

NAEB NEWS LETTER

Office of Executive Secretary
Urbana, Illinois
Sept. 15, 1939

INGHAM TO HEAD NAEB

Prof. Harold G. Ingham, KFKU, University of Kansas, Lawrence, Kansas, was elected president of NAEB at the closing session of the convention which was held September 1 and 2 at Ames, Iowa. The election of officers climaxed a fine convention on the campus of Iowa State College.

Upon recommendation of the nominating committee composed of Jos. F. Wright, Station WILL, W. I. Griffith, Station WOI, and M. R. White, Station KWSC, the following officers were elected for the coming year: President--Professor Harold G. Ingham, KFKU, Lawrence, Kansas; Vice-President--M. R. White, KWSC, Pullman, Washington; Treasurer--Professor W. I. Griffith, WOI, Ames, Iowa.

Members of the Association Executive Committee are: Carl Menzer, WSUI, Iowa City, Iowa; M. S. Novik, Municipal Broadcasting System, New York City; Harold Engel, WEA, Madison, Wisconsin; Homer Heck, WNAD, Norman, Oklahoma; M. C. Jensen, WQAL, Northfield, Minnesota; Luke L. Roberts, KOAC, Corvallis, Oregon.

OPENING SESSION

Getting back to the opening of the convention, your secretary reports W. I. Griffith, WOI, presiding. An address of welcome was made for Iowa State by Dean Harold V. Gaskill, Dean of Science Division in the absence of President Friley. President Carl Menzer responded for NAEB. Then came the talk by Harold Kent.

WHAT CHICAGO RADIO COUNCIL IS DOING

Harold W. Kent, Director of the Chicago Radio Council of the Chicago Public Schools, had a real story to tell about what is being done in Chicago. The text of his talk follows:

"Ladies and gentlemen, the topic for discussion this morning is, 'What the Chicago Public Schools are Doing in Radio in Education.' Before I enter into that, I should, perhaps, for a general better understanding, explain in the simplest fashion possible, the philosophy underlying the various types of educational broadcasting.

"I don't believe I need to dwell upon the differences between the basic tenets of network broadcasting to schools, and those which govern the production and presentation of programs on local stations; but there have been two rather widely differentiated schools of thought growing up about the question of how to use radio in education. These two schools of thought are first, that group of people who maintain that

broadcasting should be entirely an enrichment type. They feel that it should supplement the work of the regular classroom. It should bring into the classroom those features of our modern social environment which are timely, pertinent, and also which lend themselves readily to radio presentation. Some of the school systems that follow this pattern are Detroit, Rochester, Alameda, and my own home town, Chicago.

"The other philosophy that has been developed is perhaps best exemplified by Cleveland. The implications of this school are that radio is an opportunity for adequate supervision. Model lessons are presented each week in a large variety of semesters and subjects. These are carefully articulated with the course of study, and are a regular inherent segment of the curriculum in Cleveland.

"Assuming, then, that Chicago does present its programs with a supplementary purpose, allow me to briefly review the story of radio as it has unfolded in these past twenty-three months of the life of the Radio Council.

"Previous to October, 1937, one radio school after another had been tried with that final successful punch lacking, due to the fact that there was no department within the school system itself constructed on the proper lines to encourage the use of the radio programs in the schools.

"Coming back to October, 1937, a poliomyelitis epidemic had just run itself off, and Dr. Johnson, our Superintendent of Schools, decided that if the commercial stations and the newspapers could see so much value in radio education that it might not be a bad idea if the education department looked into the business.

"The present set-up, therefore, was organized at that time as a bureau of radio education paralleling bureaus of art, music, physical education, visual education, and many others. As such, it enters into the line-staff organization in the city as a staff unit which implies a purely curricular function having the aspects of advisory and subject procedure by including none of the line functions of administration and execution. The radio bureau, which works under the title, Radio Council, has a full-time staff of twenty-three people: the director; a continuity department consisting of an editor and three writers; a producer; an engineer; a consultant in utilization -- which is really a very pretty title; and also a teacher in evaluation. We have two civil service clerks; and there are two WPA clerks loaned to us by the Child Study department; and an Office of Education project of nine people; five actors, two writers, one research editor, and one additional clerk. Beyond this, we have a large number of curriculum and content committees set up, where the part-time services of the large number of principals and teachers are utilized in the planning and preparation of programs.

"One word about the actual integration of activities should be offered at this time. Weekly staff meetings which last for several hours are held every Tuesday morning. In this staff meeting, the germs which later become full-grown radio programs are introduced. Everybody on the staff attends and lends his voice to an emphatic criticism of any idea offered; and before the idea finally gets out of the meeting--if it gets out at all -- it has worked itself into something that is

practical and useful. The producer airs his problems here; problems involving public relations; matters of utilization and evaluation are all discussed and re-discussed; and I suspect that the minutes which are very carefully taken of the proceedings of these staff meetings are about the most valuable single record of the Radio Council that we have. Outsiders are frequently invited to this staff meeting when we are considering matters of deep concern to them.

"Now, a word about the physical set-up. We have quarters in the Builders' Building where the Board of Education houses its activities. These consist of two studios -- one a dramatic studio; the other, a speaker and round-table studio. Each is equipped with the latest RCA equipment, and each is supplied with its own control room -- although the whole group is tied into an articulated unit. There is a workroom for the WPA writers; a mimeograph room; a continuity room; and a large general office. Some of our equipment consists of items which have been assembled by our own engineers. The electric shop in the Lane Technical High School in cooperation with the woodshop out there, constructed a four-arm, three turn-table sound wagon. A piano company donated a spinet piano for use in the studio; and many other generosities will be noted in one place or another in the set-up.

"May I say a few words now about how programs are planned? This subject is covered more completely in an article which I was privileged to write for Educational Method for February of the present year. Suffice it to say that we, of the Radio Council feel less responsibility for content of the programs that we broadcast than we do for the development of objectives for their use; for safe-guarding utilization in every conceivable way or manner; and providing that color and showmanship in the programs which will not allow them to suffer in comparison with the best commercial programs. The content is normally a matter for curriculum and content committees. We have many of these.

"One illustration will suffice, I am certain. In studying the nation-wide practices in broadcasting, we found that certain subjects were broadcast much more frequently than others. For example, social studies. There probably isn't a school system in the country which is producing programs which does not have one kind of social studies program on its schedule. In Chicago, we feel that we had something that could be done, and we decided to organize a program which we called by the title, Chicagoland. This series was suggested to us by the social studies committee. It was a series of dramatizations portraying the historical development of Chicago, integrated with the social and economic aspects of its life. Immediately, we set the research writer to work, digging out the materials and getting them, incidentally, into a form which we have developed, wherein the script writer can very easily find materials lined up, from which a script could be written with almost no further research.

