

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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A Report of Stewardship

THIS BRIEF SUMMARY is as fascinating as the highlights of a best seller, and yet it is not fiction but a report on the seven years of activity of the National Committee on Education by Radio. It relates the story of a cooperative effort on the part of nine great educational organizations to protect the interests of education in this new medium of communication and to make a constructive contribution to the educational and cultural service which broadcasting can render to the American people.

The National Committee on Education by Radio was organized late in 1930. At that time the situation in educational radio might properly be summarized as follows: pioneering was well under way; schools of the air were in existence; research projects were being undertaken; educational broadcasting stations were becoming aware of the need for enlarging and enriching their programs; state officials and educators thruout the nation were recognizing the danger of losing valuable rights in this new public domain.

At the request of several land-grant colleges then operating broadcasting stations, the late Dr. William John Cooper, U. S. Commissioner of Education, called a conference of educators which met in Chicago, October 13, 1930, to consider problems facing educational stations. The conference passed two resolutions, each important enough to deserve reproduction here.

[1] Resolved, That the meeting recommend the immediate organization of a committee, the members of which shall be duly accredited representatives of The Association of College and University Broadcasting Stations, the Land-Grant College Association, the National University Extension Association, the National Association of State University Presidents, the National Education Association, the National Catholic Educational Association, the Jesuit Educational Association, the National Advisory Council on Radio in Education, the Payne Fund, and other similar groups, for the purpose of formulating definite plans and recommendations for protecting and promoting broadcasting originating in educational institutions, and broadcast by educational institutions, and for presenting the same, when advisable, to appropriate authorities and interested parties, and that the Federal Office of Education be given the responsibility for notifying the aforementioned groups of the deliberations and debate at Chicago on October 13, 1930, and for calling an organization meeting of this committee at the earliest possible moment.

[2] The committee shall give first consideration to the following resolution adopted at the meeting in Chicago on October 13, 1930:

"The Conference on Radio and Education, meeting in Chicago, Monday, October 13, 1930, recommends that the Congress of the United States enact legislation which will permanently and exclusively assign to educational institutions and government educational agencies a minimum of 15 percent of all radio broadcasting channels which are or may become available to the United States.

"The Conference believes that these channels should be so chosen as to provide satisfactory educational service to the general public."

In accordance with the instructions of the Conference, Dr. Cooper invited each of the organizations specified in the first resolution to select a representative to serve on the Committee. This democratic

THE GEORGIA AUDIO-VISUAL EDUCATION ASSOCIATION held a Southern Conference on Audio-Visual Education in Atlanta, October 14, 15, and 16. Among the speakers were Dr. Edgar Dale of the Bureau of Educational Research, The Ohio State University, Columbus; B. H. Darrow, educational director, station WBEN, Buffalo, N. Y.; Dr. Walter D. Cocking, dean, College of Education, University of Georgia, Athens; Ellsworth C. Dent, educational director, Victor division, Radio Corporation of America; and Franklin Dunham, educational director, National Broadcasting Company.

There were in attendance about a thousand teachers, board of education members, religious workers, PTA members, and others who were interested in this field. A number of the speeches were broadcast over several of the local broadcasting stations. A broadcast of particular interest was that of the *Atlanta Journal* Editorial Hour over WSB. Wright Bryan, city editor of the *Atlanta Journal*, interviewed the different speakers on the subject of audio-visual education.

The exhibit hall was well filled with many types of interesting equipment. There were on display there both sound and silent motion picture projectors, pictorial or film slide projectors, stereopticons, and films of all types, as well as recording equipment, public address systems, record players, radios, and centralized control radio-public address systems for schools.

THE STATE TEACHERS COLLEGE at Bloomsburg, Pa., is entering its second year in the broadcasting field with a weekly program over station WKOK, Sunbury, Pa. Last year the programs were broadcast from the studio in Sunbury. This year a regular half hour program is being broadcast from the college auditorium at 7:30PM, EST, each Wednesday. About once a month an hour program is developed, beginning at 7PM Wednesday.

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EDUCATION BY RADIO

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THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

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MEMBER EDUCATIONAL PRESS ASSOCIATION
OF AMERICA

MONOPOLY is not good for American radio from the standpoint of the listener. any more than monopoly in any industry or endeavor makes for the best results. Monopolies wax fat on profits. Their initial energy, expended to secure their position, wanes when it comes to public service. Having no competitive spur, they convince themselves that everything they do for their own good is for the public good. This is not true of all monopolies, but it is true of most. That is why just one radio broadcasting station, privately owned and operated, is hardly for the best interest of any city or section.—*Microphone*, September 18, 1937.

RADIO AND THE ENGLISH TEACHER is the title of a brochure which has just been published by the National Council of Teachers of English, 211 West 68th Street, Chicago, Ill. The booklet contains several units on radio appreciation, articles by I. Keith Tyler and Delight Phillips, and an excellent bibliography by R. R. Lowdermilk. The price is ten cents.

