

# Education

by **R A D I O**

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

Volume 7

AUGUST 1937

Number 8

## Detroit's Plan for Educational Broadcasts

FOR THREE AND ONE-HALF YEARS the members of the Advisory Committee on Visual and Radio Education of the Detroit Board of Education have supervised the educational radio programs of the public schools. These seven men, with the first assistant superintendent as chairman, meet at regular intervals and determine all policies, make all station contacts, and schedule programs. All radio activities of the thousand students who appeared in musical programs last year were cleared thru this committee.

Various members have specific duties. A committee member from the department of instruction reviews the instructional bulletin which is sent to each elementary school a week previous to the broadcast of "Our World Today," the program designed to bring learning experiences to students in the fifth and sixth grades. Since this bulletin not only outlines the program but suggests preparatory and resultant activities for English, social science, art, music, shop, and auditorium classes, the committee member in charge is responsible for checking with the department heads all activities to make certain that they correlate with the general educational philosophy. He also checks the book list and the page of interesting facts included in each bulletin.

Another member of the committee directs the activities of the radio units that have been established in each high school and intermediate [junior high] school in the city. These radio units are, for the most part, extracurricular groups, open to all students interested in radio projects. Some radio units are very active in presenting school programs over the public address systems, and all units have an opportunity to appear once a semester on the "Public School Talent" program, designed primarily to provide experience to the students in the art of broadcasting. The most experienced and talented members of these units are eligible for membership in the Detroit Public School Radio Players, who enact the character roles in the programs planned for direct reception in the schools.

The radio staff is under the direct supervision of another member of the Advisory Committee. Members of the radio staff write the scripts, select or approve the musical programs, and for the most part direct the rehearsals of the programs, "Our World Today," "Occupations on Parade," and "Public School Talent," for presentation on the air. Some of these rehearsals are with the students of particular schools, and some with the Detroit Public School Radio Players. Permits for absence from school to appear on the broadcast, blanks for written permits from parents, and transportation of various groups are checked by members of the radio staff. These radio staff members also provide the musical selections and select the students who are to "try out" and present the characters in the

STATION WRUF, University of Florida, Gainesville, has inaugurated a program of broadcasting the various industrial and agricultural activities carried on within the state of Florida. Broadcasters go to the various plants and give all the information as well as eye-descriptions of the operation of the industries. The first broadcast of this nature was from the Wilson Cypress Company in Palatka and started out by following a raft of logs down the St. Johns River, describing their progress thru the mill, and following them thru until, as the finished product, they were put on box cars to be shipped. The next broadcast was the 4-H Club Camp and recreational program in the Ocala National Forest, followed by a thirty-minute broadcast of the business of maintaining and operating a national forest. On July 15 there was broadcast from Tampa a full description from the largest cigar manufacturing concern in the world. Such a program of information and education as has been undertaken by WRUF seems to be a very appropriate activity for a state-owned broadcasting station.

B. H. DARROW, former director of the Ohio School of the Air, is now conducting a six-weeks course in radio education at the University of Texas. During the preceding six weeks, Mr. Darrow, whose services are being furnished by the National Committee on Education by Radio, conducted two courses at Southern Methodist University. The morning class was given primarily for teachers who were making use of radio programs in their teaching. The work in the evening was a combination of the classroom use of radio and the radio workshop.

At the close of the classes at Southern Methodist University the students organized the Darrow Radio Guild. Members of the Guild plan to establish radio workshops in the high schools with which they are connected. In addition, they plan to hold frequent meetings and put on a definite program.

ANNING S. PRALL, chairman of the Federal Communications Commission, passed away July 23 at his summer home, Boothbay Harbor, Maine. Mr. Prall's death, together with the resignation of Dr. Irvin Stewart which took effect July 1, leaves two vacancies on the Communications Commission.

# 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

KOAC, the state-owned station at Corvallis, Oregon, reports that radio playwriting is now a statewide activity among the 40,000 4-H Club members. Starting in 1935, when a few plays were written for presentation by county groups over KOAC, the practise has now developed into a statewide contest with summer school scholarships and cash prizes offered annually as awards for the most outstanding scripts. This year eight plays were chosen from the large number submitted. KOAC arranged with 4-H officials for daily rehearsal periods for the students participating in the nightly county broadcasts. To meet the growing interest in radio playwriting three elective classes were provided the students. Girl authors had previously predominated in the classes until two play demonstrations were offered before the assembled 1700 club members. Boy clubbers then became interested to the extent that they now outnumber the girls in the special course.