"After a script is written, we always read one or two from a series to the staff meeting. Their criticisms cause a revision. Then, the script is auditioned, and a record made of it; following which, our evaluation teacher takes the record and a playback out to certain classes representing a cross section of the city, and tests the record out. The evaluation teacher tries to do a little preliminary

motivating work, plays the record, and then leaves the discussion of the actual educational process to the regular classroom teacher. The evaluation teacher however, talks with the children, getting their criticisms of the program. Out of these visits comes another revision, if necessary, of the script.

"After the series has been completed for the semester, the script writer prepares a broadcast handbook which devotes either a half-page or a full page to suggesting helps for the teacher using the program. These broadcast handbooks vary as do the programs, and the background of the script writers. These contain difficult words in the program itself, motivating questions for preliminary discussion, a summary of the program, and suggested activities for the classroom teacher to follow. You will note in this description that we confine ourselves entirely to the program itself, as far as suggestions for activity are concerned. The handbook is necessarily not a course of study. These handbooks then are very carefully edited by both the utilization and evaluation teachers in the office of the Radio Council. Following this step the handbooks are stencilled, and sent out to the schools, of which there are 337 in the city.

"To continue the general subject of planning, I would like to outline our programs for this coming fall, so that you will understand how a supplementary program can be organized which would perhaps cover most of the needs children would have in radio work.

"There is only one program addressed to children of the kindergarten and first and second grade. This is a weekly program called the Hour of the Magic Boots, and consists of original stories in the form of dramatized narration -- a kind of Story Lady type of thing. However, these stories dwell on nature study one week in the month; on citizenship a second week; on literature a third week; and social environment the fourth week.

"There is another program, and only one, for the children of the third and fourth grade level, called Pieces of Eight. This program is almost identical in subject fields from week to week as the first one; but it is on a higher plane of achievement, and is presented as an actual dramatic program with actors taking the various parts of the story. Both of these programs include some participation by the children; participation in the form of rhythmic exercises; of singing; and the like.

"Coming into the fifth and sixth grade, we have a series of three programs which these people may listen to. I hasten to add here, however, that it is our feeling that no class could listen to, or adequately utilize, three radio programs a week in the normal school procedure. The three programs offer a choice: one is a science program entitled, Your Science Story Teller -- and the title, I believe, is all the description you need. It is based upon the current environmental life of the children listening.

"A second program goes by the interesting title, Open Sesame. It is a program organized in cooperation with the Board of Education Library and the Chicago Public Library and its forty-seven branches. It is a dramatized program wherein the script writer presents a

complete incident from either a well-known story on the reading list, or a new book; and the incident is not of the continued serial type, wherein the locomotive is left plunging through the bridge, and you are told to go and read the book to accomplish the ending for yourself. Rather, we feel that in presenting a complete incident with the suggestion that since there are other incidents just as appealing, just as interesting, the child will have had a pleasurable experience in the listening period; and it has been our happy experience that there has been a multitudinous run on the book at the library immediately following the broadcast. In the broadcast handbook accompanying this series, five or six other books of similar theme are suggested, and the branch libraries endeavor to keep a radio bookshelf of these books on hand.

"The third program for fifth and sixth grade is another Chicagoland program entitled, Makers of Chicago. Here we take each week a different nationality or racial group which makes up part of our great metropolitan center. One week it's the Mexicans; another week, the Chinese; a third week, the Lithuanians, and so on.

"Let's take one of the programs, for example, -- one on Mexico. In a school located close to Hull House, which is now the center of a great Mexican neighborhood, we have a group of children who will practice three Mexican folk songs which they will sing in Spanish on the program. These are catchy tunes, and because they are children singing them, the children listening have a spontaneous rapport established which provides a bit of very happy color. Then, we have gone to the Mexican consul and asked his cooperation in selecting someone to be interviewed on two phases of Mexican life: one, an anecdote, or legendary story concerning the native land. In this case, the consul himself will be interviewed on the program, and is going to tell the story of the eagle and the serpent guiding the Aztecs to a permanent abode at Tenochtitlan in that fabulous lake valley saucer wherein is located the City of Mexico. Then, the interviewer proceeds to develop a second phase of the interview with the Mexican consul -- namely, by questions on such things as where the Mexican neighborhoods are, in and about Chicago; when the Mexicans came to Chicago; and in what capacity; and what have the Mexicans contributed to the construction of Chicago? You can apply your own thinking to the potentialities of this program.

"Then, moving into the upper group -- the seventh and eighth grade program -- of the elementary school, we present five programs, again purely as a choice, for the teacher to select one or possibly two which fit her needs as content within the personnel of her class. These programs, again, are:

"Science -- this one entitled the Science Reporter, a series of programs wherein we tell the story of magnets, of tree rings, precipitation, the solar system, and so on, and follow it with a special demonstration at one of our great service museums, to which are invited two members of each listening class. These students come down on a later day of that week; attend the demonstration; handle the objects assembled for that purpose; make notes; and return to their respective listening classes and retail in their own language and in their own way, the further enrichment which they have obtained

at the museum. This procedure has done an interesting thing. The museum people have found that there has been a wave of demand for further visits by entire classes, which has almost engulfed the facilities of the museum; and it has served, in my opinion, to bring to life in a very genuine, if pragmatic manner, the resources and contributions of the various service institutions I have mentioned.

"Add to that the second program in literature, which goes by the title, Let's Tell a Story. Little need be said about this program, since it is practically the same, except for level, as that of the fifth grade, Open Sesame, literature series.

"A third program is another Chicago program -- this one entitled, I Will, because those two words represent the motto of Chicago, emblazoned on the city seal. Here, with the cooperation of a social studies content committee, we are offering seventeen programs covering the social, economic phases of our city life. These are concerned with city government, with the city services; with city planning; with transportation; and the like. A five-minute dramatization introduces each program, and is followed by a ten-minute interview with the man who heads the work which we are considering for the day. The mayor of the city will appear on one program on city government. The president of the sanitary district will be interviewed on the program on sanitation and health. The president of Sears Roebuck will appear on one of the programs on industries, and so on.

"A fourth program is the Student Chorus. This group changes from week to week, and the music department with its eight supervisors is responsible for providing the repertoire and choruses which engage in this fifteen minute spot. Songs are introduced in each case by a narrator who gives some pertinent comment. These music programs also include participation on the part of the listening audience.