CORRECTION: The Radio Garden Club, presented by the Agricultural Extension Service of Rutgers University over WOR and the Mutual network, is broadcast Tuesdays and Fridays at 3:45PM, EST, instead of at the hour which was announced in the November issue of *Education by Radio*.

precedent has been followed thruout the life of the Committee, with each member organization free at all times and for any reason to make changes in its representation.

The personnel of the Committee as originally appointed was as follows: Joy Elmer Morgan, National Education Association, chairman; Dr. J. L. Clifton, National Council of State Superintendents and Commissioners of Education; Dr. Arthur G. Crane, National Association of State Universities; R. C. Higgy, Association of College and University Broadcasting Stations; J. O. Keller, National University Extension Association; Charles N. Lischka, National Catholic Educational Association; Dr. John H. MacCracken, American Council on Education; Rev. Charles A. Robinson, S. J., Jesuit Educational Association; and H. J. Umberger, Association of Land-Grant Colleges and Universities.

The Committee held its organization meeting on December 30, 1930. The members decided that attention should be concentrated on five main purposes:

[1] To bring about legislation which will permanently and exclusively assign to educational institutions and to government educational agencies a minimum of 15 percent of all radio broadcasting channels which are, or may become, available to the United States.

[2] To foster research and experimentation in the field of education by radio.

[3] To safeguard and serve the interests of broadcasting stations associated with educational institutions; to encourage their further development; and to promote the coordination of the existing facilities for educational broadcasting.

[4] To inform the members of the organizations represented on the Committee, education journals, the general public, and the state and national governments as to the growing possibilities of radio as an instrument for improving the individual and national life.

[5] To develop plans and create agencies for the broadcasting of nationwide educational programs.

To carry out its program the National Committee on Education by Radio made application to and received from the Payne Fund a five-year grant which, after subsequent reduction because of unanticipated financial conditions, totaled \$180,000. At the expiration of the first five years the Payne Fund made a grant of \$15,000 which allowed the Committee to continue for an additional two-year period but necessitated considerable curtailment of its activities. The part-time services of S. Howard Evans were made available to the Committee in addition to the grant.

While the offices of the Committee are located at present in New York, N. Y., they were established initially in Washington, D. C. The headquarters office was set up in the National Education Association Building. A service bureau for direct assistance to educational broadcasting stations was opened in the National Press Building. Dr. Tracy F. Tyler became the secretary and research director of the Committee. Armstrong Perry resigned his position as radio education specialist in the U. S. Office of Education to become director of the service bureau. When the office was moved to New York Mr. Evans became secretary.

Immediately upon the completion of its organization the Committee launched a broad program which included: [1] a campaign to create a general awareness of the close relationship between education and this new means of communication; [2] a defense of the existing educational broadcasting stations; and [3] a search for some satisfactory solution of the problems which had arisen between educators and commercial broadcasters.

The first objective in the creation of a general awareness was the education of educators. Some of them were interested already in radio and were pioneering its development. However, there was a great inertia which had to be overcome. Not that educators were skeptical or disinterested. Very properly they wanted to be shown just what

radio could do for them and how it should be used for effective results.

The Committee began immediately the publication of a bulletin of information as part of its campaign of education. The first issue of the bulletin, *Education by Radio*, appeared February 12, 1931. It was sent to a select mailing list of 2090 persons. Within six months the list had grown to 5443. By the end of 1933 the list had passed the 10,000 mark. As a result of circularizing the entire mailing list the number of recipients of the bulletin was reduced to 6563. At the present time the bulletin is being mailed to 9007 persons. At no time has there been any charge for the service. This has enabled the Committee to make its own selection for the mailing list, thus reaching all those whose interest it desired to arouse and sustain.

In addition to the bulletin, the Committee has carried on a program of publication which has resulted in a number of pamphlets and books. Among these are: *Radio as a Cultural Agency*, the proceedings of the national conference on the use of radio as a cultural agency in a democracy; *An Appraisal of Radio Broadcasting in the Land-Grant Colleges and State Universities* and *Some Interpretations and Conclusions of the Land-Grant Radio Survey*, both by Dr. Tracy F. Tyler; *Educational Stations*, a comprehensive picture of the work of the educational broadcasting stations; two leaflets published in collaboration with the National Congress of Parents and Teachers, *Radio, a Powerful Ally* and *Radio in Home, School, and Community*; yearly reports on the radio broadcasting activities of state departments of education, state teachers associations, and state congresses of parents and teachers; numerous articles in educational periodicals; and a number of mimeographed documents. Some of these publications will be discussed further in this report in connection with activities to which they are related.

