a fitting climax to the series of meetings which have preceded it. It proved again that the Institute has found its place in radio and is prepared to make an annual contribution of lasting value.

The function of the Institute seems to be that of evaluating the specific procedures which are being developed to meet special problems of educational and cultural broadcasting. So far as possible, the differences between the educational and the commercial approach to radio are forgotten while the common problems of method are stressed. This year particularly, conflict seemed to be at a minimum, while much emphasis was being placed on the possibilities of cooperation.

As a background for a discussion of technics, there is always some consideration of the philosophy of educational broadcasting. This year that aspect of the program was covered largely by the speeches of Major Gladstone Murray, general manager of the Canadian Broadcasting Corporation, and Dr. John W. Studebaker, U. S. Commissioner of Education. Dr. Studebaker's speech has already been reported in this bulletin.¹ Major Murray's contribution was equally fundamental. He emphasized that the responsibility of radio for national culture is one of the most important considerations of this generation; that this cultural responsibility must extend to all programs; and that radio should assume the role of a ministry of the arts. He stressed the importance of radio in adult education. He said that there was probably too much broadcasting and that quality was to be preferred to quantity. Major Murray's speech was the keynote of the conference and its influence carried thru the meetings.

The first session devoted to specific problems dealt with the subject of the educational broadcasting station. First there was a rollcall of the various stations, each reporting the outstanding achievements of the year. These reports were followed by a careful defense of the educational station made by H. B. McCarty of station WHA, University of Wisconsin, president of the National Association of Educational Broadcasters and representative of that organization on the National Committee on Education by Radio. Mr. McCarty went back over the history of the educational broadcasting stations to point out that the early stations were interested in technical experimentation, not in the dissemination of knowledge. Many of those stations went out of existence with satisfaction that their purpose had been achieved and that their record was one

ARMSTRONG PERRY, for five years director of the service bureau of the National Committee on Education by Radio, was one of the passengers injured when the plane in which they were flying from Brazil to Caracas, Venezuela, crashed in a Venezuelan jungle on April 22. The five injured passengers waited fifteen days in the jungle for the aid which the three uninjured went to seek. Mr. Perry is said to have been very seriously injured and unconscious for nine days. According to the latest report, the survivors were rescued on May 7 and Mr. Perry is recovering in a Caracas hospital. Since leaving the National Committee on Education by Radio in January 1936, Mr. Perry has devoted himself to freelance writing and was in Venezuela collecting material.

THE RADIO COMMITTEE of the Montana Society for the Study of Education, of which Boyd F. Baldwin is chairman, has issued a report recommending that the Society lend its support to the plan for organized educational broadcasting on a statewide basis. The plan is the one advanced by the National Committee on Education by Radio and calls for the establishment of state or regional radio boards which will enable civic organizations to pool their resources in order to secure the assistance of expert radio production staffs and the cooperation of broadcasting stations.

DR. IRVIN STEWART, vicechairman of the Federal Communications Commission, whose term expires on June 30, has notified President Roosevelt that he will not be a candidate for reappointment to the Commission. He will retire from the Commission to become director of a new Committee on Scientific Aids to Learning of the National Research Council. Dr. Stewart is chairman of the Telegraph Division and a member of the so-called "liberal" wing of the Communications Commission.

STATION WOSU, Ohio State University, Columbus, celebrated its fifteenth anniversary on June 3. A broadcasting license and the call letters WEAO were acquired on that date fifteen years ago, but a "wireless station" had been in existence on the campus for a decade previously. The station changed its call letters to WOSU in 1932 in order to identify itself more thoroly.

¹ *Education by Radio* 7:17-22, May 1937.

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RADIO STATION WILL, University of Illinois, Urbana, has begun operating on its new frequency of 580 kc. and new schedule of 8AM-5:45PM six days weekly. Two 325-foot directional antenna towers have been erected and the station's listening area is reported to be increased 125 percent. An additional studio has been constructed and underground cables run to thirty pickup points about the campus for remote broadcasts of lectures and musical productions. According to Jos. F. Wright, director of WILL, the new schedule provides a 75 percent time increase and a variety of educational presentations is planned. Talent will be drawn almost exclusively from the 1500 professors and the 11,000 students. Among the most popular of the programs from classrooms are those giving instruction in foreign languages.