"The last program of this series is a news program entitled, That's News to Me. This program contains an interview with some outstanding school youngster, either high school or elementary, who has won an oratorical contest, or been captain of the city championship football team, or something of that sort. The subjects treated are those subjects which have a definite applicable use in the child's own environment.

"I should say here that we have no programs addressed to high school people during the high school time. We do have about ten programs outside of high school time -- evenings and Saturdays -- many of which are participated in by high school students, and are contributed to by the service of the high school radio workshops.

"Now, let me say just a word about perhaps the most important topic that I could discuss, namely, utilization, of radio broadcasts. It should go without saying that the introduction of a new tool, whether it be in the machine shop, the assembly line, or the classroom, needs safe-guarding. It needs the safeguarding of instruction. It needs explanation. And it has been our experience, and I'm certain perhaps has been yours, too, that teachers must catch the spark of inspiration; they must find, through careful study of radio that they have a tool which has activities and objectives peculiar to itself, but which,

if properly utilized, will prove a valuable enrichment factor.

"The first step in direct action in utilization is a visit which each script writer makes to a different school each week, to sit with the teacher and the class as they listen to her program. This script writer, being a teacher herself, knowing the classroom routine, can listen with a kind of jaundiced ear -- if that is physiologically possible -- and come back better prepared week after week to write scripts more closely attuned to the listening atmosphere she desires. I won't enlarge upon this, but it is a valuable point.

"A second step in our utilization activities is the Program Bulletin. Samples of that are available. This Program Bulletin is four pages in length and is issued each week in the Superintendent's mail. The first page lists current topics and items of interest to the teacher, and includes special broadcasts. It covers trends. In other words, it is a weekly newspaper of radio in education. The succeeding three pages contain all programs which we recommend for listening in the classroom and in free time. These are divided into grade groups. All the programs for kindergarten, first and second grade are included together. Each section of the listings, then, can be detached from the rest of the bulletin and kept within the immediate circle of primary teachers. We list programs from NBC, CBS, and WLS, which, still maintains a strong school-time program. It has been interesting to note that while we list both our own Radio Council programs and those of the networks and WLS, that by far the preponderance of listening is tuned in to those stations which carry our programs.

"A third point in the utilization procedure is the handbook which I have mentioned before. Each one of our series of school-time programs has a semester handbook which is placed in the hands of the teacher; and anyone, any teacher, can use these, and with careful study know a great deal about this program before it is broadcast. She can motivate the youngsters to a listening pitch where attention will be spanned wholesomely for the fifteen-minute period; and then can carry on activities of a diversified nature either in committee work or small group work, or as a class.

"Another thing that we do in some instances, is make recordings of our programs, which are available in case the teacher missed the program -- or in other cases, we have sent out a copy of the script which the teacher is able to present as a simulated broadcast, to maintain interest in the series.

"As a further utilization activity, we have organized what we call the Chicagoland Radio Dinner Club; and here, at each bi-monthly meeting, an actual program is presented on a playback and a panel of critics evaluates the effectiveness of the program. Such people as Margaret Harrison of the Progressive Education Association, and Luella Hoskins of my own staff, and others, conduct these meetings.

"Perhaps the largest expression of our concern for utilization will be found in our National School Broadcast Conference which will have its third meeting in Chicago on December 6, 7, and 8. This conference, which attracts radio educators from all over the United States, is chiefly concerned with the problem of utilization. Actual classes in

every content field and of every grade level group come down to the hotel, sit on the stage, and carry on their best efforts in utilization. These meetings are followed by a panel of critics, and discussion from the audience in front of them. Out of these conferences, has come a body of information which has improved markedly from year to year, and I am certain constitutes an excellent source of material for the teacher interested in using the radio program.

"Another angle of utilization is, of course, evaluation -- both in our cooperation with Ohio State, as well as through our own evaluation activities we are gradually building up a pretty good concept of how to measure the effectiveness of the program. I suspect that we'll never have a wholesale or mass evaluation as under the control of the central office. We do have control groups consisting of ten schools here and ten schools there; but in the final analysis, all of these procedures must be translated into simple procedures that the individual teacher can coordinate -- not as a testing program, but as an inherent and almost involuntary portion of her teaching routine.

"Teacher training is vital, and we haven't neglected that. At the Teachers College in Chicago, a member of our staff has organized a class in utilization which is a required course for all practice teachers.

"We also have a summer workshop which next summer will cover six weeks of time, and approximately eight hours a day, here, in utilization, production, continuity, diction, and survey. This will be presented in a laboratory of radio education.

"We also carry on in-service classes in production, continuity, and utilization from four to six on different afternoons of the week in our radio studio.

"Just a word about our listening survey. We found that last semester-- the semester just closed -- that we had 156,000 children listening to radio programs in Chicago. I have no notion of the number who might be listening outside. There are approximately nine hundred radios in the school system at present, and they are being added at the rate of about 50 a month -- all of them being promoted locally by the principal and the teacher. The school board has not as yet indicated its ability to purchase radios for the schools.

"It has been our experience that the small portable radio of substantial make is the best instrument for our use.

"I should also mention in passing, publications. One of these is the radio workshop unit for the high school teacher; and another, the Utilization handbook for the elementary teacher; reports on the school broadcast conferences; our quarterly publication, Around the Radio Circuit; and evaluation reports.

"Another activity is our conference course -- meeting two hours monthly -- the radio chairman of approximately 225 P.T.A. Associations, meeting for the purpose of studying radio from the standpoint of how the P.T.A. may be concerned. These conferences are conducted by the Radio Council and, in one sense, completes the coverage of public school activity, except for one point.

"That is a kind of subsidiary WPA Radio Council which is under our supervision and is a project sponsored by the Board of Education under its Adult Education program. We assist in their planning, in their writing, and in their production.

"I suspect that I have eliminated or have left out many things which you have come here to obtain. However, I have covered the story as I see it, in Chicago, and I sincerely hope that those of you who are new to radio will read between the lines of this talk the story of a new tool. I'm not altogether certain that radio can do anything better than anything else. Dr. Goldberger's recent survey in New York indicated only a 3% better rating for radio classes than for non-radio groups. I'm not familiar with Cleveland's experiences -- their evaluation -- but I am certain of this: that the presentation of a timely pertinent and colorful radio lesson probably makes for a better emotional atmosphere; and if the teacher will take her cue from such a program, I have no doubt that in the final analysis a well-presented radio lesson may serve indirectly to be a substantial factor in the improvement of teaching itself.

"Thank you, and good morning."

