

CONVENTION-SPECIAL ON TO AMES!



NEWS LETTER



NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Urbana, Illinois

August 1, 1939

NAEB MEETS ON SEPTEMBER 1 AND 2

One month from date of this issue the 1939 Convention of the National Association of Educational Broadcasters will convene on the campus of Iowa State College, Ames, Iowa. Local chairman is Professor W. I. Griffith, Director of WOI and Treasurer of NAEB.

While the program committee has been at work for the past several weeks, one of two places in the program still are listed as tentative so far as speakers are concerned. However, there will be much worthwhile for every NAEB member. Station directors should plan on bringing to the conference as many staff members as possible.

Note that Friday sessions are open to all persons interested in educational broadcasting. Saturday sessions will be closed to all except NAEB members.

Ames is almost at the geographical center of the state of Iowa, and may be reached by train, car, or plane. Ames is on the main line of the Chicago and Northwestern railroad. Highways passing through Ames include the Lincoln (U.S. 30) and routes 65 and 69. If you wish to fly, land at Iowa City and you can get a plane there at any time for the rest of the trip to Ames.

The Iowa State College Memorial Union, where the NAEB meetings will be held, was built in 1919. Here spacious lounges, swiftly flowing currents of campus life, and adequate food service give one the thrill of college life.

The entire college domain includes 1,996 acres. Seventy buildings for college purposes, besides dwelling houses and the buildings for farm-stock, machinery and work, have been erected for the various departments of the college.

SEE THE CONVENTION PROGRAM ON NEXT PAGE

CONVENTION PROGRAM

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

Iowa State College, Ames, Iowa
September 1 and 2, 1939

Friday

- 9:00 A.M. - Registration Memorial Union Building
- 9:30 A.M. - Opening Session W. I. Griffith, Presiding
- Welcome President, Iowa State College
 - Response President, N.A.E.B.
 - What the Chicago Public Schools Are Doing with Radio...
 - Questions Harold W. Kent, Director,
Chicago Radio Council
 - The Value of Research in Radio . . Dr. Paul F. Lazarsfeld,
 - Questions Office of Radio Research
- 12:00 M. - Luncheon Your Own Choice
- 1:30 P.M. - Afternoon SessionCarl Menzer, Presiding
- How I would Run an Educational Radio Station
 - QuestionsSpeaker to be announced
 - Radio and EducationDr. Leonard Power, United
 - QuestionsStates Office of Education
(Tentative)
- 4:30 P.M. - Tour WOI Studios and Transmitter
- 6:30 P.M. - BanquetMemorial Union Building
- Television and Facsimile Demonstration
- 8:15 P.M. - Technicians' Session Stewart, WOI, Presiding

CONVENTION PROGRAM (CONT)

Saturday (Closed Sessions)

9:30 A.M. - Roundtable Discussions . . . Luke Roberts, KOAC, Presiding

- Report of Committee on Recording Machine Tests
A. James Ebel, WILL
- What's Wrong with Educational Broadcasting?
- What Are Educational Stations Doing to Improve Their Programs?
- What Should be the Objectives of Educational Broadcasting Stations:
 - a. State Institutions
 - b. Endowed Institutions
- How Can We Have Better Programs with the Monies Available?
- How Are Members Getting More Money to Finance Their Broadcasting?
- How Can Facilities of Stations Be Improved?
- (5 minutes will be allowed each member station at the end to report on significant programs, etc.)

12:00 M. - Luncheon Your Own Choice

1:30 P.M. - Business Session Carl Manner, Presiding

- President's Report
- Executive Secretary's Report
- Treasurer's Report
- Possible Action on WNYC Hearing
- Approval of New NAEB Members
- Action on Proposed Aims and Purposes for NAEB
- Resolutions Committee Report
- Selection of Next Convention Site and Dates
- Election of Officers
- Adjournment

GOLFERS, please note that the day before the opening of the conference has been set aside for your pleasure. Joe Wright has challenged all comers. Carl Menzer will be on hand Thursday, too. The 18-hole golf course and recreational area at Ames is located less than a city block from the College Armory. Par is 70, 35 for each nine. The total yardage of the course is 4945. There are 5 bridges on the course, three over Squaw Creek and two over Clear Creek. 30 sand-traps, most of them merely for decorative purposes, are spotted throughout the course. The course fee is ordinarily \$1, but by getting a guest permit from Professor Griffith you will be entitled to play for 40 cents, a faculty rate.