The members of the Committee considered it their responsibility not only to sponsor a program of publication but also to disseminate information thru every channel available. Each member of the Committee submits an annual report to the organization from which he received his appointment to the Committee. He also takes part in any discussions of radio which occur in his organization. The chairman and secretary have been called upon frequently to appear before the conventions of national, state, and local educational and lay groups to discuss the program of the Committee and the problems of education by radio. In this way the Committee has won wide recognition as the spokesman of organized education in the field of radio. In that capacity Mr. Morgan, chairman of the Committee, was invited to appear before the Canadian Parliamentary Committee which in 1932 was studying broadcasting in that country preparatory to making recommendations for a national system of radio control.

From September 1932 to April 1934 the Committee conducted a field service of which Eugene J. Coltrane, a prominent school administrator from North Carolina, was in charge. The purpose of this service was to have at the call of the Committee a man who could be made available for speeches and who was competent to hold institutes and conduct conferences for the consideration of educational problems. Mr. Coltrane carried on a very successful program up to the date of his resignation to accept the presidency of Brevard College in North Carolina.

Largely thru the efforts of Dr. Tyler, secretary and research director of the Committee, radio was made the subject for extended debate among educational institutions thruout a large part of the United States.

In 1932-33 the Western Conference Debate League accepted the

A CONFERENCE on the noncommercial use of radio in New Jersey was held Monday, November 22, at the State Teachers' College in Newark. The purpose of the conference was to create a wider and more accurate knowledge of some of the problems, practises, and difficulties which face New Jersey institutions and organizations seeking to make use of radio in reaching the general public. Laurence B. Johnson, field secretary of the New Jersey State Teachers Association and managing editor of the *New Jersey Educational Review*, was the moving spirit behind the arrangements for the conference. The principal speaker was Dr. Arthur G. Crane, president of the University of Wyoming and chairman of the National Committee on Education by Radio, who came from Wyoming to present his views on "Radio and the American Public." An interesting feature of the meeting was a demonstration prepared by Philip Cohen, manager of the New York University Radio Workshop, showing what goes into a good radio program. Peter A. Smith, radio chairman of the League of Municipalities, was chairman of the conference.

WHEREAS, the Texas Radio Council has been created for the purpose of preparing a public radio program for Texas;

Whereas, various statewide organizations have organized under the Council for the purpose of improving educational and cultural broadcasts thru the Texas School of the Air; and

Whereas, the Texas Plan has been recognized by the National Committee on Education by Radio as one of the regional programs to demonstrate a cooperative working relationship between broadcasting stations and producers of noncommercial programs;

Be it resolved, that the Texas Federation of Women's Clubs assembled in Austin, Texas, November 10, as one of its contributors endorse the plan for a Texas School of the Air.

THE U. S. DEPARTMENT OF THE INTERIOR expects to open in January the first of the federal studios with which the New Interior Building in Washington is equipped. The studios will be linked with three networks thru local chain stations and will be operated under a newly created Division of Information representing all bureaus of the Interior Department. Programs prepared by the Educational Radio Project of the U. S. Office of Education, National Park Service, Bureau of Mines, Bureau of Indian Affairs, Reclamation Bureau, and other divisions, as well as talks by cabinet officers and other federal executives will originate in the new studios.

PREPARING CLASSES FOR RADIO, an article by R. R. Lowdermilk in the November issue of *The Ohio Radio Announcer*, contains many helpful suggestions for teachers. The *Announcer* may be obtained from the Bureau of Educational Research of the Ohio State University, Columbus, Ohio.

THE DEPARTMENT OF SPEECH of the College of Arts and Sciences, University of Florida, is again presenting a series of radio broadcasts on speech. They are directed primarily to high-school English and speech classes of the state. As heretofore, Prof. Lester L. Hale has written and will personally conduct the programs.

The series of ten programs, under the general title, "Our Speech," will be broadcast by WRUF, the university's station, Gainesville, on Fridays from 2-2:30PM, EST, beginning February 11, 1938, and continuing thru April 15. These lessons on electrical transcriptions will be available to other radio stations in Florida to be run upon any schedule which may be arranged between the stations and local school authorities. The following stations have expressed interest in using the transcriptions: WCOA, Pensacola; WFOY, St. Augustine; WJAX, Jacksonville; WJNO, West Palm Beach; WLAK, Lakeland; WMFJ, Daytona Beach; WQAM, Miami; and WSUN, St. Petersburg.

HARVARD UNIVERSITY, after a year's experimentation with the broadcasting of college lectures and other features, has adopted the radio as a regular part of its educational machinery. Harvard is broadcasting over W1XAL, a noncommercial station which is endowed for cultural broadcasts by the Rockefeller Foundation and private donations. Until a year ago, when features of the Harvard Tercentenary Celebration were broadcast over W1XAL, Harvard had never been on the air. The response to these programs, however, encouraged the university to try out the broadcasting of classroom lectures and other activities. Beginning early last spring W1XAL transmitted fifteen Harvard lectures directly from the classrooms, as well as university church services, outdoor concerts, and parts of the commencement exercises. At the present time Harvard is broadcasting an international transmission every Tuesday at 8PM, EST, on 6.04 megacycles. These broadcasts began November 2.

