

Education

by **R A D I O**

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Use of Radio for Educational,
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AS THE SCHOOL YEAR CLOSES and the educational doldrums of the summer months approach, it may be well to make an assessment of the general situation in radio, particularly as it relates to educational broadcasting. This calls for the consideration of conditions in Washington, the center of control over all radio. It offers the opportunity for an appraisal of the present situation in educational broadcasting and makes possible some speculation concerning the future.

A feeling of uncertainty seems to pervade all radio. If educators are conscious of their limitations as they approach this new medium and are wondering how to adjust themselves to it, they are in the same position as everyone else. Congressmen, members of the Communications Commission, the commercial radio industry, and the representatives of philanthropy are also trying to find the course they should pursue.

In Congress there are specific proposals dealing with various aspects of broadcasting. Representative Emanuel Celler has introduced a bill authorizing the construction of a high-powered short-wave government broadcasting station for service to the member nations of the Pan American Union. Representative Otha D. Wearin is the author of a measure to prevent the ownership of broadcasting licenses by newspaper interests. Representative John J. Boylan has introduced a bill to tax all radio broadcasting stations sufficiently to make the federal license a source of revenue to the government. There is also the resolution offered by the late Representative William P. Connery, Jr., calling for a special investigation of the Federal Communications Commission.

While the fate of all this legislation is in doubt, a very considerable pressure has been built behind the Connery resolution. On March 23, Representative Wigglesworth of Massachusetts made a strong appeal to the Rules Committee of the House during which he said:

The evidence indicates that all of the forty so-called clear channels are owned, operated, or affiliated with the big three broadcasting chains. Ninety-six percent of the broadcasting stations with full time or substantial power are said to be owned or in some way tied in with the three big chains. Of 2,500,000 watts of full-time night power allocated to the industry, less than 60,000 watts, or 3 percent, is available to stations which are not affiliated with the big three. No independent full-time station is licensed to operate at night with a power of more than 1000 watts in contrast to some two hundred stations affiliated with the big three, many of which have 50,000 watts, one of which has 500,000 watts.

In the Senate fewer bills have been introduced but this fact denotes no lack of interest. Senator Burton K. Wheeler, chairman of the Senate Committee on Interstate Commerce which has juris-

REPRESENTATIVE WILLIAM P. CONNERY, JR., of Massachusetts died in Washington, D. C., June 15 following an attack of food poisoning. Mr. Connery was chairman of the House Committee on Labor and sponsor of a resolution demanding a Congressional investigation of "irregularities in or pertaining to the monopoly which exists in radio and the activities and functions carried on under the Communications Act of 1934." The chances for the authorization of a Congressional investigation of broadcasting during the present session have grown dim since Mr. Connery's death.

THE COMMITTEE ON SCHOOL BROADCASTING of the Wisconsin Education Association this spring staged two radio institutes to acquaint teachers with the use of radio in the schools. The first was held at Janesville and the second at Stevens Point. The success of the institutes and the experience the committee gained thru these experimental meetings promise a continuation of similar sessions in other cities. The committee aids in the planning of the curriculum and courses of the Wisconsin School of the Air, a regular presentation of station WHA, University of Wisconsin, Madison.

ARMSTRONG PERRY, former director of the service bureau of the National Committee on Education by Radio, is recovering nicely in a hospital in Caracas, Venezuela, from injuries received in a plane crash on April 22. According to a letter received June 22 from Mrs. Perry, who is in Caracas with him, he had a bad head wound but that has healed and he is regaining his strength.

B. H. DARROW has resigned as director of the Ohio School of the Air to take a position September 1 as educational director of station WBEN, Buffalo, N. Y. Thru his withdrawal the Ohio School of the Air loses one of the outstanding figures in education by radio.

STATION WRUF, University of Florida, Gainesville, sponsors the University of Florida Radio Guild, an organization of students which is devoted to the broadcasting of radio plays.