Lincoln W. Miller of the KOAC staff is in charge of the annual 4-H Club contest. He has offered to provide interested persons with copies of the plan for organizing statewide 4-H play writing contests.

THE RADIO INSTITUTE held in Dallas, Texas, July 7 was attended by approximately 150 persons from all parts of the state. This meeting, the first of its kind in the southwest, marked the beginning of plans for a statewide program of radio education in Texas. Dr. L. B. Cooper, director of research for the Texas State Teachers Association, is now perfecting the plans.

drama on the variety program, "March of Youth," which is presented weekly by a local station with the cooperation of the Detroit public schools.

A member of the Advisory Committee guides the municipal university's radio programs. This year the "Wayne University School of the Air" featured reviews of books high in current interest. These reviews, written by members of the faculty or English teachers in the high schools, were read by "Wayne University's Voice of the Air."

The second program, "Wayne University Students," a variety program, provided Wayne students an opportunity to appear "on the air."

The first draft of each script in the "Our World Today," "Public School Talent," and "Occupations on Parade" series is sent to members of the Advisory Committee for evaluation. The regular broadcast is also evaluated by this Committee.

Some of the new experiments inaugurated and carried out this year by the Committee were as follows:

"Occupations on Parade," a program offering vocational information, was broadcast into the intermediate and high schools. Leaders in various professional and industrial fields in Detroit gave interviews, talks, or helped in dramatic episodes to make more clear the needs and conditions of the occupational fields they represented.

"Our World Today," a weekly program designed to supplement and integrate the work of social science, general science, and literature in the schools, was continued from last year and broadcast into the elementary schools. To make this program more effective, the first draft of each script was submitted for evaluation to [1] a member of the Advisory Committee, [2] a member of the script writing department of the commercial station broadcasting the program, [3] a school principal, and [4] a specialist in the field featured. In addition, the first draft was read to a group of students and reactions to vocabulary, content, and interest noted. The second draft incorporated as many of the valuable suggestions received as possible. Each week a different school was visited during the actual broadcast and reactions noted. One broadcast in a school was observed by four members of the Advisory Committee. Students, teachers, and principals were encouraged to write in their criticisms of script and production and suggestions for future broadcasts. In every case the district visited personally displayed greater interest or greater energy in writing to tell of the effects of the programs. Astronomy clubs, signal apparatus built by a father and son after a broadcast on "Smoke Puffs to Dots and Dashes," auditorium plays inspired by a program on Handel, requests to use radio programs as part of school pageants for the younger children, and skits prepared "on the spot" were some of the results noted by teachers.

Our "Public School Talent" program, alternating music and drama, altho addressed to adults, has slowly worked its way into the schools, and the request has been made that this program be broadcast directly into the classrooms. This program also serves to interpret the schools to the community because the music is a direct outgrowth of classroom work and the drama programs are selected by the students from classics studied in the English classes.

The five regular weekly programs, reduced by the Advisory Committee from the ten of last year, have each been given careful attention. Whether these shall be continued or new programs presented is only one of the problems in educational broadcasting being considered at this time by the Advisory Committee on Visual and Radio Education in Detroit.—KATHLEEN N. LARDIE.



# The Contribution of School Broadcasting

IT IS IMPORTANT that school broadcasting should not be viewed in isolation. On the one hand, it is a section of general broadcasting; on the other, it must be seen in its proper perspective as one of the elements in modern education. Education is passing thru a stage of rapid development; the boundaries of the school are receding, and as they recede the responsibilities of the teacher are increasing. It is the avowed object of the educator today to prepare children for life, both in work and play. In fact, the school is, or should be, part of life. The teacher has no longer to be content with instructing his pupils in classroom subjects; he is all the time seeking ways in which he can link up classroom teaching with life outside the school. Broadcasting is an important outside influence on the development of the child. The teacher who brings it into the school is drawing into his service something which is part of the normal experience of home life today. And, furthermore, apart from what the child learns in the process, he has his first experience of listening under guidance. He is likely to spend many hours of his adolescent and adult life listening to the radio. The teacher has a chance of doing something to train his power of selection and, incidentally, his power to concentrate on what is being spoken.