EVANS HAS THE FLOOR

In order to give ample time for S. Howard Evans to make a few comments on radio, the program was shifted to give Howard an opportunity to talk at the opening session. He suggested that members should watch closely the development of frequency modulation, expressed hope for improvement in the position of educational stations as a result of a recent court action and future considerations of the FCC. He suggested that educational station directors should give more thought and effort to improvement of the product.

AFTERNOON SESSION

After a luncheon at various places about Ames, mostly in the cafeteria, the afternoon session met, with Carl Menzer, presiding. Came first the talk by Miss Waller.

"HOW I WOULD RUN AN EDUCATIONAL RADIO STATION"

Miss Judith C. Waller, NBC educational director, Chicago, provoked thought and comment with her talk on "How I Would Run an Educational Radio Station." It would do well for every NAEB member to survey the task of running an education station after reading again what Miss Waller had to say on the subject. The text follows:

"The other day when Harold Kent showed me a prospective program for the NAEB Convention, I stopped when I came to the topic "How I Would Run an Educational Radio Station." There was no name down as the speaker and I asked Harold who was going to talk to that subject and he said he didn't know. "Well," I said, "That was the very topic I spoke on at Columbus back in 1935. I feel just the same way now as I did then, I wouldn't want to run an educational radio station - in fact I couldn't and I wouldn't want to make another speech about it." And a few days later Carl Menzer called and asked me to do it and here

I am. I would like to give you the same speech - I dug it out of the archives and read it - it's a pretty good speech (HH) and it expresses the way I still feel about it. Conditions haven't changed a great deal since then. But there are too many of you here that heard me make it at the Institute, so I must think up other ways to say many of the same things I said then.

"Seriously, has the situation changed, are educationally owned radio stations in any better condition to support themselves today than they were in 1935, is it any easier to build educational programs of quality than it was then, is the problem of building an audience for an educational station any less, and what, if anything has been done during the past five years to make me any more sure that I could or would want to run such a station now?

"The whole business of radio and broadcasting sprung into being very quickly and before we knew it had gotten to the walking stage - after it learned to walk what happened? I can go back ten or fifteen years and see great changes between then and now - but I go back five years and see scarcely any. Why is it? The America's Town Meeting of the Air has been on the network five years, the formula is the same, maybe it is better maybe it is worse - the formula is the same. I read Mr. Victor Yarros' article which was appended to your preliminary program. In it he states "What the Town Meeting of the Air can do, our educational institutions of authority and prestige can do, and do better----- I am not forgetting the University of Chicago Sunday morning broadcast. It is good as far as it goes, but it is not as good as it might be, etc." I wonder just what suggestions Mr. Yarros would have for improving both the Town Meeting and the Round Table. I wonder if he knows just how much time and money goes into those programs, how many people of authority and prestige compose the committee that arranges the Town Meeting and the hours of time and thought which have gone into both programs? It is so very easy to sit on the side lines and say "they could be improved." We know they could be improved, but we also know that with all the best thoughts back of them, and with the trying out of innumerable suggestions, the calibre of the programs remains about the same. Don't assume for one minute that I don't think, oftentimes, that they both could be improved, but I know that every effort is being put forward to make those improvements and we have not gotten very far. I wonder if Mr. Yarros realizes how difficult it is when controversial questions are being discussed, to get the people who know and who should be willing to present their views, to stand up in front of a microphone and be frank and honest and willing to "get their necks out." In many instances, in the case of the Town Meeting, you could get people to make speeches, but they refuse to be heckled in front of an open microphone. So it is not always as easy to accomplish the changes as those sitting on the side lines think.

"What has all of this to do with the subject we are supposed to be discussing, How I would run an educational radio station? Only this, that the problems today are the same as they were five years ago, the principal one being, that under the American System of broadcasting, our first question is to build radio programs of interest to our listeners and the second, is the financing of such programs as well as the operation of the station.

"Mr. Yarros is very confident, in his article, that with "the right

programs, and the right arrangements for broadcasting of such programs, would bring ample financial support from our enlightened philanthropists and from many organizations that have long been anxious to promote genuine adult education." Well, I think that anyone of you here who has been responsible for the operation of an educational radio station, devoted primarily to the furthering of adult education, and giving all of your time and thought to broadcasting the best educational programs which you can build, have not found many philanthropists or organizations sitting around on your doorsteps with out-stretched hands offering you the thousands of dollars which you know you need to do the job you are aware should be done. It just doesn't work that way. Even the Rockefeller Foundation which has been interested in radio, financing fellowships and councils, has not been willing to continue its support indefinitely. They believe, for instance, in launching a project and setting it on its feet, but at the end of a number of years, feel that that organization or council should be self-supporting. So, I do not agree with Mr. Yarros that this is the answer, and that if he or his fellow educators were running an educational station, they would have any more luck financing it than Joe Wright or Harold McCarty or anyone of you. Take, as an example, the case of the contribution to the University of Chicago of \$33,000 by the Sloan Fund for the purpose of stimulating and vitalizing the Round Table. This money did enable the University to pay the participants, to transcribe and reprint the discussions, send out more publicity on the program, but has it made the Round Table any better? The Crossley rating does not show that it has, and, Mr. Yarros, only educators are responsible for that program - it is run by a University and not by commercial broadcasters. Frankly, I think if it were, it might be better - I don't know, I just say, I think it might.

"When all is said and done, a radio station must be financially sound before it can continue to operate indefinitely and must broadcast programs acceptable to the listener before it can become permanent enough to be financially sound. One goes around in the well-known vicious circle.

"It is not easy to build, hour after hour, exceptionally good educational programs. Programs of real quality. Quality is difficult to achieve and when one is faced with ten, twelve, fifteen hours daily, week in and week out, it is easy to understand how one can become lax and think that anything might do. Then, too, I have heard some educational broadcasters brag about the number of programs which they have had on the air over a given period of time. Is that anything to brag about, rather wouldn't it be better to brag about the quality of programs, and their audience appeal? Fewer programs exceptionally well planned with real established following, mean more than twice as many mediocre in quality. Nothing is harder than to take material that in itself does not have an audience appeal and from that make an interesting radio program - we all have that problem to contend with. We have been, we think, making some headway toward better programs, but often we stop and ask ourselves why we think there should be so many educational or public service shows. Are we sure that the public is clamoring for them? I, for one, am not. How does Mr. Yarros or any educator know what the public wants - the general public? How does he know that they are not satisfied with the infinite amount they are already receiving? I am speaking, of course, of the general public, not

minority groups. There are hundreds, yes thousands of people perhaps, who would like a different fare, but not enough of them in any one community to support the cost of the operation and program of a radio station.

"But to be less pessimistic for a moment, here are some of the things that could be done, that one would think of if given the job of running an educational radio station. Things probably which have been tried countless times, maybe so and maybe not.