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LOUISIANA STATE UNIVERSITY, Baton Rouge, offers three courses in radio. An introductory course covers the general principles of microphone technic. The intermediate course teaches the students to write and present a variety of material, and requires each student to appear over the local station at least twenty-five times during the semester. The advanced course, open to seniors and graduates, is a writing course. Each student prepares an outline of a series of thirteen educational programs and writes one of the programs for his series.

The university broadcasts approximately fifteen programs each week. Two new bureaus have been opened during the past year, the Radio News Bureau and the Radio Script Bureau. The Radio News Bureau prepares bulletins embracing material of an educational nature, which are being used by nine stations in Louisiana and three in other states. The Script Bureau has a file of scripts written by radio students that are available for schools or other organizations wishing to present radio programs. The Bureau serves two purposes: supplying the community with desirable scripts, and giving the students many opportunities for writing.

STATION KOB, formerly a project of the New Mexico College of Agriculture and Mechanic Arts, joined the NBC network on June 15. The station began broadcasting early in 1920 when a 50 watt voice transmitter was installed. The college lost the station in August 1936, but continues to present programs two evenings a week from 8:30-9.

diction over radio, is known to favor a Congressional investigation. He has been on record for more than a year as an advocate of the separation of newspapers and radio stations. His defense of this latter position is that control over both these media by any single interest represents an influence so powerful that it cannot be tolerated in a democracy.

Senator Wallace H. White, one of the co-authors of the Radio Act of 1927 which established the original Federal Radio Commission, made a speech in the Senate on March 17, 1937, which has been declared by some to be the outstanding pronouncement on the subject of radio made in Congress this year. Senator White said in part:

I do not want to reflect unwarrantably upon any member of this [Federal Communications] Commission. In past years I have given much attention to the problems presented and have some appreciation of the difficulties inherent in the situation. I feel justified, however, in general comments on the Commission's work.

In the first instance, every Senator knows that the air is full of reports that cases have been decided not alone on the evidence presented and the merits of the issue, but that political pressure has been often exerted, and that it has been determinative in many instances. There is, I believe, a public impression that applicants before the Commission should and must seek political aid. The Commission ought not to be subjected to such influences. Its decisions ought not to be under suspicion to the extent they now are because this or the other person of political power has intervened. I know of no more certain means of re-establishing the Commission in public respect than to turn on the light of publicity and thereby to stop these attempts to improperly influence a quasi-judicial and regulatory body of the government.

There is a persistent report that the Commission, in the consideration of cases and in the determination thereof, disregards its own procedural rules and its established engineering standards. Is this true? If there is justification for the belief, what is the justification for the Commission's acts?

There is a greater volume and persistence of criticism of the Commission than of any other bureau or commission of the government. Is there warrant for this? I think the Congress should free the Commission from unjustified suspicion or it should act if its policies and purposes and the standards which ought to guide a regulatory body of the public importance of this Commission are being disregarded. Only a searching inquiry will give the answer to these questions.

Criticism of the Federal Communications Commission has become a rather frequent subject of comment in the Washington newspapers. The *Washington Daily News* ran a series of articles beginning on June 4, under the title, "Radio Becomes a Problem Child." The *Washington Herald* published a story on June 8 to the effect that the administration was considering a drastic shake up within the Commission in an effort to remove the cause of criticism.

Another criticism of the situation in Washington is contained in the article, "Scandal in the Air," by Paul W. Ward, which appeared in the April 24, 1937, issue of *The Nation*.

While the administration is painfully aware of the radio problem now resting on its doorstep, it seems reluctant to act. The Federal Communications Commission is a creature of its own creation and the administration is not eager to admit the Commission's faults even tho their origin can be traced back to the former Radio Commission. The impression among informed persons seems to be that the administration does not relish a Congressional investigation with attendant publicity but is determined to correct conditions by working quietly from within. If the bill for the reorganization of the government is passed, the Commission will become closely affiliated with one of the regular departments of government and reorganization can take place easily when that change is made.