HON. GEORGE HENRY PAYNE, a member of the Federal Communications Commission, has received a deluge of correspondence as a result of a recent statement in which he criticized children's radio programs. Most of the letter writers insist that children's programs are even worse than Commissioner Payne stated. The Commissioner is eager to learn how widespread among parents is dissatisfaction with present children's programs and the insistence that they be improved.

THE WEEQUAHIC HIGH SCHOOL, Newark, N. J., has inaugurated a five-period-a-week course on photoplay and radio appreciation for which the State Department of Education has agreed to give one point credit toward graduation. Dr. William Lewin, wellknown for his work in the field of photoplay appreciation, is the instructor.

question: "Resolved, That Radio Broadcasting Stations in the United States Should be Governmentally Owned and Operated." During the same season the Virginia High School Debate League used a debate question worded to contain the substance of the Fess Bill which called for the reservation of 15 percent of all broadcasting facilities for education. The Committee was instrumental in the choice of both these topics.

The high school debate question selected for the winter of 1933-34 was: "Resolved, That the United States Should Adopt the Essential Features of the British System of Radio Control and Operation." This question was debated in thirty-four states. It created a tremendous demand for the literature of the Committee and became a means of making thousands of young people conscious of the problems which broadcasting presented to the American people.

By 1934 the consideration of problems in educational broadcasting had reached a point where the Committee thought some crystallization of opinion might be possible. Accordingly, it sponsored a conference on the use of radio as a cultural agency in a democracy. This may properly be called the *first general conference of national scope on the subject of educational broadcasting*. It was held in Washington, D. C., on May 7 and 8, 1934. Membership was limited to one hundred carefully selected leaders in the fields of education, government, and civic affairs. While the entire proceedings were published in a volume, *Radio as a Cultural Agency*, the most important work of the conference was the formulation and approval of the following statement of principles:

'Listeners' Choice—The wholesome needs and desires of listeners should govern the character, the content, and the relative extent and frequency of broadcast programs. Variety sufficient to satisfy the tastes of all groups of effective size should be provided. Material detrimental to the welfare of listener groups should be eliminated regardless of commercial profit. The present operation of commercial stations secures neither a genuine expression of listeners' choice nor an effective fulfillment of that choice.

Minority Voice—Responsible groups, even the minorities, should not be debarred from broadcasting privileges because of their relative size, for radio is but the amplification and extension of the individual's free speech and discussion.

Youth Protected—Positive, wholesome broadcasts for youth at home and in schools should be provided. The impressionable, defenseless minds of children and youth must be protected against insidious, degenerative influences.

America's Best—The control and support of broadcasting should be such that the best obtainable of culture, of entertainment, of information, of statecraft, shall have place on the air available to all the people.

Controversial Issues—Discussion of live, controversial issues of general public concern should be encouraged for the safe and efficient functioning of a democracy and should not be denied a hearing because offensive to powerful advertisers or other groups.

If a universal means of communication is to be used for general social welfare it must be controlled by the people's agency, which is government. A private organization is incapable of exercising adequate control. This need not imply full government ownership or operation nor should it preclude governmental units' owning and operating stations. Neither must offensive censorship necessarily follow any more than it does in the post office or the telegraph today. Government must be the umpire.

Finance—If these objectives for a national broadcasting program are to be realized, adequate support must be provided. The individual listeners whose investment in receivingsets is already 90 percent of the total broadcasting capital are deserving of the best possible programs. The government should cease incurring expense for the protection of channels for the benefit of private monopoly without insuring commendable programs satisfactory to citizen listeners.

If general public welfare is to be promoted by radio communication some specific recommendations immediately present themselves.

Impartial Studies—Thoro, adequate, and impartial studies should be made of the cultural implications of the broadcasting structure to the end that specific recommendations can be made for the control of that medium to conserve the greatest social welfare values. These studies should also include: an appraisal of the actual and potential cultural values of broadcasting; the effective means for the protection of the rights of children, of minority groups, of amateur radio activities, and of the sovereignty of individual states; the public services rendered by

broadcasting systems of other nations; international relationships in broadcasting.

As a result of all of these activities the Committee was looked upon as a source of information and leadership. A heavy volume of correspondence was built up. By this method considerable individual assistance was rendered to institutions and educational groups in developing patterns for their own radio activities.

On the more technical aspects of radio the Committee was not so active. However it did authorize a study of foreign broadcasting systems by Armstrong Perry. The results of this study were summarized in the February 18, 1932 issue of the bulletin, *Education by Radio*, and were printed in the *Congressional Record*.