"There are better electrical transcriptions available now than in 1935. If I had any money at my disposal, some of it certainly would go to pay for the best transcriptions which could be obtained, both musical and dramatic. Some are expensive to be sure, but others are not, it depends in most instances on the size of the town and the station. A good dramatic serial, I say a good dramatic serial, running daily along with an adequate musical library, might very well be the foundation for my entertainment program. By and large, the caliber of those transcriptions would be considerably higher than the caliber of local talent.

"Then, I would cooperate with every state and local agency available, working with the Chamber of Commerce, with the School Board, with women's organizations, welfare and fraternal groups, in an attempt to render the best community service possible. I say, "working with" - by that I mean, I would not merely say to any of them, 'yes, you can have fifteen minutes or a half an hour on such and such a day or night', but I would discuss the possibilities of an interesting program, helping them to make it more than 'just another talk'. I think rather than work individually with each of these groups, I would attempt to get them to pool their resources and efforts and work together. In fact, I think I would try to set up a community advisory council for the station, which could be a clearing house for programs. They could also be my 'hair shirt' by forming constructive listening groups. Those groups need not listen merely as an aid to the station, but for their own edification as well. Valuable research work could be done this way, which might be tied up with the radio course which I would definitely establish in the University curriculum. By making this course available to the members of the advisory council or listening groups, at a small fee, a means of financing some of the work of the department might be found. The advisory group would need little money to finance itself - their ~~own~~ members could be trained to write and help in production, and members of student drama groups, courses or clubs could be cast for dramatic productions, if and when a dramatic production was needed. Personally, I think they are overdone in many instances, often times forcing material into the drama form when it is not dramatic to begin with. I would tie in the local board of education as well, so as to make the group all-inclusive as far as elementary and adult education was concerned in the community.

"In my radio course, I would have the students working on new and different radio techniques, instead of trying to ape the programs which are on the air. I would make every effort to train speakers. You cannot give a person without a personality, a radio personality. But you can give him a better delivery and a real style. You can make the subject matter of any speech easier to listen to and easier to read, and if the material is interesting in itself, undoubtedly

the person delivering it will be able to do a better job with it, than if it is dull. Granted even that the material comes from the person doing the broadcasting, it might need going over, very often would; in fact, I might say, almost always would.

"A word or two more about this radio course. There is a vital need in this country for a school where real radio training may be had - maybe one such school, maybe two, not more. The faculty teaching in such a school would have to comprise seasoned radio people equipped to turn out continuity writers, production men, announcers and actors capable of being taken over by small stations for intensive apprenticeship, looking to radio as their life work. This is not what I have in mind as a radio course at the college or university which owns my radio station. At present the radio industry cannot absorb all of the people who are clamoring for admittance, therefore, it is not fair to give students who would enroll in such a course the idea that a job is awaiting him or her immediately upon graduation. But if the student enrolls with the understanding that it is more in the nature of an appreciation course than anything else and that the chances of a life career are slim, a course such as I have in mind would be extremely beneficial. Those who showed outstanding aptitude along radio lines, might be encouraged to go farther, and all could be given experience at the University station. Should the members of my advisory council be interested in enrolling, the knowledge which they would gain would be of tremendous use in the planning of the community program in which they were interested. The student and the lay member would both gain an appreciation of radio and its many problems, which should be helpful in many ways.

"There is still another suggestion. I would most definitely consider the question of an educational network not only within the state itself, but between states within a certain radius. I realize that line costs are a serious problem, but with a pooling of resources and the availability of a program exchange, thereby cutting program costs, it does not seem to be out of the range of possibility. By tying together a number of educational institutions, the radio director would have a much larger faculty to draw upon, specialists in many more fields with the decided advantage of being able to pick and choose in the interest of quality.

"I can envisage an affiliation between both educational and commercial stations within a state to the advantage of all concerned, where the prime objective would be better public service programs for the whole state through adequate coverage.

"These are not new ideas, they have been set forth before, by members of your own association, but I believe in them and am sure they would be given almost my first consideration, should I be faced with this very difficult job of running an educational broadcasting station.

"These things are not impossible of accomplishment. Many of them are undoubtedly being attempted by those of you who are now running educational radio stations. Frankly, I have heard so few programs from such stations, that I feel totally inadequate to make suggestions or criticisms. Often though I have the feeling that the majority of non-commercial stations spend a great deal of their time merely

copying the commercial stations, instead of launching forth on new seas. But undoubtedly, again, I am wrong.

"I heartily dislike speeches which seem to be destructive in their attitude but in spite of all the constructive things I have stated here, I cannot, for the life of me, see how an educational radio station can hope to gain general acceptance faced with economic insecurity.

"After all it is not just a question of building better educational shows or training educators to become better radio speakers; it is a question of providing good radio to the public as a whole every hour of the day or night during its operation, which means quality programs - which means money - or I would not care to run it. And I still have to be shown how that can be done."

Following the talk a lengthy discussion of problems ensued. Then came a report by Dr. Leonard Power of the United States Office of Education. He told mostly of the research he is carrying on for the Office of Education, in connection with the work of the Federal Radio Education Committee. Dr. Power is Consultant for the committee and assistant to the chairman. A review of the work of the committee will be found in the packet.

TOUR AND BANQUET

With vests expanded Professor Griffith and W. E. Stewart guided the delegates around the present WOI establishment and then to the new Service building, which will contain new studios, controls room, office facilities, and transmitter. Everything will be up-to-date when finished. The product is further evidence of the support being given the educational radio stations by their own institutions.

At the banquet, held in Memorial Union, an RCA television camera was on display and the possible future uses of television and facsimile in education were explored by an RCA representative. Following the banquet, a number of important committee meetings were held. A few of the engineers confabbed a bit, too.

ROUNDTABLES

Opening the Saturday morning session, with Joe Wright, WILL, presiding, was the report of the recording machine test committee. A. James Ebel, Chief engineer of WILL and chairman of the committee made the report and distributed copies to those present. Others have since been mailed copies of the report. There followed the prepared talk of Dr. Lazarsfeld.

DR. LAZARSFELD ON RESEARCH

Unable to be present, the paper on "What Should Research Do for Educational Broadcasting" by Dr. Paul F. Lazarsfeld, Office of Radio Research, was presented to the convention by Prof. Griffith. The text follows:

"You probably know that a number of educational stations have had

research fellows assigned to them during the past year and you might be interested to hear a few words as to what those fellows are supposed to accomplish. Their task is a three-fold one. They bring to the station all the data and information which we were able to accumulate at the Princeton Office of Radio Research. Once they are out in the field they are supposed to do actual work for the station to which they are assigned, and when they come back they write a report and thus help in enlarging the knowledge which is centralized and coordinated at our office.