So far as the Communications Commission itself is concerned, a majority of the members appear to be more interested in silencing criticism of the Commission than in eliminating the fundamental causes of that criticism. Some of the problems yet to be faced were

suggested in a series of articles which appeared in this bulletin last year.¹

Among the present problems pending before the Commission are some of special interest to educators. In June 1936 the Commission held a hearing on the use of ultra-high radio frequencies. John W. Studebaker, U. S. Commissioner of Education, appeared at that hearing on behalf of education and asked that a specific band of ultra-high frequencies be set aside for noncommercial educational use. To date the Commission has neither affirmed nor denied the request. It has begun to open up the ultra-high frequencies to experimental use, however, and the possibility exists that desirable wavelengths will be preempted before the claims of education can become recognized and established.

In October 1936 another hearing was held by the Commission to consider the question of the reallocation of facilities within the present broadcasting band. At that hearing consideration was given both to the engineering factors and the social and economic factors. The National Committee on Education by Radio and the National Association of Educational Broadcasters appeared on behalf of education.

The task of sifting the evidence and reporting back to the Commission on both phases of the hearing was assigned to Commander T. A. M. Craven, chief engineer of the Commission. Under date of January 11, 1937, Commander Craven made a preliminary report on the engineering evidence. To date no report on the social and economic implications of the evidence has been announced.

In the preliminary report on engineering, Commander Craven set up an entirely new classification of broadcasting stations. The description of those classes was stated in rather technical terms in the report.

On April 5, 1937, Commander Craven, as chairman of the American delegation to the Regional Radio Conference held in Habana, Cuba, March 15-29, 1937, made another report, this time to the U. S. Secretary of State, in which he restated the six classes of stations as they were written into the agreement between Canada, Cuba, Mexico, and the United States. The various classes were described in that report as follows:

Class I: A "clear channel station" using Class A or B clear channels and designed to render primary and secondary service over extended areas and at relatively long distances. Those stations of this class operating on Class B channels shall not be permitted to use more than 50 kw. power.

Class II: A "clear channel station" using Class C clear channels and designed to render primary and secondary service over relatively wide areas and at relatively long distances. They may operate with not more than 50 kw. power and must use directional antennae or other means in order to avoid objectionable interference with other stations of the same class using the same channel.

Class III: A "limited clear channel station" using Class B or Class C clear channels and designed to render service to a portion of their normal primary service area which, according to the power used, may be relatively large. The power of these stations shall not exceed 50 kw. and they must use special measures or otherwise be located at a sufficient distance to prevent objectionable interference to the service of the clear channel stations regularly assigned the same channel as is used by the "limited clear channel station." A "limited clear channel station" is subject to the interference it may receive from the clear channel stations using the same frequency.

Class IV: A "regional station" using a regional channel and designed to render service primarily to metropolitan districts and the rural areas contained therein and contiguous thereto. Their power may not exceed 5 kw. and their service areas are subject to mutual interference in accord with agreed upon engineering standards.

Class V: An "urban station" using a local channel and designed to render service primarily to cities and towns and the suburban areas contiguous thereto. The power of "urban stations" may not exceed 1 kw. and their service areas are subject to mutual interference in accord with agreed upon engineering standards.

¹Education by Radio 6:33-39, 41-43, 45-48, October, November, December, and December Supplement, 1936.

BOYD F. BALDWIN, chairman of the radio committee of the Montana Education Association, has just completed a canvass of groups and individuals interested in radio education to determine the desirability of a new organization to promote the use and study of the radio as an educative device. It has been suggested that the new organization be perfected within the framework of the National Education Association.

Specifically the proposal would set up a committee consisting of a chairman and forty-eight members, one appointed from each state. The representative from each state is expected to head a state committee, created from within the membership of his state association. Approval of the plan coming from twenty-seven states and from individuals who furnish radio leadership brought out the following objectives of committee organization:

[1] To establish an agency for reaching down into the constituent membership of the National Education Association with current developments in radio education.

[2] To provide a channel for the lay educator thru which he may influence radio education.

[3] To bring to fruition the annual resolutions of National Education Association representative assemblies.

[4] To facilitate dissemination of information about current radio developments with emphasis on state and local interests.