Beginning March 17, 1933, the Committee provided the services of an outstanding consulting engineer, Commander T. A. M. Craven, to assist the United States delegates in preparing for the North American Radio Conference which was held in Mexico City in the summer of 1933. The Federal Radio Commission expressed approval of the Committee's action and commented favorably upon the work done by its technical expert. Commander Craven was later appointed chief engineer of the Federal Communications Commission and is now one of its members.

On behalf of the Association of Land-Grant Colleges and Universities, the National Association of State Universities, the U. S. Department of Agriculture, and the U. S. Office of Education, Dr. Tyler undertook a study of radio broadcasting in the land-grant colleges and state universities. The study required the better part of a year. A report was published and distributed widely, under the title, *An Appraisal of Radio Broadcasting in the Land-Grant Colleges and State Universities*.

By 1936 the extent of interest in radio on the part of schools and colleges had become so great and so many inquiries were being received about courses of training which might be available in the field that the Committee, in cooperation with the U. S. Office of Education and the Bureau of Educational Research of the Ohio State University, prepared a syllabus to cover all phases of the subject of educational broadcasting. The syllabus attempted to summarize the developments in the field and to create a practical and authentic guide for colleges interested in developing new courses of their own. Altho by its nature it has limited appeal, the syllabus has been eagerly sought after by institutions and individuals planning radio education courses.

While the Committee was carrying on these activities as part of its program to make people aware of radio, it was also actively engaged in the protection of the educational broadcasting stations. As stated previously, the Committee maintained a service bureau specifically to look out for the interests of these stations. In a report on the service bureau's five years of activity Mr. Perry said:

Since our Committee was appointed more than 5000 applications for facilities have been made to the Federal Radio Commission and to its successor, the Federal Communications Commission, that affected the facilities of educational stations. Our Committee has helped by continuously following these applications, by keeping the educational stations informed concerning them, and by providing competent legal advice.

During a large part of the existence of the service bureau, a recognized radio attorney was retained for consultation and advice to educational stations. While this did not at any point involve actual defense of the stations in legal actions, it did keep them informed as to their statutory rights and the steps which they should take to protect themselves.

While the Committee was eager to safeguard the existing facilities

STATION WSUI, State University of Iowa, Iowa City, and WOI, Iowa State College, Ames, began on September 27 what is probably the first two-way educational network in the United States. The two stations join together to rebroadcast each other's programs. Each station purchased and installed a specially designed receiver in order to pick up the other's signals.

Programs being broadcast jointly by the two stations include those of the Iowa Federation of Women's Clubs, the Daughters of the American Revolution, the Radio Child Study Club, the Iowa Congress of Parents and Teachers, the American Legion Auxiliary, the Iowa State Medical Society, and the Iowa Junior Academy of Science.

WOI picks up from WSUI two classroom courses, "History of Romance" and "Classical Music." "Stories Out of Iowa's Past," a program by William J. Petersen of the department of history, is being rebroadcast also.

From WOI, WSUI picks up service broadcasts, organ recitals, book chats, "The Magazine Rack," and "Far Lands," a travel program.

According to Mrs. Pearl Bennett Broxam, program director of WSUI, "We have without exception had wonderful success with the rebroadcasting experiment. We have received a state-wide response of appreciation of the plan."

MORE THAN 50,000 BOYS AND GIRLS listened regularly every week last year to the radio programs of the Rochester School of the Air. They listened, they participated, and they learned about science, art, music, books, and current affairs.

With the cooperation of radio stations WHAM and WHEC the Rochester Board of Education has been planning and presenting radio programs since 1929 for use in the classrooms. The carefully planned concerts of the Rochester Civic Orchestra have been broadcast to schools for eight years. Since 1933 the radio science lessons by Harry A. Carpenter, specialist in science for the Rochester schools, have not only added immeasurably to children's learning in science, but also have contributed uniquely to the advancement of education by radio.

Other program series have become indispensable to the success of this radio project. The programs about books broadcast by Julia L. Sauer of the Rochester Public Library and the stimulating art programs that have brought the special abilities of Elizabeth W. Cross regularly to thousands of children for the last four years are among the genuine achievements in radio education.—PAUL C. REED, supervisor of visual and radio education, Rochester, N. Y.

THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH is again cooperating with the American School of the Air in producing a series of broadcasts of particular interest to English teachers. The programs, which deal with "Aspects of American Literature," may be heard on alternate Tuesdays from 2:30-3PM, EST, over the network of the Columbia Broadcasting System.

KSAC, broadcasting from the campus of Kansas State College, Manhattan, Kans., had had an increasing number of requests from school men concerning the possibility of aligning the work of their schools with the broadcasting schedule of the Kansas station. One city superintendent asked if there were any way in which students in his school might study the art of broadcasting and radio program building and then gain actual experience by participating in programs broadcast over the station.