"Our research work would vary considerably according to local conditions and the special time at which a study is undertaken. Still, it is possible to summarize a few general ideas by which we are guided in our efforts to help educational broadcasters through the medium of research. I would like to give you examples of the following main topics:

- (1) Clarifying the goals of educational broadcasting and the ways of attaining these goals.
- (2) Finding the general conditions of audience building.
- (3) Program improvement
- (4) Interpreting success and failure of specific programs.

"(1) Obviously, each educational broadcaster has to decide for himself what goals he aims at. But in a general way you will agree with me that there are three main groups of tasks among which he will choose one or more specific directives. Educational broadcasting will first want to disseminate knowledge in the same sense as our general school system tries to do it. But today we are no longer satisfied with teaching the three R's. The complexities of modern life have forced us to pay much more attention to the way people get along one with another and solve their own personal problems. So the dissemination of psychological insight has become a second major area of educational efforts. But not even that is enough. There are tremendous social changes going on just now which demand from us a detached, rational attitude towards social problems as much as possible unbiased by our immediate personal interests and habits of thought. So the dissemination of social perspectives becomes a third area of educational endeavor.

"Now it seems to me that we research people have different functions in regard to your three tasks of disseminating knowledge, insight, and perspectives. As far as knowledge goes the main problem is to find specific program techniques where radio can be at its best. A good example of this point is the Professor Quiz type of program. Our studies have shown that the success of this program type is partly due to the fact that people look for additional education and feel that they get it from the Quiz programs in a painless way. All right, then, why shouldn't educational stations use this form, but use it in a more intelligent way than the commercial stations go about it? In a regular Quiz program the listener is, to use a Shakespeare quotation, "a snapper-up of unconsidered trifles." Why shouldn't we try to develop quiz programs where one question follows the next in a systematic order so that in the end the listener has gone through a

chain of arguments back and forth and has really enjoyed something which at the same time improves his mind. I am inclined to think that such a program on the one hand and on the other hand really good discussions such as the Chicago Round Table has, or book talks as Professor Frederick at Northwestern University puts them on the air, will probably cover the different needs for information better than the dramatizations of science or history which sound so popular but are neither fish nor fowl. I am not quite sure whether I am right on this point, but it is a good example of the type of problems we research people try to study for you in the knowledge division of your educational problems.

"Now when it comes to the dissemination of psychological insight, we are in a slightly different position. It seems that the need for help in straightening out personal difficulties is so great that the commercial broadcasters were forced into providing such fare just in order to keep large audiences. You have on the one hand such very successful self-improvement programs as the Good Will Hour on Sunday night, and on the other hand the family serials. The great success of all those family stories is partly due to the fact that women use the experiences of families like the Goldbergs and the Kellys to learn something in regard to their own home life. Professional psychologists frown on self-improvement programs with the result that educational broadcasters neglect them and lose part of their potential audience to commercial stations. What we try here is to set up standards so that self-improvement programs can be developed which do a minimum of harm. We have not yet started similar work on family serials, but I think it is our duty to let you know that if Lum and Abner mention a local rural library they probably do more for making people read than many a speech by a librarian could do.

"I am embarrassed when I come to the question of how to disseminate social perspectives over the air. Everyone is so cagey on this score that there is practically no experience to report on. The only thing we research people can do is let you know that we find here a blank in the radio field and that we hope you educational broadcasters will find your way to being more out-spoken on social issues than you have been so far. Summarizing this point, then, I might say that this is what we can do to help you clarify the goals and tools of educational broadcasting: We follow carefully the discussions of educators and keep in mind the general ideas on which they seem to agree. Then we skim the whole field of broadcasting and try to find out what people like to hear and why they like it. Then we start to think what changes those different kind of successful programs should undergo so that they really serve the general goals of education. And then we turn them over to you for production.

"(2) When you then go about producing such a program we try to help you make it successful in the sense that people like to listen to it. The main technique we have developed here is the listener panel. It is my conviction, which I cannot prove here in detail, that if you get in contact with a small group of listeners, maybe as few as fifty, and ask them to listen regularly to your program, you can get a wealth of information to help you improve the program as time goes on. If you try it you will be surprised how much constructive criticism listeners can give you on points which you are not likely

to see as a producer. I consider it one of the main tasks of our research fellows to organize such panels for you, using the experience we have had during the last two years. Here is the place for me to mention one task which radio research will have to tackle one day, but on which we have not yet much experience as far as my office is concerned. You want to know more than whether the listener likes a program. You want to know whether it has a good effect upon him, increasing his insight or his perspective. But here is where radio is so different from school. In school the teacher has a pupil before him and so his main concern is whether the people change. In radio education it is such a tremendous task to get people even to listen to anything else than entertainment programs that we have not yet gotten beyond the stages of studying how people could be made to listen to programs which by and large serve one of the three goals mentioned.

"(3) And in this connection the third item mentioned above, the general conditions of audience building, comes in. Whether you reach people by your broadcasts doesn't depend only upon your program. It depends upon the time at which you broadcast, the competing programs which are on the air, the listening habits which a specific area might have, and many similar factors. We consider it our task to furnish you through our fellows as much such information as possible, and, frankly speaking, we gain much of it by staying in constant touch with commercial broadcasters for whom the collection of such material is of vital importance. I knew of a university station which broadcasts only a few hours a day, and one of the hours is from three to four in the afternoon, because no one at this station knew that this is one of the worst hours to get an audience, a fact which is well established by commercial research. And another example is an organization which recently asked me how to spend a budget of several thousand dollars for improving their program. I asked them whether they had done anything to build up their audience by the right kind of publicity and they had not. So with the help of the data at our office I could convince them they had better spend this money on experiments with audience building, advertising in the right kind of magazines or building up a mailing list, or sending people around to conventions, because it is a widespread illusion among educational broadcasters that a program can get audience on its own merit alone. Therefore our research fellows have the task of studying the people who don't listen to your stations at least as carefully as your listeners. They make little studies to find out who knows and who doesn't know about your programs. They take the letters which come to your station, but then they don't go to the letter-writer, but to his neighbor who lives under similar conditions but may not be listening to your program. Why doesn't he? We try to get the mailing list of people who wrote in to your station two years ago and then look them up and find out, if such is the case, why they stopped listening. It is from such an approach that we learn about conditions unfavorable to your work which you might be able to overcome if you just know them.