[5] To become a far-flung structure thru which the problems of radio education may be accurately isolated.

[6] To concentrate on the schoolroom use of radio, a field not now covered by any national committee.

[7] To encourage greater utilization of existing facilities.

[8] To act as a clearing house for state committees already in existence.

[9] To promote the development of information and experience already available.

THE UNIVERSITY OF WYOMING, Laramie, held a conference on the school use of radio, motion pictures, and other visual aids from June 23-July 1. The conference was of particular value to teachers, school officials, and community leaders interested in the educational use of these modern means of instruction. Those in attendance had the benefit of lectures by nationally known leaders, exhibitions of recent educational films, demonstrations of the school use of radio, displays of various types of visual aids, group discussions, and individual assistance.

LASH HIGH SCHOOL, Zanesville, Ohio, publishes a biweekly radio sheet entitled "Ether Waves." The school has a radio staff consisting of juniors and seniors interested in broadcasting. In addition to publishing "Ether Waves" the radio staff has prepared and produced over station WALR an average of twelve fifteen-minute programs each week. Robert C. Horn, a member of the faculty, directs the pupils in their broadcasting activities.

THE PUERTO RICO SCHOOL OF THE AIR, a project of the Department of Instruction of Puerto Rico, has just completed its second year of broadcasting. Established in 1935 thru a \$17,000 grant from the Carnegie Corporation, the School of the Air was carried on during 1936-37 by a \$15,000 appropriation from the legislature. Twenty-four different series of programs are presented including art appreciation, music, history, literature, vocational guidance, social and economic problems, safety education, and other subjects. All programs are in Spanish with the exception of the "Adventures in Biography" series which is in English. An English language course is also given and a manual is available to aid the students in preparing their lessons and following the broadcasts. Persons completing the twenty lessons receive certificates.

The Puerto Rico School of the Air includes programs of interest to young children, high school children, and adults. Some of the programs are intended to be used by the teacher to supplement the classroom work while others are designed for adult education. It is felt that the radio, by taking the school into the home, offers the easiest means of improvement for the largest number of illiterates.

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PLAYS BY THE JUNIOR LEAGUE of Dayton, Ohio, are now a part of the regular school curriculum for 53 classes in 13 high schools of that city. The radio provides the means of bringing into the classroom dramatizations of the classics being studied by the English classes. This program, presented by a group of Dayton Junior Leaguers trained in radio technic, was made possible thru the cooperation of the Dayton school superintendent, the English teachers, and radio station WSMK. As the program is a sustaining feature, the expenses, including scripts and a director's salary, have been assumed by the radio station. The scripts being used were written by G. W. Batchelor, who for the past three years has adapted classics for the Ohio School of the Air.

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STATION WOI, Iowa State College, Ames, conducted a series of fifteen broadcasts to Iowa high schools giving occupational information for educational and vocational guidance. The program each week was devoted to a particular vocation as described by an authority in the field. Listeners were supplied with notebooks containing outlines to be filled in with information gained from listening to the broadcasts and also lists of references for further study.

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TRANSRADIO PRESS announced on June 10 the settlement out of court of its \$1,700,000 suit against the major networks and press associations. The suit, which charged conspiracy in restraint of trade, had been pending more than two years. Altho terms of the agreement were not announced, it is known that the networks agreed to recognize Transradio as a regularly established news organization.

Class VI: A "city station" using a local channel and designed to render service primarily to cities and towns and the suburban areas contiguous thereto. The power of these stations may not exceed 250 watts and their service areas are subject to mutual interference in accord with agreed upon engineering standards.

While this new classification of stations may be perfectly sound from an engineering standpoint, it is subject to definite criticism on the grounds of its social and economic implications.² There is also some question about the desirability of writing it into an international agreement before the probable results of its national use have been explored. Upon examination, the United States may desire to repudiate the classification. Such a procedure might prove embarrassing in view of the commitment made by Commander Craven in his April report in which he said:

Six classes of stations defined very much along the lines of the Federal Communications Commission's engineering department's January report were adopted. These do not materially change our existing practise and are in accord with our necessities.