GIAN-CARLO MENOTTI, young composer whose opera, "Amelia al Ballo," was very well received in New York, has been commissioned by the National Broadcasting Company to write an original opera for radio. The Columbia Workshop also has been experimenting with materials written especially for radio, as contrasted with adapted materials. Archibald MacLeish and Stephen Vincent Benet are two of the wellknown persons whose radio scripts have been produced by the Workshop. The apparently growing realization that materials must be written especially for the radio in order to use the medium to the fullest extent of its potentialities is an encouraging trend. It is to be hoped that more and more experimentation will be carried on with writers of proven ability.

of success. According to Mr. McCarty, the stations today are interested almost exclusively in education. Most of them have become arms of the extension departments of their universities and are rendering a farflung service to the public. Mr. McCarty's opinion was that full academic freedom in radio could be preserved only by having educational institutions own and operate their own facilities.

H. Clay Harshbarger of the State University of Iowa, who spoke later on the program, suggested in forthright fashion that the transition from technical experimentation to a concentration on the dissemination of knowledge had not been accomplished as yet by all the educational broadcasting stations. He made some very specific suggestions of ways in which the educational stations might hasten their full maturity.

On the subject of broadcasting to schools there was a wide range of opinion among the members of the Institute. Some felt that radio was a boon to all education. Others were of the opinion that thru the use of recordings all the advantages of radio could be given to the schools with much more adaptability and effectiveness. While these variant points of view were never completely reconciled, they stimulated a very spirited discussion at two roundtable meetings devoted to the subject.

To the extent that there was agreement, it seemed to be somewhat as follows. Both radio and recordings are aids to study and nothing more. They are to be used by the teacher when and only when they contribute to the educational process. Therefore the teacher must be the one to write the specifications and the broadcaster or maker of recordings must be prepared to meet those specifications. This means that increasingly such aids must be prepared for particular local situations and cannot be successful if broadcast nationally. For certain teaching purposes where repetition may be desirable, as, for instance, in the teaching of music appreciation, recordings have special advantages. On the other hand, for reporting occasions such as the inauguration of a president or the coronation of a king and for bringing outstanding living personalities into a classroom, there is no substitute for the radio. It became evident that specific problems such as the objectives of broadcasting to schools, the integration of broadcasts with the curriculum, and the most effective use of broadcasts in the classroom, were especially in need of study.

Russell V. Burkhard, principal of the Frank A. Day Junior High School, Newtonville, Mass., gave a splendid exposition before the entire membership of the Institute of the uses to which broadcasting can be put in a particular school system. He emphasized that the experience of broadcasting even over the loudspeaker system of the school had numerous values for the children. First, it is an excellent educational experience in the development of personality. Second, it gives training in script writing and in the expression of ideas. Third, it is a definite help in vocational selection.

The radio workshop was another subject which received much attention at the Institute. The term is still used to cover a variety of activities, ranging from special efforts in voice training to a complete producing unit for radio. Perhaps its greatest service in most cases is in the selection and training of talent. Dean Ned H. Dearborn of New York University, who reported for the workshop committee of the National Advisory Council on Radio in Education, emphasized that one of the big functions of the workshop was to do experimental work looking toward the discovery and exploitation of the fullest possibilities of educational broadcasting.

Thruout all the discussions, technics were being emphasized. Whenever a problem was raised, those in attendance, most of whom

were specialists in one field or another, began to consider methods of dealing with it. This process culminated in the programs of the last day when the morning was given over to a discussion and laboratory demonstration of studio technics and the afternoon was reserved for the report of the judges of the First American Exhibition of Recordings of Educational Radio Programs. The awards given at the Exhibition were announced in the May issue of this bulletin.²

One of the perennial sources of difficulty in the Institute has been the question of educational broadcasting over commercial facilities. Each succeeding year the question has been discussed with less emotion and increasing evidence of a sincere desire on the part of all groups concerned to find a satisfactory solution. While this year's meeting did not produce any final answer, it went a long way toward an accurate statement of the problem.

The situation seemed to be something like this: The educators are confident that they possess materials of high potential value for radio but they are aware that to date they have not in the main presented these materials effectively. The commercial broadcasters feel that they have a real need for educational programs but they want these programs to be brought to them ready for professional radio production. This leaves a gap between the educator with materials but ineffective organization for presentation and the commercial stations with their available facilities but standards of presentation which for most educators are prohibitive.