"(4) The final point to be made is the coordinating efforts which our office pursues through the different fellows. Station WOI, for instance, which is our host today, has a unique feature in its novel-reading program. We have studied it quite carefully and we are

willing to say that it might be one way in which educational stations might be able to compete with some of the day-time serials as long as you haven't got the money to have special day-time serials written which live up to the standards of your work. So we will report about this program and hope that other stations will have the advantage of following this example. Another station has a program especially directed toward an active religious movement which is very successful. That gives us the idea that altogether you might not be insisting enough upon special interest programs. I don't know, for instance, of one educational station which would put on programs especially directed toward labor groups and unions. I don't mean at all that it has to be a political program. The mere fact that it addresses itself to such a numerically large group as organized labor might make such an undertaking an asset for a station. There are no general rules for this side of our fellows' work. They are perpetually on the lookout for especially successful programs, and frankly speaking, also for outstanding flops. We hope that as time goes on we will centralize at our office a body of experience which we shall disseminate to all of you.

"I cannot say more in such a short time as is assigned to this address, so let me turn the table and tell you what you educational broadcasters could do for us research people. We are badly in need of finding out from you what you want to know. There are so many things on which we could do research, and we have to make decisions without really being sure whether we look for the right things. By all means, do let us know as problems come up in your daily work. Sometimes we might be able to answer your questions from our files. Sometimes we might be able to send someone out and look for an answer locally. But even if we have to confess a lack of knowledge, you would still help us tremendously by keeping our work geared to what you really need. Research is, after all, service to those who act in socially responsible positions. Your broadcasts and our studies will be the better the more we know of one another and the closer we stay in touch."

Directed by Wright, many of the subjects listed for discussion on the program, brought forth much thought and many opinions. Some of the expressed opinions resulted in definite action by NAEB, which was taken at the afternoon business session and which will be found reported in the following section of this report.

THE BUSINESS SESSION

Brief reports were made by the retiring president, treasurer, and executive secretary of NAEB. The financial report of Prof. Griffith shows NAEB to be in the black, a record that has stood for many years. Action taken will be found in the following resolutions, all unanimously adopted:

Whereas Mayor W. H. LaGuardia has pending an application before the Federal Communications Commission requesting that existing rules be amended so that non-commercial, educational broadcasting stations be permitted to rebroadcast programs from the high frequency and international shortwave stations, and

Whereas WLXAL has agreed to expand its program service and include

many of the musical and outstanding special programs available in the East and now being broadcast by the Municipal Broadcasting System, and

Whereas it appears that WLXAL can be received satisfactorily by many member stations of the National Association of Educational Broadcasters,

Therefore, be it resolved that the National Association of Educational Broadcasters endorses the application of Mayor LaGuardia and recommends to the Federal Communications Commission that it do approve on an experimental basis the application;

Furthermore, the National Association of Educational Broadcasters approves the appearance of a representative at the hearing before the Federal Communications Commission to present the recommendations of this Association.

NAEB PROPOSED AIMS AND PURPOSES

In appraising the work of the educational stations we note that marked progress has been achieved in recent years. We are, however, aware of the great opportunity for future development which remains before us.

The greatest single obstacle confronting educational radio is the inadequacy of budgets--considering the magnitude of the service which should be rendered. This is due in a large measure to the lack of a complete understanding of the needs and opportunities by those responsible for the determination of budgets and policies. As these forces become aware of the public's appreciation of the service rendered we can expect increased financial support.

We, therefore, recognize the need for a more aggressive program for the development of greater support to the aims, objectives and potentialities of educational stations.

To this end we recommend:

- I A wider use of available publicity media to acquaint the general public with the work, aims, and objectives of the educational stations.
 - A. Radio-- Provide members with scripts telling the story of radio and its educational potentialities.
 - B. Press-- That each member institution encourage and assist members of its staff, faculty, student body and contributing organizations to prepare news reports and magazine articles for publication.
- II The development of outlines and bibliographies for talks on various phases of radio.
- III Exchange visits by members and others thoroughly familiar with the problems of radio.

We reaffirm the Associations objectives for the united pursuit of solution to our mutual problems, particularly further investigation of the possibilities of frequency modulation, facsimile and other technical developments.

In Convention assembled the National Association of Educational Broadcasters unanimously commends the work being done by the Princeton Research Project in education by radio, and recommends to the Project that the following research projects be established as soon as commensurate with work now being done and with funds which are now available or which may be made available:

1. To determine the listening span of educational broadcasting by age groups.
2. The measurement of change in attitudes resulting from radio listening, particularly to educational programs.
3. The determination of the extent to which people who listen to educational programs are stimulated to other supplementary forms of study or thought.

RESOLVED that the National Association of Educational Broadcasters reaffirms its belief in the value of radio as an effective tool in disseminating education and again expresses its definite appreciation of all the work which has been done by the National Committee on Education by Radio in helping educational broadcasts. The National Association of Educational Broadcasters again urges the Payne Fund to continue support of the National Committee on Education by Radio as an essential agency to educational broadcasts.

BE IT RESOLVED, that the National Association of Educational Broadcasters in convention assembled, does endorse the fine work being done by Mr. S. Howard Evans, Executive Secretary of the National Committee on Education by Radio. Furthermore it extends its sincere thanks to Mr. Evans for this fine work and instructs the Executive Secretary of the National Association of Educational Broadcasters to so advise the Payne Fund as well as the National Committee on Education by Radio.

Whereas, death has claimed the wife of Mr. C. A. Taylor, one of the long-time members of the National Association of Educational Broadcasters,

Therefore, be it resolved that the Executive Secretary be instructed to express condolences to Mr. Taylor for the Association.

That the secretary of the National Association of Educational Broadcasters be instructed, by a unanimous vote of the body, to draft a letter of appreciation to Professor Griffith, and the President of Iowa State College for the courteous and hospitable treatment accorded the 1939 Convention.

That the Executive Secretary be instructed to draft a letter of appreciation to Dr. Leonard Power of the Office of Education, Dr. Paul F. Lazarsfeld, and Miss Judith Waller for their contributions to the program of the 1939 Convention.

Whereas, the Recording Machine Test Committee of the Association has worked diligently in preparing the first scientific comprehensive

report on qualities of instantaneous recording machines available on the market, and whereas, A. James Ebel, Chief Engineer of WILL, has been instrumental in doing the major portion of the committee work,

Therefore, be it resolved that the National Association of Educational Broadcasters does hereby express its appreciation of the work done by him and commends the results attained.

The National Association of Educational Broadcasters extends its thanks to all outgoing officers for services rendered the organization during the terms of offices just closing.

Election of officers brought the meeting to a close (see page 1 of this issue).