The ultimate disposition of the new classification of stations will depend upon the conclusion finally reached with regard to the social and economic effects of the existing broadcasting structure. Commander Craven's report on that subject is eagerly awaited.

Before turning from the Washington situation, there are two more activities deserving of consideration. Both have to do with Dr. John W. Studebaker and the U. S. Office of Education. One is the Federal Radio Education Committee, of which Dr. Studebaker is chairman, and the other is the educational radio project which is being conducted with WPA funds under the Office of Education.

The Federal Radio Education Committee, consisting partly of commercial broadcasters and partly of representatives of education, has been in existence for approximately two years. Its program has been reported in this bulletin.³ Dr. Studebaker hopes to announce in the near future a comprehensive program of research and demonstration. Earlier announcement of the program has been delayed by problems of finance. This delay has brought some criticism to Dr. Studebaker and has caused his committee to be called a "smoke-screen" for the industry. The best answer to such charges is Dr. Studebaker's address at the recent Institute for Education by Radio.⁴

The radio project of the Office of Education, which has been putting on programs over the facilities of both NBC and CBS, continues to report increasing mail response from listeners and a growing demand for the mimeographed scripts available thru its script exchange. At this particular time, the annual question of a renewed appropriation is up for consideration. The future of the project is by no means assured.

Leaving Washington and continuing the rounds in order to get an overview of other aspects of the radio problem as it affects education, it can be reported that in New York all three of the chain broadcasting companies are contemplating changes in their educational operations. Some of the changes may be far-reaching, including personnel as well as policy.

Apparently the commercial broadcasters are receding from their intrenched legal position. They are no longer claiming that they have a legal responsibility for what is broadcast from their stations and a willingness to meet this responsibility without help from educators. They are seeking ways to develop cooperation. The educational groups seem disposed to meet them at least half way.

² *Education by Radio* 6:6-7, 30-36, March and October 1936.

³ *Education by Radio* 6:31, September 1937.

⁴ *Education by Radio* 7:17-22, May 1937.

The radio manufacturers also seem to have reached the point where they are ready to invest money in the improvement of educational broadcasting in an effort to increase sales of radio equipment. Their openly avowed commercial incentive should not obscure the fact that they can be extremely helpful. Just what form their assistance may take is still uncertain.

While the commercial interests in radio are making more of an effort to have their contributions acceptable to education, schools thruout the nation are making great progress on their own. They are beginning to write and produce radio programs for use on central sound systems as well as for broadcasting over the air. They are learning how to use radio programs in the classroom. Summer schools are putting on teacher training courses in radio. A syllabus on the school use of radio has become one of the most popular of the mimeographed documents available at the office of the National Committee on Education by Radio.

In Cleveland the public school system has made a preliminary investigation of the ultra-shortwave possibilities and is said to be preparing to apply to the Federal Communications Commission for a license to broadcast over those bands. If this plan goes thru, Cleveland will become a pioneer in ultra-shortwave broadcasting, just as educational broadcasting stations connected with colleges and universities pioneered in the regular broadcast band.

As efforts for the improvement of educational broadcasting continue, other efforts aimed at the evaluation of what has been done are getting under way. Frank E. Hill, well known as a writer, has been retained by the American Association for Adult Education to survey broadcasting thruout the nation and report back to the Association with recommendations. Mr. Hill has travelled over most of the nation and his report promises to be comprehensive as well as penetrating.

The Regents' Inquiry into the Character and Cost of Public Education in the State of New York has retained Elizabeth Laine to investigate broadcasting as it relates specifically to schools and to the classroom. Miss Laine has visited most of the centers of school broadcasting and will be reporting soon.

From the point of view of a general public interest in radio, perhaps the most interesting announcement is that a committee representing the sponsoring organizations of the First National Conference on Educational Broadcasting is now at work preparing a proposal for a second national conference to be held in Chicago early in December of this year if funds are forthcoming.