At one of the roundtable sessions it was pointed out that responsibility for bridging this gap rests jointly with educators and commercial broadcasters. The way to bridge it seems to be to set up special production units under the supervision of educators to give to educational materials the professional radio presentation needed for successful use on commercial stations. This method has already been demonstrated to be effective in the Ohio School of the Air, the University Broadcasting Council in Chicago, the radio project of the U. S. Office of Education, and local school systems including Rochester, N. Y., Cleveland, Ohio, Indianapolis, Ind., and Detroit, Mich. To date, the financing of such production units has been left largely to education, altho it is generally conceded that commercial stations are in a position to increase their contributions to the cost.

Perhaps one of the solutions which will be applied to this problem in the not too distant future is the cooperative radio council plan which has been developed by Dr. Arthur G. Crane, president, University of Wyoming, and chairman, National Committee on Education by Radio, and which was discussed at the roundtable on regional organizations. At that meeting it was generally agreed that a much more intelligent use of radio facilities and available program material could be made if the various educational institutions and citizens organizations in any given region would set up a cooperative organization thru which to mobilize and organize their assets for radio. Such a cooperative organization could set up a single producing unit which might serve a number of participating organizations with an increased efficiency and at a reduced cost. It might give to educational materials the kind of professional production upon which commercial broadcasters are so insistent. This would commend itself not only to the broadcasters who want to enhance the value of each program they put on the air and to the educators who want their programs to have a maximum of effectiveness, but also to the listener who is both judge and jury in passing on all radio performance.

² *Education by Radio* 7:19, May 1937.

SUMMER COURSES in some phase of radio education will be given at the following institutions during the summer of 1937:

University of Florida, Gainesville
Northwestern University, Evanston, Illinois
Butler University, Indianapolis, Indiana
Purdue University, West Lafayette, Indiana
University of Wichita, Wichita, Kansas
University of Michigan, Ann Arbor
University of Montana, Missoula
Columbia University, New York, N. Y.
New York University, New York, N. Y.
Ohio State University, Columbus
Waynesburg College, Waynesburg, Pennsylvania
University of Texas, Austin
Southern Methodist University, Dallas, Texas
Baylor University, Waco, Texas
University of Washington, Seattle
West Virginia University, Morgantown
University of Wyoming, Laramie

HARLEY A. SMITH, Louisiana State University, and George E. Jennings, radio station WILL, University of Illinois, have been awarded fellowships by the Rockefeller Foundation for advanced study in radio broadcasting with the National Broadcasting Company. On May 5 they began their study of all phases of broadcasting technic, including methods of planning and producing programs, script writing, and network management. Mr. Jennings is the production director of station WILL and an instructor of broadcasting at the University of Illinois. Mr. Smith has been a radio instructor at Louisiana State University for the last four years and has directed numerous programs presented by the university over cooperating stations.

STATE-OWNED RADIO STATION WLBL, Stevens Point, Wisconsin, is completing work on the installation of a new 5000 watt transmitter in a more favorable location. A vertical radiator of 450 feet, the tallest in the state, has been erected and a spacious station house built. This improvement gives the state of Wisconsin two 5000 watt daytime stations. WHA in Madison serves the southern half of the state and WLBL reaches central and northern areas. Programs originated at the university and state capitol by WHA are carried simultaneously by WLBL. The stations can never render adequate service, however, until granted nighttime broadcasting licenses.

THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS held a business session at Columbus, Ohio, on May 3 in connection with the annual Institute for Education by Radio. H. B. McCarty, program director of radio station WHA, University of Wisconsin, presided over the meeting, which was devoted to a spirited discussion of Association affairs, including transcription equipment routings, radio guild plans, objective interpretations, and plans for the annual convention.

THOMAS R. ADAM, author of Report No. 1, "A Radio Experiment," published in March 1937 by the California Association for Adult Education as part of its Survey of Adult Education in the Los Angeles Metropolitan Area, is an assistant professor of history and government at Occidental College, Los Angeles. At the present time, he is on leave from Occidental College and is engaged in work for the American Association for Adult Education in New York. A slightly condensed version of his report appears in the adjoining column.

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FRIEL HEIMLICH of station WOSU, Ohio State University, and Leora Shaw, station WHA, University of Wisconsin, have received promotions since completing their training in the NBC studios. Both received fellowships last fall from the General Education Board to spend several months in the chain headquarters studying broadcasting technics. Mr. Heimlich has been appointed program manager of WOSU and Miss Shaw has become chief of the script writing department at WHA.