REGISTRATION AT CONVENTION

Allen, Robert E.	Indiana University	Bloomington, Indiana
Broxam, Pearl B.	University of Iowa	WSUI, Iowa City, Iowa
Ebel, A. James	University of Illinois	WILL, Urbana, Illinois
Engel, Harold A.	University of Wisconsin	WHA, Madison, Wisconsin
Evans, S. Howard	National Committee on Education by Radio	1 Madison Avenue, New York C.
Griffith, W. I.	Iowa State College	WOI, Ames, Iowa
Hoskins, Luella	Radio Council, Chicago Public Schools	228 North LaSalle St., Chicago, Illinois
Ingham, Harold G.	University of Kansas	KFKU, Lawrence, Kansas
Kees, Harvey	University of N. Dakota	KFJM, Grand Forks, N. Dak.
Kent, Harold W.	Chicago Public Schools Radio Council	228 North LaSalle St., Chicago, Illinois
Koehler, Glenn	University of Wisconsin	WHA, Madison, Wisconsin
Mahan, Bruce E.	University of Iowa	WSUI, Iowa City, Iowa
Menzel, Carl	University of Iowa	WSUI, Iowa City, Iowa
Miller, Allen	University Broadcasting Council	230 North Michigan Ave., Chicago, Illinois
Morgan, Barton	Iowa State College	WOI, Ames, Iowa
Norvelle, Lee	Indiana University	Bloomington, Indiana
Novik, M. S.	WNYC, City of New York	Municipal Bldg., N.Y.C.
O'Brien, Elwin J.	University of N. Dakota	KFJM, Grand Forks, N. Dak.
Power, Leonard	Federal Radio Education Committee	Room 3355, S. Interior Bldg., Washington, D. C.

Rawlins, R. E., Jr.	University of S. Dakota	KUSD, Vermillion, D. Dakota
Sadenwater, Harry	RCA Mfg. Co	Camden, New Jersey
Sands, Mary A.	University of Wisconsin	WHA, Madison, Wisconsin
Schooley, Frank E.	University of Illinois	WILL, Urbana, Illinois
Seaman, Mildred I.	University of Kansas	KPKU, Lawrence, Kansas
Sener, William H.	University of Iowa	WSUI, Iowa City, Iowa
Starzak, J. O.	Iowa State College	WOI, Ames, Iowa
Stewart, W. E.	Iowa State College	WOI, Ames, Iowa
Waller, Judith C.	National Broadcasting Co.	Chicago, Illinois
White, M. R.	Washington State College	KNWC, Pullman, Washington
Woolfries, A.	Iowa State College	Ames, Iowa
Wright, Joe	University of Illinois	WILL, Urbana, Illinois

AMONG THE MISSING

Absent were faces of those usually seen in attendance and of those who were all set to attend, but. Elmer Sulzer, University of Kentucky, found himself too busy at the sessions and has expressed his regrets at his inability to answer roll call, early or late. Garland Powell, Director of WRUF, found a job on his hands when the Governor of Florida vetoed the radio station budget and instructed the State Board of Control to lease the station. Luke L. Roberts, KOAC, had planned on being present, but found at the last minute funds would not be available for the trip. Similar circumstances prevented Homer Heck and Henderson Leske, WNAD, from making their appearance. M. C. Jensen, WCAL, has a battle with hay fever - and lost. Gilbert Williams, WBAA, wasn't back from his vacation. Waldo Abbot was "lost" in the northlands.

FLY ASSUMES DUTIES WITH FCC

James Lawrence Fly, new FCC chairman, assumed his duties in the early part of the month. Fly was born at Seagoville, Dallas County, Texas, February 22, 1896. He graduated from Dallas (Texas) High School in 1916, and entered the United States Naval Academy, Annapolis, Maryland, the next year (1917). He received his commission as ensign in 1920 and remained in the Navy until 1923 when he resigned. Entered Harvard Law School in 1923; received L.L.B. degree in 1926.

Mr. Fly's first legal training was received from the law firm of Burlingham, Veeder, Masten and Fearey, New York City, where he served as a law clerk while attending Harvard Law School (1925). He was admitted to the Massachusetts and New York State Bars in 1926, and practiced with the firm of White and Case, New York City, until 1929.

From 1929 to 1934 Mr. Fly served as a Special Assistant United States Attorney General acting as government counsel in actions in volving restraint of trade under federal anti-trust laws and regulatory measures under commerce power.

In 1934 Mr. Fly became general solicitor and head of the legal department of the Tennessee Valley Authority, and served in this capacity until 1937 when he became general counsel of the Tennessee Valley Authority.

President Roosevelt nominated Mr. Fly to be a member of the Federal Communications Commission on July 27, 1939. He was confirmed by the Senate on August 1 without opposition, and took the oath of office September 1, at which time he was designated by the President to serve as Chairman.

Chairman Fly's term of office expires June 30, 1942. He fills the unexpired term of the late Anning S. Prall.

Mr. Fly is married and is the father of two children, a boy and a girl. He is a Democrat and a member of the Protestant Church.

HELP FROM THE FCC

The Federal Communications Commission has amended section 3.90 (a)(2) of the Standard Broadcast Rules by deleting the words "together with the name or title of each" and adding the words "Of the complete program" so that the rule will read:

"...(2) An entry briefly describing each program broadcast, such as 'music', 'drama', 'speech', etc., together with the name or title thereof, and the sponsor's name with the time of the beginning and ending of the complete program. If a mechanical record is used the entry shall show the exact nature thereof such as 'record', 'transcription', etc., and the time it is announced as a mechanical record. If a speech is made by a political candidate, the name and political affiliations of such speaker shall be entered."

The Commission's action was taken following complaint that the previous rule requiring a log entry of the names of the particular records used imposed a financial burden, particularly on local stations. The Commission also stated that a further study would be made of the rules governing log entries to insure that they impose no unnecessary burden on any particular group of stations.

FCC ACTIONS

WSLA (formerly KISAL), World Wide Broadcasting Corp., has been granted a construction permit for a new low frequency relay broadcast station to operate on frequencies 1646, 2090, 2190, and 2830 kc., with 20 watts power. WSLA has also been granted a construction permit to move transmitter from 70 Brookline Avenue, Boston, to Hatherly Beach, near town of Scituate, Mass.

The FCC extended present license of KUSD, University of South Dakota, on a temporary basis to October 1, pending determination upon applica-

ation for regular renewal.

WHA, University of Wisconsin, was granted permission to continue hearing on the application for construction permit requesting facilities of WMAQ.

Frank E. Schooley
Executive Secretary

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

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