Broadcasting is, therefore, something very much more than a convenient classroom aid to teaching. It is something which for social considerations it is impossible for a modern educator to ignore. We have long been accustomed to accept the printed word as the teacher's principal aid in education. Broadcasting brings in the spoken word in a new form, but, tho it uses a mechanical device, it is something more than a mechanical aid. In order to give its full service, it must be vitalized at both ends, at the microphone and in the classroom, by a human personality. No broadcast talk can replace the interplay of personality between teacher and pupil, but at the microphone men and women give their experiences in some form not available to the school thru the usual medium of lesson or textbook, and the success of the broadcast will depend a good deal on how far the broadcaster can "get across" a sense of personality. At the other end, the teacher uses the material of the broadcast as one element in a scheme of work he has designed for his own purpose. The broadcast by itself is not a lesson. It gives the teacher, who has skill to develop it, new and invigorating material to use with his class.

The essential demand, therefore, which a teacher makes of a broadcast is that it should provide something he himself cannot give, and supplement the work of the school on the imaginative side. It may bring history to life in the form of dramatizations. It may bring the traveler with first-hand experience to tell his tales in the classroom. And it may record commentaries on actual happenings in the world such as the launching of a great liner. Even without the aid of sight, sound can often suggest a vivid picture, as when a recent speaker took the listeners into a spinning mill in Lancashire and recorded what was going on. At the least, the broadcast can help the teacher who lacks special knowledge of, say, music or gardening, to get fuller value from those subjects. Thruout, the broadcast, if it is successful, will enrich the curriculum and bring into the school a breath from the world outside. It is for the teacher to choose which particular broadcast, or combination of broadcasts, can make the best contribution to his particular needs.—*Broadcasts to Schools, 1937-38*. London: Central Council for School Broadcasting, 1937. p6-7.

WALLACE H. WHITE, JR., Republican, Maine, on July 6 introduced into the Senate a resolution calling for the Committee on Interstate Commerce to make a thoro and complete investigation of the broadcasting industry in the United States and of the acts, rules, regulations, and policies of the Federal Communications Commission with respect to broadcasting. Senator White, a coauthor of the Radio Act of 1927, sums up as follows the reasons why he believes an investigation of broadcasting is necessary at this time: "It has been charged among other things and is believed by many persons that rights in frequencies beyond the terms of licenses are being asserted by the holders thereof and recognized by the Federal Communications Commission; that licenses, tho in form limited in time as provided by law, and the frequencies therein granted are being treated by the holders and the users thereof and by the Commission as tho granted for much longer terms than designated in the licenses; that the licensing authority has in effect recognized vested property rights of great value in licenses and in frequencies contrary to the letter and spirit of the law; that by various devices and means control of licenses and of frequencies has passed to others than the original licensee without the written approval of the Commission or with Commission approval given in disregard of Congressional purpose; that persons and companies have been engaged in the acquisition and sale of broadcasting stations, licenses, and frequencies; that the licensing authority has permitted concentration of stations in some parts of the country and has failed to give equitable radio service to the people of the several states and the communities thereof; that with the approval of the Commission there has come about a monopolistic concentration of ownership or control of stations in the chain companies of the United States; that thru exclusive traffic arrangements and otherwise, monopolistic control of the facilities of foreign communication by radio is being accomplished, and that the acts and attitude of the Commission are aiding and encouraging such monopoly; that the Commission in its decision of causes disregards its own rules and standards; that in the determination of matters before it the Commission has been affected and controled by political and other influences not contemplated by statute and not entitled to consideration by a regulatory and quasi-judicial body; and that it has failed to observe and effectuate the purposes of the Congress and the laws enacted by it in the foregoing and other respects."

RADIO—GOODWILL AMBASSADOR, an article appearing in the July 1937 issue of *The School Executive*, explains the role of radio in securing increased public support for education. The author, William B. Levenson, is director of radio activities at West Technical High School, Cleveland, Ohio. Mr. Levenson not only sets forth the advantages of using the radio to promote goodwill for the schools, but also gives complete instructions for presenting a radio program and outlines a series of fifteen programs which may be easily adapted for use in almost every community.



**I.** KEITH TYLER, in the May issue of *The Ohio Radio Announcer*, a publication of the Bureau of Educational Research, Ohio State University, outlines a method of selecting suitable programs for classroom use. He suggests as the first step the statement of the specific objectives of the course or courses with which the teacher wants to use radio. Next, check off those objectives on the list which radio could do little toward accomplishing. This will leave a list of the objectives appropriate for the use of radio. It will be discovered that there are some things which cannot possibly be accomplished by any other means than radio, with its unrivaled ability to offer teaching materials of freshness, rarity and variety. The third step is to check off the remaining list those objectives which could more readily be accomplished by other means within the resources of the local school and community.