Some stations report that such relationships with their local schools exist already and that students prepare and present programs regularly. It seems only reasonable that radio *should* find some way to accommodate the ambitious youth in their search for knowledge. They are trying to become better acquainted with their world.

By studying radio programs and presentation, these school boys and girls will become better listeners even if they never do much broadcasting themselves. Moreover, with things changing as rapidly as they are, it might be presumptuous for one to say that the people generally will not in the near future be using radio more and more for common communication.

Modern schools are being equipped with radio and public address facilities. Especially is this true of the new buildings being erected. With these facilities, the schools are extending the ears of the children beyond the walls of the classroom. What shall these ears hear? Must they listen to advertising propaganda, slapstick comedy, crime drama, and tin pan music?

Someone will say, "No. With as many stations as are broadcasting, they can tune in something else and leave these things alone."

That is true so long as there is something else to hear. Then they can turn off the radios and study their books again. No one will propose that school children be permitted to listen constantly to the radio and not pursue their academic studies further. But, we must keep in mind that the same educational program is not suitable for every age, altho children of all ages can benefit from radio. There must be variety as well as quality.

School leaders are asking, "What can we tune in for our children?" And, of course, radio is trying to answer with better educational programs suitable for listeners of all ages.

Quoting word for word from one request received recently by KSAC: "We are having a latest type radio and address system in our new grade school building. We don't know much as to how we can best use it. Will you please help us to get in touch with the worthwhile things of interest to grade children that we may 'tune in?'"

On the answer which radio can give to such inquiries hangs much. They point out a field of opportunity for educational broadcasting.—JAMES P. CHAPMAN, assistant extension editor, Kansas State College, Manhattan, Kans.

CCOURSES in radio writing and radio broadcasting have been added to the curriculum of Webster College, Webster Groves, Mo.

of educational broadcasting stations, it wanted also to assist them in making better use of their time on the air and in accrediting themselves by improving their programs. It became a regular policy of the Committee to select and distribute to those stations accurate information on educational subjects and manuscripts which might be used for broadcasting. Responses from the stations indicated that this service was of great assistance in the building of better programs. It was discontinued in 1936 after the practise of using transcriptions had become more general and after suitable programs had become more readily available in this new form.

Perhaps the most difficult part of the entire program of the Committee grew out of the effort to solve the problems involved in the relationship between educational and commercial broadcasting. The Committee was under what its members took to be a mandate that it should demand from the federal government the exclusive assignment to education of 15 percent of all radio broadcasting channels. As a first step in carrying out this mandate, arrangements were made with the late Senator Simeon D. Fess of Ohio to introduce a bill calling for the reservation of such a percentage of frequencies. Behind this bill was the historical tradition under which the federal government during the opening up of the west had dedicated a percentage of the public domain to the extension of education. The hope was that this plan might be extended to radio.

When the public domain of the air was opened up, education was one of the first settlers. The engineering departments of many of our institutions of higher learning became pioneers in experimentation with transmission equipment. They rendered an important service and for a time represented a sizable percentage of all broadcasters.

With the introduction of advertising as the chief source of support for broadcasting stations, the usurpation of education's place on the air began. While licenses were in no case taken away from educational stations, the obstacles to continued broadcasting became increasingly insurmountable. Out of 202 noncommercial institutions and agencies which have received licenses to broadcast, only 31 are operating today what seem to be genuine educational stations.

The conflict involved here was not merely one between educational and commercial interests for the control of a transmitter. There was also involved the question of the public policy which should be applied to the licensing of stations by the federal government. The best indication of the consideration which education received at the hands of the government is contained in the news release published in December 1931 by the Federal Radio Commission, the predecessor of the present Federal Communications Commission. The opening paragraphs of that release were:

The following statement was today authorized by the Commission:

IN RE THE USE OF RADIO BROADCASTING STATIONS FOR ADVERTISING PURPOSES

The Commission believes that the American system of broadcasting has produced the best form of radio entertainment that can be found in the world.

This system is one which is based entirely upon the use of radio broadcasting stations for advertising purposes. It is a highly competitive system and is carried on by private enterprise. There is but one other system—the European system. That system is governmental. Under that system, broadcasting is conducted either by the government or by some company chartered by the government. There is no practical medium between the two systems. It is either the American system or the European system.

There has been no indication that this release has ever been repudiated. The assumption is that it carries over and represents the present philosophy of the Communications Commission in licensing stations.

Under such a philosophy the state-owned educational station and

the noncommercial station have no status. Under that philosophy the educational station is being tolerated rather than accepted and encouraged by the regulatory body of the government. That philosophy is a purely commercial one which compels all stations to operate according to commercial standards. If such a basis of operation were to be applied to education generally the colleges and universities of the United States could not justify their existence.