HOTEL rates at the Sheldon-Munn run from \$1.50 to \$3.50 for a single room and from \$2.50 to \$6.50 for a double room. The more expensive rooms are air-conditioned. The Memorial Union has some rooms which will be made available to NAEB members. The rates are: single rooms \$1.50 and \$2.50; two in a room, double bed \$3; and two in a room, twin beds, \$2.50 and \$3.50.

WHAT DO YOU DO?

Harold Engel, NAEB Vice-President and Public Relations Director for WNA, raises some fine points for thought in his comments regarding proposed formulation of aims and purposes for NAEB. Read them and let's have your reactions at the convention:

"Your letter, in which you refer to the objectives and scope of the NAEB NEWS LETTER, brings up a point we need to discuss at our convention in September. We should make it reflect the program of the Association. . . but first we need to know what that program is.

"Personally, it seems that the News Letter should serve, as its name indicates, to keep members in touch with matters in which they have a common interest. It should record the achievements and failures of the members in their efforts to carry on. It should, also, be a clearing house for the many personal items which help us to become better acquainted.

"In considering a program for next year I favor consideration of a more aggressive plan of publicizing the work being done by educational stations. You have only to look at the propaganda campaign being carried on by the 'industry' to entrench the 'American System' to know that it is aimed at an ultimate commercial monopoly. There is no place in the American system for non-commercial stations. That means the elimination of our stations. . unless we get busy and tell our side of the story.

"If you've read the press stories, listened to the promotional radio blurbs and programs on the air (Magic Key, etc.), seen the efforts to sell teachers on the American system idea, listened to the speeches by broadcasters, and read between the lines in some proposed legislation you know that we are facing a tough proposition. What are we going to do about it? Something, I hope.

"I don't favor militant tactics, but I am tired of seeing our stations take it lying down. Let's figure out a way to defend ourselves. We don't have the money on our side, but we do have the merits. We can help the right people to say the right things at the right time. . . and all benefit by the publicity."

RADIO, UNIVERSITIES AND ADULT EDUCATION

Editor's note - The following article by Mr. Victor S. Yarros, Lewis Institute, Chicago, appeared in the June 10 issue of School and Society and is reprinted here with consent of the publication.

It is generally admitted that education by radio has not justified our early and optimistic expectations. The response of the radio public to the sort of lectures or courses given over the air has not been encouraging. Whose is the fault? It is easy, but futile, to blame the public, which can not be compelled to tune in any program that fails to challenge its attention, and which can not be forced to listen to a speaker who is dull or obscure.

Distinguished educators have predicted the broadcasting of the regular college and university courses in the near future. That would be a very long step indeed toward universal adult education. But it is obvious that the courses and the methods of the professors and instructors would have to be changed in important particulars. The radio student body will not be required to take and pass examinations, and it will not regard knowledge from the view-point of the young man or woman to whom education is preparation for a career, a condition of membership in a learned profession.

Education by radio, in short, must be made interesting to average men and women and must consult their convenience. This, however, should not prove very difficult, considering the amount of rubbish and trash inflicted upon us by radio. We certainly could spare a good deal of third-rate jazz, many tedious and pointless sketches, hackneyed and trivial musical compositions, and the like.

There are remarkable opportunities before our colleges and universities, and it is scarcely open to doubt that the right appeal--this is, the right programs, and the right arrangements for the broadcasting of such programs--would bring ample financial support from our enlightened philanthropists and from the many organizations that have long been anxious to promote genuine adult education.

But education is a big term covering a multitude of issues and subjects. Selection is necessary. Let us bear in mind that the talk about the public oversimplifies the situation. As in the case of music, education must reach many publics. An excellent lecture on astronomy, on Egyptology, on anthropology, on electricity, will attract a small group. A lecture or series of lectures or intelligently planned debates on current, vital and "burning" topics will interest millions the country over. We may not know the end-result of radio education; we know, or should know, the proper and effective beginning of that enterprise.

Recently, Harvard announced several lectures and courses over the radio, and among the subjects to be discussed we find "The Aftermath of the Civil War," "Recent Times," "Relation between School and College." No reasonable person can object to the consideration of these and similar matters. Yet many perplexed and light-seeking

Americans may say to themselves that Harvard and other famous universities or colleges might do better and render more direct and more useful service to a nation or world in travail or distress.

Are our educational institutions afraid of tackling over the radio such complex and difficult problems as unemployment, labor relations, taxation, budget balancing, minimum wage legislation, the relief of agriculture, collective security, the prevention of war, the recurrence of violence and barbarism in Europe, the revival of racialism and of quack notions concerning it?