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IN THE APRIL 1937 ISSUE of the *Journal* of the National Education Association Dr. John W. Studebaker, U. S. Commissioner of Education, lists as one of the crucial issues in education which are not being met by programs or plans which are adequate or satisfactory, "The responsibility of the federal government and the radio industry for the *educational* use of radio as the most powerful twentieth century development for mass communication."

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THE NATIONAL FARM AND HOME HOUR is presenting a series of programs originating on the campuses of outstanding colleges. The Association of Land Grant Colleges and Universities and the U. S. Department of Agriculture cooperate in producing the series. Some of the colleges already visited are Rutgers University, Washington State College, North Carolina State College, and Iowa State College.

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FIVE HUNDRED STUDENTS at Mound Junior High School, Columbus, Ohio, were given the opportunity to hear parts of the Coronation of George VI during their history and science periods. The students were prepared for the listening periods by a review of the history surrounding the Coronation events. Wall cards, maps, and posters were also used to aid the listeners.

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EDUCATIONAL STATIONS, a brochure depicting the activities of the various non-commercial radio stations, may be obtained free from the office of the National Committee on Education by Radio, Room 308, One Madison Avenue, New York, N. Y.

California Experiments with Radio Education

THE CALIFORNIA ASSOCIATION FOR ADULT EDUCATION, in January 1935, commenced a survey of the nature of the instruments for adult education in certain districts in Southern California. The American Association for Adult Education granted us a sum of money for this purpose. The survey covered a period of six months.

Before the survey commenced, radio stations KFI and KECA called a meeting of Southern California educators to consider the desirability of a five-day-a-week educational program of general public interest. The California Association agreed to undertake this task as part of our general survey of educational instruments. The stations agreed to grant suitable time for the broadcasts and also to undertake production. Professional radio actors were obtained under a government relief project. Our main responsibility lay in the preparation of suitable scripts for dramatic presentation.

We decided on dramatic sketches as the form most truly suited to the medium. We endeavored to dramatize intellectual, not emotional interests. The distinction is an important one and vital to the proper use of radio by educational authorities. The radio, with its reliance on dialog and its inability to distract its audience by emotional appeals to the eye, is probably more suited to convey intellectual drama than either the stage or the screen. The circumstances of radio reception, the peace of the fireside, fit into the mood of thoughtful meditation more readily than the crowded gaiety of theater or picture house.

Our program consisted of five dramatic sketches a week, for twenty-one weeks, broadcast over station KFI in the afternoon and KECA in the evening. The type of dramatizations presented was continuously altered in the light of practical experience.

In our five separate programs we covered the fields of literature, history, anthropology, the social sciences, art, and later oceanography. In dealing with the field of literature, we did not feel competent to make adaptations or venture critical commentaries. Our object was to present as closely as possible the original work of great authors. Radio, curiously enough, creates an opportunity to present literature once more to the general public in its truly original and perhaps most effective form—that of oral recitations of brief extracts, phrased in dramatic terms. Given proper nourishment, radio could take the place in modern times of the medieval bard.

Our literature dramas were given daily listing in the press among the five or six entertainment dramas presented by the stations and commercial sponsors. The willingness of the station officials and radio editors to give our dramatic sketches equal rating with commercial entertainment may be taken as a favorable sign. A tendency exists to place all educational programs in an inferior category of their own. In order to make any headway educational dramas must compete for public interest on an equal basis with commercial entertainment. The authority and discipline of the classroom cannot be translated into the field of radio.

In constructing our history programs we sought to evolve a new form for the historical drama. On the assumption that history could only interest the general public if its relation to everyday life was made clear, we determined to concentrate on the economic and social, rather than on the political and military aspects of past events. Our general objective was to recreate history as it would have been lived by an ordinary middleclass family. The radio is

particularly suited to quietly dramatic episodes of family life. The economic and social developments of history can probably be presented more competently in this manner than in any other form of broadcasting. Our experiment has at least shown that radio listeners are willing to listen to historical dramas based on something more substantial than "glamour." The form we have evolved could be refined by the continued experiments of competent men into a powerful instrument for mass education. The first practical step that must be taken to accomplish this end is the creation of a national editorial board to give assignments and secure publication and dissemination of material. The effectiveness of the educator in the field of radio depends upon the instruments that can be built up for cooperative effort on a national scale.

We presented a series of dramatic sketches touching upon problems in the social sciences. The technic of these dramas was somewhat similar to that of our historical series. The objective was to illustrate the working of political and economic policies on the life of the average family. An obvious danger existed in that the use of the dramatic form would give our renderings of current problems a controversial or even propaganda bias. We avoided this, to some extent, by illustrating the working of social policies thru scenes from foreign countries where these policies had reached their fullest development. This technic permitted American listeners to take a more detached view of the situation involved.