Had the Fess Bill been passed by Congress it would have protected the rights of education in radio against either the philosophy of an unfriendly regulatory body or the attacks of commercial stations. Therefore, the Committee persisted in its support of the bill. When the Communications Act of 1934 was drafted, the request of the Committee, backed by labor, had become so well supported that mention of it was written into the law. The Communications Commission was instructed to hold hearings on the feasibility of such a reservation of frequencies. As a result of these hearings the Commission finally recommended to Congress that the request be denied. The Commission claimed that all the needs of education could be met within the framework of the existing broadcasting structure.

Some of the testimony upon which the Commission reached its verdict has since been repudiated. Specifically, this occurred in the booklet, *Four Years of Network Broadcasting*, which is the report of the experience of the Committee on Civic Education by Radio of the National Advisory Council on Radio in Education and the American Political Science Association. That booklet tends to support the original claim of the National Committee on Education by Radio that broadcasting under an educational philosophy could not expect to receive due consideration in a system of broadcasting based upon and judged entirely by commercial standards. Perhaps the most pointed sentence from the report is as follows: "Educational broadcasting has become the poor relation of commercial broadcasting and the pauperization of the former has increased in direct proportion to the growing affluence of the latter."

The Federal Communications Commission, in the same communication to Congress which recommended against special facilities for education, suggested that a conference be held at which attempts would be made to thresh out differences between education and commercial broadcasting. Such a conference was held, under the auspices of the Communications Commission. Out of it grew the Federal Radio Education Committee, composed about half and half of commercial broadcasters and educators selected in their capacity as individuals and not as the representatives of organizations or institutions.

Until recently this committee has been rather inactive. However, one of the positive acts of its chairman, Dr. John W. Studebaker, U. S. Commissioner of Education, was to appear at a hearing on the disposition of ultra-high frequencies which was held by the Commission in June 1935 and to ask that certain ones of these frequencies be set aside for the exclusive use of education. This was a very specific endorsement of the position which the National Committee on Education by Radio had advocated in the regular broadcast band. Dr. Studebaker has stated publicly that assurances have been given to him that the Commission will reserve as a matter of public policy ultra-high frequencies for education. However, no public announcement of such a reservation has been made by the Commission.

The most favorable indication of interest on the part of the Commission in this fundamental problem occurred at the reallocation hearings held in October 1936. At that time the Commission invited testimony not only on technical matters but also on the social and

THE INSTITUTE FOR PROPAGANDA ANALYSIS, 132 Morningside Drive, New York, N. Y., publishes a monthly letter, *Propaganda Analysis*, to help the intelligent citizen detect and analyze propaganda. By its charter the Institute is a nonprofit corporation organized to assist the public in detecting and analyzing propaganda, but it is itself forbidden to engage in propaganda or otherwise attempt to influence legislation.

In the November issue of *Propaganda Analysis* the seven common propaganda devices are listed as: the name calling device, the glittering generalities device, the transfer device, the testimonial device, the plain folks device, the card stacking device, and the band wagon device. All of these devices are designed to appeal to our emotions. They are made use of by newspapers, radio, newsreels, books, magazines, labor unions, business groups, churches, schools, and political parties.

The Institute does not propose to tell its subscribers *what to think* but *how to think*. Subscription price of the monthly letter is \$2 a year.

TO SERVE outside island teachers and those in rural Oahu who find it difficult to attend campus courses in the late afternoon or evening, the University of Hawaii Adult Education Division has arranged to broadcast an extension course in "Constitutional History of the United States" over KGMB, a Honolulu commercial station.

A half hour broadcast each Monday from 3:30-4PM, study outlines sent in advance of the broadcast, textbook, collateral reading, and weekly papers based on questions raised by Dr. Charles H. Hunter, instructor in the course, form the lesson material. Forty-five students are enrolled for credit. A great many more report that they are listening in.

The course was planned as a part of the university's participation in the sesquicentennial celebration of the federal Constitution.

FOR THOSE WITH DISCRIMINATING TASTES, a half-hour of good music—melodic, unobtrusive, and unbroken by commercial announcements—is being offered by the educational shortwave station W1XAL in Boston, as a background for the enjoyment of a leisurely dinner. These programs, introduced by the Magic Song theme, are radiated on 6.04 megacycles each weekday evening, Monday thru Friday, at 7PM, EST. They are reminiscent of the type of music formerly heard in the best restaurants and hotel diningrooms before their invasion by dance orchestras. The selections include Viennese waltzes, ballets, minuets, serenades, love songs, and light operatic airs written by the best classical and modern composers.

DUBUQUE COUNTY SCHOOLS, Iowa, present a weekly radio program over station WKBB. The program, entitled "Rural School Forum of the Air," serves to interpret the work of the county schools to the public.