The Roosevelt administration was ridiculed for years for its alleged dependence upon a "brain trust." No such institution has ever existed. But the administration has consulted, and continues to consult, men and women of brains, education and experience in its efforts to solve the problems facing it and us, and everybody must applaud that policy. The trouble is, "the doctors disagree," and the opponents of the administration think that it is consulting the wrong people. The opposition has its brain trust, and the friends of the New Deal think this trust the wrong guide and counselor. This is natural enough. We know that even in criminal cases the experts contradict each other, and no prosecutor or defender fails to find experts to testify in behalf of his client. In sociology and economics, unanimity is rare indeed, if it has ever happened. The U.S. Supreme Court hands down majority and minority opinions, and no individual justice can be labeled or stamped. In a free state, therefore, fairness and common sense suggest discussion of all controversial problems in a tolerant and scientific spirit by the qualified and respected leaders of the nation.

Such discussion is all the more essential because partisan discussion during pre-election campaigns is, as a rule, woefully unscientific, not to say intellectually dishonest. Assertion is not accompanied by proof worthy of the name. Denunciation, personalities, vituperation, wild extravagance, and windy generalities take the place of quiet argument or analysis of evidence. The typical stump speech does not educate any one; it misleads and confuses. It is sheer propaganda, not sincere education.

The writer has often thought that presidents and cabinets called upon to make important decisions, launch momentous legislation, depart from cherished traditions or precedents would disarm much partisan criticism and greatly strengthen their position by summoning, before taking action, a conference of the leading authorities in the field affected and requesting them to canvass the issue requiring action, compare notes and opinions and deliver rather a collective judgment, or else, if that be impossible, majority and minority reports. The nation would know then to what extent science and education support the decision eventually made. There would be no room for guesswork or for irony and sarcasm. Disagreement would be registered publicly, and the reasons for it set forth in documents soberly addressed to the intelligent elements of the nation.

A government might, after due deliberation, prefer the minority view to that of the majority. In science, the majority is not necessarily right. Darwin did not express the convictions of a

majority of the biologists when he gave the world his revolutionary "Origin of Species." Einstein has not always had a majority of the physicists and mathematicians with him. At any rate, a government assured of impartial and scientific support would escape many difficulties and embarrassments that secrecy and uncertainty invariably invite.

To return to the suggestion broached tentatively in the foregoing paragraphs. Our universities and colleges should not shrink from the most effective and successful kind and form of adult education that our critical time demands for--education of the radio public with respect to the great and pressing problems of our own day. Conservatives, liberals, radicals on our faculties should be afforded full and equal opportunity; all sides should be given a hearing, and the radio lectures or talks should be republished in leaflet or pamphlet form. What the Town Meeting of the Air can do, our educational institutions of authority and prestige can do, and do better. The question of paying the broadcasting corporations, assuredly, is not a very serious one. Contributions would be forthcoming for so commendable and truly democratic an enterprise.

I am not forgetting the University of Chicago Sunday morning broadcast. It is good as far as it goes, but is not as good as it might be. The discussion is seldom systematic or sufficient. It is even superficial at times. Some of the speakers have little to contribute, and others can not claim to speak for science and education. We need more, much more, discussion of vital questions, and more method and design in the discussions.

HELP WANTED: NEW JOBS AT WILL

Four new part-time jobs for graduates are available for the coming twelve months period at W I L L, University of Illinois, Urbana, Ill. Openings now exist for a Chief Announcer, two Announcers, and a Continuity Writer, according to Director Josef F. Wright. These jobs will give some capable graduates an opportunity to continue with their educational work and at the same time earn expenses. If you know of any likely candidates, you might advise them to get in touch with Joe immediately. In all probabilities the positions will be filled before September 1.

ACTIONS BY FCC

WESQ, Cornell University, has been licensed to operate regularly on 560 KC with 1 KW, from 8 a.m. to sunset in New Orleans. The station has been operating on this frequency for many months, but with an experimental license.

WNAD, University of Oklahoma, was granted special permission to remain silent during many periods in August because of summer vacation.

WRUF, University of Florida, has had its application for construction permit to move transmitter and studio sites, make changes in equipment, and to increase power, set for hearing. Application calls for increase in power and time of operation from 5 KW limited to 5 KW night, 10 KW

day, unlimited, with directional antenna system after sunset at Denver.

WNYC, Municipal Broadcasting System, New York City, has had set for hearing its application requesting increase in hours of operation to 6 a.m. to 11.p.m.

Frank E. Schooley
Executive Secretary

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Scanned from the National Association of Educational Broadcasters Records
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