The anthropology programs took the form of dramatic sketches reenacting actual field expeditions in which exciting discoveries had been made. The educational content was excellent and the subject-matter adapted itself naturally to dramatic treatment. The encouragement and coordination of this type of scientific education, thru the radio, could best be undertaken by the creation of regional editorial boards. These boards could assign fields to the various institutions in a locality and give editorial assistance and approval in the preparation of scripts.

In the oceanography series dramatic sketches were presented dealing with marine expeditions and discoveries. In this case, as with anthropology, the local interest was stressed.

The aim of the art broadcasts was to stress popular education in the field of artistic appreciation. We were unable, however, to devise any dramatic form suitable to popular art education and accordingly substituted the program on oceanography for the art series at a later stage in the experiment.

The writing of scripts is the heart of broadcast presentations. Commercial sponsors rely on an anonymous "grub street" of overworked underpaid script writers. It is only natural that the quality of work produced is ephemeral and lacking in imaginative content. Script writing for educational purposes would require to be placed on a very different basis. The scripts should be written not for one broadcast alone but for innumerable repetitions over the smaller stations thruout the country. They should have at least the quality of good magazine articles. The fact that they are devised to spread information by their intrinsic merit and content, places them on a different basis from sketches designed wholly for entertainment.

The second requisite of attractive educational scripts is competent editorial selection and supervision. Commercial stations have seldom a staff capable of judging the soundness of an educational drama. A national editorial body or regional editorial boards would have to be set up by educational authorities.

The type of dramatic sketch that can be properly presented in the conventional fifteen or twenty minutes must necessarily be

SOUTHERN METHODIST UNIVERSITY, Dallas, Texas, thru its downtown Dallas College division, will conduct a Radio Workshop, or training school of the air, from June 3 to July 15. Taught by B. H. Darrow, director of the Ohio School of the Air, the course will be the first of its kind in the southwest. Mr. Darrow will personally supervise classes in script-writing, radio acting, classroom use of radio broadcasts, and all phases of building and producing radio programs. The course is designed for school superintendents and teachers who take part in school radio broadcasts, for classroom teachers who use radio broadcasts in the classroom, and for all persons interested in radio work.

Mr. Darrow, whose salary is being paid by the National Committee on Education by Radio, will also conduct a six-weeks summer course at the University of Texas.

GLENN VAN AUKEN of Indianapolis, Indiana, has been granted a construction permit by the Federal Communications Commission to erect a one kilowatt daytime station at Indianapolis. Mr. Van Auker stated in his application that he proposes to form a community radio council composed of representatives of the Chamber of Commerce, Better Business Bureau, service clubs, public schools, Parent-Teacher Association, Department of Conservation of Indiana, and other organizations, the purpose of which would be to coordinate service clubs employing radio facilities, to determine civic programs best suited to meet the needs of the community, and to secure the best talent available for the production of such programs.

ONE OF THE YEAR'S MOST THRILLING EVENTS for more than a thousand school children in Wisconsin was the Radio Music Festival held on the University of Wisconsin campus on May 1. It climaxed the year's activities of Prof. E. B. Gordon's "Journeys in Music Land" broadcasts of the Wisconsin School of the Air. Boys and girls from classrooms thruout the state gathered in Music Hall and sang together the songs Prof. Gordon taught them over the radio. This year marked the fourth festival held in connection with this popular radio program and the completion of Prof. Gordon's sixth consecutive year of broadcasting with the Wisconsin School of the Air.

"THE WORLD IS YOURS" series, which is presented by the Educational Radio Project of the U. S. Office of Education in cooperation with the Smithsonian Institute, has been changed from Sundays at 11:30AM, EST, to Sundays from 4:30-5PM, EDT, in order to add other stations to those of the Red Network of the National Broadcasting Company which have been carrying the series. During the past several months nearly 150,000 persons have written to the Office of Education about the series.

STATION KWSC, State College of Washington, Pullman, reported in answer to the roll-call of educational stations at the Institute for Education by Radio, that it has moved into new and improved quarters with offices and studios adjoining. It is serving a greater audience than at any time in its history. An interesting program is "KWSC Salutes," given by college students, in which a high school is saluted each week. The radio station is now a separate department of the college and employs twenty-five students thruout the year. The appropriation for the station has been doubled in the last year. A great loss was experienced thru the death on January 17, 1937, of Dr. Frank F. Nalder, long the director of the station. Dr. Nalder was a pioneer in the field of educational broadcasting. His was a constant struggle for better facilities and larger appropriations for KWSC, and it is largely due to his enthusiasm that the station is as active as it is today.