VARIETY, trade paper of the amusement industry, reports what appears to be the first instance where a radio station has abandoned the position of political neutrality which is traditional in broadcasting. In the recent Boston mayoralty campaign, according to *Variety*, the Yankee and Colonial Networks gave the full support of their news service broadcasts to a single candidate, who emerged victorious.

Whether or not this new trend in the political use of broadcasting facilities becomes widespread, it raises questions of public policy that deserve careful consideration.

Section 315 of the Communications Act of 1934 is designed to provide equality of broadcasting opportunity to all political candidates. It reads as follows: "If any licensee shall permit any person who is a legally qualified candidate for public office to use a broadcasting station, he shall afford equal opportunities to all other such candidates for that office in the use of such broadcasting station, and the Commission shall make rules and regulations to carry this provision into effect."

John Shepard, III, president of the two networks, made the following statement: "The position of the Colonial and Yankee Network News Service in regard to political candidates for the office is made clear by the following:

"To these News Services the party to which the candidate belongs is not a factor. Each candidate for high political office will be investigated by these News Services to the best of their ability and candidates will be judged on their past records as to their honesty, ability, and courageous adherence to their public duty.

"In determining the fitness of a candidate for the position which he or she seeks, due consideration will be given to those in the background who may exercise control over the candidate, provided he is elected.

"The decision as to whether to support any particular candidate or not will be based entirely in facts as we are able to ascertain them.

"In cases where there are two or more candidates in the field that seem equally worthy, these Services will not attempt to select between two such candidates."

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KOAC, Oregon State College, Corvallis, now provides its farm audience with regular messages from the agricultural agents of six counties comprising more than 14,000 square miles and a total population of 195,000. These counties range in all directions from Corvallis and are well within the KOAC primary listening area.

The new agricultural service not only brings county listeners direct word from their own agents, but from the agents of five other counties as well. The broadcasts occur during the Noon and Evening Farm Hours and are spotted thruout the week.

According to the Market News Radio Broadcasting Schedule for 1937, published by the U. S. Department of Agriculture, KOAC broadcasts one of the most complete market news services in the United States. Two fifteen-minute periods of market news are released daily from the state-owned station, at 12:30PM and 6:45PM, PST.

economic implications of existing allocation policy. After the hearings the Commission instructed its chief engineer to prepare two reports for its consideration. The first had to do with the technical aspects of testimony at the hearings. That report was made public about three months after the hearings ended. The second was to concern itself with the social and economic implications of the testimony. That report has finally been prepared and should be released soon—more than a year after the hearings were held.

On February 22, 1933, even before a final refusal to set aside a percentage of frequencies for education had been received, the Committee was responsible for the introduction by Representative H. P. Fulmer of South Carolina of a bill calling for a Congressional study of the whole subject of radio. This bill was the forerunner of all the demands for Congressional investigations which have followed it. While the Committee has taken no official part in any of the recent agitation for an investigation of the present Communications Commission, it welcomes this substantiating evidence of the wisdom of its early request for a study of the entire matter.

When it became clear that its original proposal for the safeguarding of education by radio was not to be accepted, the Committee began the search for a constructive plan by which the integrity and independence of educational and cultural broadcasting could be established and preserved under the conditions which have come to characterize the American system of broadcasting. In this new endeavor the Committee had the benefit of its own earlier experience in the protection of educational stations and its studies of the experience of others both in the United States and in foreign countries. The result was the development of a democratic regional plan for an American Public Broadcasting Service. The Committee has been working on this project for the past two years under the leadership of Dr. Arthur G. Crane, who was elected chairman following Mr. Morgan's resignation in September 1935. The plan was described fully in the November 1937 issue of *Education by Radio*. Its purpose is to create a working organization thru which educational institutions and agencies, service departments, and citizens' groups can mobilize their broadcasting resources, raise the standards of their radio presentations, and demonstrate a cooperative method of maintaining working relationships between broadcasting stations and the producers of noncommercial programs. The plan has the acceptance of commercial broadcasters and representatives of public bodies as well as substantial backing from educational interests.

As an experiment to demonstrate its possibilities, two regional organizations predicated upon the use of this plan have been set up and are prepared to function. One is known as the Rocky Mountain Radio Council and is designed to serve primarily the states of Colorado and Wyoming. The other, the Texas Radio Council, will serve the Lone Star State.

Seven years is a long time in the history of any thing as young as radio. Great changes have taken place. The Committee has had to adjust its program to keep pace with all the changes. To set forth all of the details of this adjustment is impossible. Many projects have been undertaken, each as the time seemed opportune and as the need appeared to exist. While some of the projects have not as yet been consummated, each has left its residue of information and experience upon which other projects can be built. The successful efforts have assisted in the pioneering of new fields and have helped dedicate the services of this new medium of communication to education and enlightenment. Seed has been planted which should produce even more fruit in years to come than has yet been harvested.