Another far-reaching development of interest to a more specialized group of people is the announcement that a Committee on Scientific Aids to Learning has been appointed by the National Research Council. Members of the committee are as follows: James B. Conant, president, Harvard University, chairman; Vannevar Bush, vicepresident and dean of the School of Engineering, Massachusetts Institute of Technology; L. D. Coffman, president, University of Minnesota; Frank B. Jewett, vicepresident, American Telephone and Telegraph Company; Ben D. Wood, associate professor of collegiate educational research, Columbia University; Bethuel M. Webster, attorney and counselor at law, secretary; Ludvig Hektoen, chairman, National Research Council, *ex officio*.

The committee has already secured the services of Dr. Irvin Stewart, who is retiring as a member of the Federal Communications Commission to become director of the project. Dr. Stewart reports that the field of interest of the committee covers broadcasting, the mechanical recording of sound, motion pictures, and photog-

TELEVISION, an accomplished fact abroad, with regular program schedules in London, remains the great American radio mystery.

Delay in making television available to the American public is variously explained. "Laboratory tests" go forward, aimed at a finer definition which it is announced has been achieved. "Field tests" from the Empire State Building and the Chrysler Building, both in New York City, impend. Televised programs are to be sent out under "actual operating conditions."

This is all very interesting, but the American radio listener, like the hungry small boy fidgeting around the kitchen door, wants to know: "When do we eat?"

It is announced that advertisers will be expected to pay the television bill, and there is little remarkable in the announcement, because at present advertisers are expected to pay the bill directly and collect, indirectly, from the listening public.

Television, because of technical complications, will be very expensive, it is indicated. Is it possible that advertisers are finding tentative charges too high?

Television receivingsets, it is expected, will retail for far more than those that receive sound alone. Is it possible that recovery has advanced so tardily that there is fear the American listeners cannot pay for television receivers?

It is time for those who bring radio to the American public to make a frank answer to this question: With television a fact abroad, why is it not available to the American listener?—*The Microphone*, May 1, 1937.

RADIO LISTENING GROUPS are being organized in eight localities in eastern Kentucky in connection with the radio listening centers established by the University of Kentucky. A supervisor for the listening groups has been employed thru the National Youth Administration. She will spend one week in each of the eight selected centers, returning every two months for a week's work at each of the centers. Local listening groups will discuss such subjects as current events, parent-teacher work, health, and music appreciation.

The University of Kentucky has about twenty-five radio listening centers established in remote mountain communities. Thru radio the people are kept in touch with the world outside. A program originating in one of the listening centers was broadcast over a national network on May 3.

MIMEOGRAPHED COPIES are available of the following recent addresses by persons connected with the National Committee on Education by Radio: "Universities and Radio," Dr. Arthur G. Crane; "Public Opinion and the Radio," S. Howard Evans; and "Why the Educational Station?" H. B. McCarty. The first two may be secured from the office of the Committee, Room 308, One Madison Avenue, New York, N. Y. Mr. McCarty's paper may be secured directly from him at Radio Station WHA, University of Wisconsin, Madison, Wis.

THE NEW YORK STATE COLLEGE OF AGRICULTURE, Cornell University, Ithaca, N. Y., is broadcasting regularly over twenty-five radio stations programs which are intended to be of special interest to farmers, gardeners, and homemakers. Charles A. Taylor is in charge of the radio programs. Recently a survey was made to determine the preferences of listeners, their regularity of listening, and place of residence, i. e., rural, suburban, urban. Results of the survey were based on replies to 1500 letters of inquiry. In spite of the fact that the broadcasts place much greater emphasis on agricultural topics than on homemaking, the number of women found to be listening nearly equalled the number of men. Sixty-two percent of the replies were from rural residents, 17 percent from suburban, and 21 per cent from urban.

It was found that rural and urban men listen more regularly than suburban men, whereas rural and suburban women listen regularly. Outstanding preferences were for "Seasonal Advice and Reminders" and for "Experiences of Farmers and Homemakers." "New Scientific Discoveries" found especial favor with suburban listeners.