With the final list of teaching objectives in mind select from any available source of radio program information those programs which seem to offer the greatest promise of contributing to the attainment of those objectives.

Mr. Tyler also states five steps for the measurement of the contribution of radio listening to the attainment of the objectives set up. They are: [1] Define each of the objectives of the final list in terms of student behavior; [2] Collect situations which will reveal, for each pupil, whether or not each objective has been accomplished; [3] Present these test situations to the students; [4] Evaluate the reactions of the pupils in the light of each objective; [5] Try to make the entire testing procedure as objective as possible.

**B**ROADCASTING AND THE AMERICAN PUBLIC was the subject this year of the statewide *ex tempore* speaking contest among Pennsylvania high-school students. In writing of the outcome of the contest, C. Stanton Belfour, executive secretary of the Pennsylvania Forensic and Music League, stated that this subject proved to be one of the most interesting they have used in recent years, as radio is a subject which the students can identify with their everyday lives. He also stated that "*Education by Radio* was one of the most valuable references for the topic."

**A**RMSTRONG PERRY, former director of the service bureau of the National Committee on Education by Radio, arrived back in the United States from Venezuela July 19. He is recovering nicely from injuries received in an airplane accident in Venezuela in April and expects to be able to resume his literary work in a month or two.

**G**UGLIELMO MARCONI, inventor of radio, died in Rome, Italy, July 20. He died of a heart attack at the age of 63 after an illness of only a few hours. At the time of his death he was experimenting in the fields of television and the ultrashort waves. His work will be carried on by his associates.

## Radio as a Classroom Device

**B**OYD F. BALDWIN, chairman of the Montana State Radio Committee, is the author of a series of four articles published under the title, "An Evaluation of the Radio as a Classroom Device," which appeared in the February, March, April, and May 1937 issues of *Montana Education*.

Discussing individually radio's contribution to each of the six mental functions which constitute improvement of individual conduct—the general aim of education—Mr. Baldwin concludes that radio is an excellent assistant in the acquisition of knowledge and the development of social competence. He classifies it as a good aid in building the individual's ability to solve problems and in developing creative activity and esthetic experience, while in the acquisition of skills its utility is only fair.

In evaluating the radio as an educative device, Mr. Baldwin finds that, while learning by the auditory route has only slight superiority over the visual, the listening function is of particular importance in learning. It has been determined that in learning thru communicative situations, an individual spends 42 percent of his time in listening, as compared to 32 in talking, 11 in writing, and 15 in reading.

The radio learning situation is not found to be superior to the teacher-student situation. The function of the radio is to increase interest by the addition of variety and supplementary information. It is quite possible for radio curricula to be fashioned upon the principles of learning and it has been demonstrated that a majority of subjects may be taught effectively by radio. Subjects taught by radio rank in the following order as to effectiveness: current events, geography, nature study, social studies, music, health, literature, sciences, mathematics, and foreign languages.

Mr. Baldwin does not feel that radio has been satisfactorily adapted to the task of disseminating culture. He believes, however, that in order to supply adequate radio curricula for classroom use the same sort of philosophic and psychologic planning we accord to other education will be necessary.

Radio can be classified as a classroom method and as such ranks third among other methods; first rank being given to projects or individual methods of study and second to student evaluation of materials, oral reports, problems, and individual instruction.

Taking up the administration of radio curricula, Mr. Baldwin concludes that in order for radio curricula to be supplied on dependable bases it will be necessary for the control of broadcasting to be shared with those who seek to propagate culture. The major responsibility for radio curricula is now assumed by national networks, which, being organized for profit, "are hardly in a tenable position to render dependable educational service on a universal scale." He recommends that federal and state authorities should participate in the direction of radio in order to insure adequate and educationally sound radio curricula for all classrooms. He also recommends that there should be in each state one or more powerful nonprofit state-owned broadcast stations available to all state educational agencies.

In order that school and radio schedules may be correlated, the crying need is for broadcast regularity and advance information.

The practical sound system for the average school, according to Mr. Baldwin, is a combination of radio, phonograph turntable, and microphone, with a loudspeaker in each room. For such equipment he estimates the cost for a twenty room building as \$57 per room; for forty rooms, \$37; and for sixty rooms, \$27. He points out particularly that radio's utility is six times its cost.