RADIO STATION WBAA, Purdue University, West Lafayette, Ind., celebrated its fifteenth anniversary on April 4, 1937. During the past year the station has more than doubled its pickup points on the campus and, as a result of audience demand, the number of broadcasts from classrooms have been increased. A unique program is based on a class in public discussion. Students from the class are sent out to conduct forums in local communities. A special series of programs is designed for reception in the Lafayette schools. In 1933 a noncredit course in radio was inaugurated. This summer it will become a credit course under the direction of Blanche C. Young, supervisor of radio education, Indianapolis Public Schools.

THE NATIONAL SCHOOL ASSEMBLY, a commencement program prepared by the U. S. Office of Education, was broadcast on Friday, May 14. The purpose of the program was not only to present recent facts on occupational trends for the benefit of high school and college graduates but also to provide a commencement program for the smaller schools which ordinarily could not obtain speakers with a national point of view. Harold L. Ickes, Secretary of the Interior; Dr. John W. Studebaker, U. S. Commissioner of Education; Dr. Walter B. Pitkin, author and professor at Columbia University; and Edward A. Filene, philanthropist and merchant, were the speakers.

THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS presented a program in commemoration of World Goodwill Day on May 18. Speakers on the program, which originated in Washington, D. C., were Willard E. Givens, executive secretary of the National Education Association; James L. Fieser, assistant secretary-general of the American Red Cross; Selma Borhardt, of the American Teacher's Federation, and Dr. J. W. Crabtree, acting secretary-general of the World Federation of Education Associations.

limited to few characters. Four to six characters are ample if the listener is not to be confused in the recognition of voices. Sound effects and expensive production accessories have no true place in the educational drama.

If scripts of this nature were prepared and published, it is likely that educational sketches would become the most attractive dramatic offerings on the air. The quality of these scripts, because of the competence of their authors and careful editorial work, would readily surpass the hastily written products of professional script writers. The radio public has had very little opportunity to show its reactions to skillful educational dramas. From the limited experience of our rather pioneering work it appears that the public has a true appetite for even crude efforts in this direction.

If the major difficulty of obtaining sound scripts is overcome, obstacles in the way of production are of lesser moment. In our experiment we obtained the ready cooperation of government relief organizations. There is little reason why this valuable educational project could not be organized on a national scale and afford real assistance to unemployed dramatic performers. An alternative method of production, particularly suited to smaller communities and stations, would be to organize the dramatic clubs of universities, colleges, and high schools to carry out such programs. The formation of radio clubs for dramatic performances would of itself be of great value as an educational force among the participants. Amateur organizations of this nature, given trustworthy scripts, could present excellent renderings.

Whether in a large or small community, a slight coordination of existing forces would suffice to create the machinery for the production of radio dramas. Effective scripts, however, must be provided either from a national or regional authority. Nothing could be more damaging to the future development of radio education than the production of hastily written amateur dramas by untrustworthy authorities. The quality of work required cannot be produced by local communities, each working on its own initiative.

An analogy may be drawn between modern scholarship ignoring the popular instruments of press, magazines, and radio, and medieval scholarship clinging obstinately to the Latin tongue. Radio lies open to any group of men who can produce material of real interest to the general public, or to any substantial section of that public. The commercial organization of radio stations does not bar interesting material from the air. On the contrary, stations are eager to secure programs that will appeal to listeners.

There is reason to believe that the public will give wholehearted support to educational material on the radio when it is presented in a form suitable to the medium and the general taste. Scholars are the only people capable of devising the proper garments in which to present their knowledge to the public. The field of radio has been almost wholly neglected by scholars because of the lack of any organization mobilizing their talents for this purpose. The organization of universities and colleges is necessary before professors can lecture. In the same way, some institution must undertake the responsibility of directing learned men into the field of radio.

Justification for a national organized use of the radio in educational matters must lie in the duty of men of learning to maintain their right to the public ear. The radio has opened up a new avenue for irresponsible influences. Negative protests are of little value. The only way to combat worthless material is to produce work of intellectual integrity in an equally attractive form. This has been the traditional task of men of learning in any civilization.