Professor Taylor has also been experimenting with shortwave in broadcasting agricultural programs for reception in other countries. Purposes of the shortwave broadcasts are to build up goodwill, especially between educational institutions in the different countries, and to explore the methods and possibilities in agricultural broadcasting by shortwave to other countries. Professor Taylor reports that they are finding out many interesting things that nobody seems to have known about international interests in agriculture.

STATION WNAD, University of Oklahoma, Norman, is broadcasting from beautiful new studios on two floors of the Union Tower on the campus. The tower and studios were built with the aid of Federal funds thru the Works Progress Administration. They represent the finest in acoustical and engineering treatment, are beautifully decorated, and are equipped with the latest word in broadcasting equipment. WNAD is now broadcasting thirteen hours each week, and estimates that approximately 150 students go before the microphone during this period. A course in radio announcing was inaugurated this year, and the demand was so great that candidates for admission to the class had to pass a strenuous audition.

RADIO AS AN AID IN TEACHING, a new pamphlet by I. Keith Tyler and R. R. Lowdermilk, contains the following five articles reprinted from *The Ohio Radio Announcer*: "Using Radio News," "Radio in the Social Studies," "Music and Radio," "Radio and English," and "Radio and Science." Since the usefulness of these articles was by no means confined to Ohio readers it seemed desirable to make them available to a wider public than that represented by the mailing list of the *Announcer*. The pamphlet may be secured without charge from the Bureau of Educational Research of the Ohio State University, Columbus, Ohio.

raphy. The committee will canvass developments in these fields and set up experiments and demonstrations in each. In this way it will explore possibilities and stimulate progress. The offices of the committee will be in New York, N. Y.

Other specific developments are worthy of mention in this overview of broadcasting, but for the moment it seems well to focus attention on a general problem of increasing importance.

There is a growing feeling in this country that, just as citizens' groups are participating more actively in politics, such groups should have a larger participation in broadcasting. Leaders of these groups feel that they represent resources of program materials which are worthy of a place on the air. They demand time for their programs.

Broadcasters have not yet developed a satisfactory pattern for handling such claims. Radio is new. Its leaders have sometimes made the mistake of considering themselves engaged in a strictly private enterprise. They have dealt with citizens' groups as tho they had a minimum of public responsibility. They have aroused unnecessary antagonism and suspicion.

A pattern for handling such problems exists. It has been developed by the National Committee on Education by Radio out of the experience of thousands of educators. Education is old. Its administrative leaders are accustomed to demands being made upon them by citizens' groups. These leaders have always recognized that they have a public responsibility. While they cannot accept the dictates of any group, they have been forced to find a formula which gives to all groups a satisfactory hearing and the sense of a real opportunity for participation in the educational program of a community.

On the basis of this educational experience the NCER has developed a cooperative plan which is available to commercial broadcasters as soon as those representatives of the industry are ready to make use of it.⁵

It is only a matter of time before the logical aspects of such cooperative organizations will compel their acceptance. The only question about which real uncertainty continues to exist is the form which they will take when they finally arrive. The answer to that question will be determined largely by the source from which comes the financial support.

One possibility is that such organizations may be financed by the government. The beginnings of such a pattern already exist in the radio project now being operated by the U. S. Office of Education. That organization is finding necessary the creation of special committees for the checking of its work. It may have to establish a general supervisory committee for the review of its whole program. Then it will be in essence an equivalent of the program advocated by the National Committee on Education by Radio.

Another possibility lies in a cooperative organization financed by private groups. The pattern for this kind of organization is established in embryo in the University Broadcasting Council of Chicago. The expansion of that plan to include not only colleges but also important citizens' groups is inevitable. There are other patterns being developed, notably one for the Rocky Mountain region. Any number could be set up on short notice if necessary financial support were in sight.

The plan is certain to materialize. Whether it comes under the aegis of government or thru the initiative of private groups depends upon the convictions of the holders of the pursestrings as to which procedure is most in keeping with the requirements of radio and the needs of American democracy.

⁵ *Education by Radio* 6:2-3, 13-15, 45-48, January-February, June, and December Supplement, 1936.