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## The use of local radio stations by public school systems in New England.

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THE USE OF LOCAL RADIO STATIONS  
BY PUBLIC SCHOOL SYSTEMS  
IN NEW ENGLAND



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THE USE OF LOCAL RADIO STATIONS  
BY PUBLIC SCHOOL SYSTEMS  
IN NEW ENGLAND

By

Robert F. Belding

A problem presented in partial fulfilment of  
the requirements for the Master of  
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CHAPTER I  
INTRODUCTION

## CHAPTER I

### INTRODUCTION

The radio industry is big business. In the month of April, 1952, alone, the network billings or gross time charges to advertisers of the four national networks amounted to fourteen million dollars.<sup>1</sup> Radio is a vocation for thousands of people, including announcers, writers, producers, engineers, salesmen, maintenance and repair-men. The air-time which broadcasters sell is extremely valuable because of its pervasiveness. "Thirteen of the top twenty advertisers spent more in network radio than in magazines or television in 1951."<sup>2</sup> The network programs number their listeners in the tens of millions and their influence is continually attested by the highly competitive market for air-time among radio advertisers.

For education radio is more than just another industry. The use of radio in the classroom greatly enhances the teaching of many subjects, for it is one of the many teaching aids which has been used with increasing frequency in recent years. Classrooms in the newer schools have been equipped with the facilities for using these audio-visual aids, and many school systems have established audio-visual

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1. "Figures of the Month" Electronics July, 1952 p.4
  2. "Network Radio Gets More Money from 13" Broadcasting - Telecasting July 7, 1952 p.29

departments. Films and filmstrips have been produced for nearly every subject and grade level taught in the schools of the nation. In addition, field trips, demonstrations, charts, and posters serve to make school subjects vivid and meaningful. Radio has some particular contributions to teaching; Levenson and Stasheff have listed the following ten advantages of broadcasting, as used in the classroom:

- " 1. Broadcasting is timely.
2. Broadcasting conquers space.
3. Broadcasting can give pupils a sense of participation.
4. Broadcasting can be an emotional force in the creation of desirable attitudes.
5. Broadcasting can add authority.
6. Broadcasting can integrate the learners' experiences.
7. Broadcasting can challenge dogmatic teaching.
8. Broadcasting can be used to develop discrimination.
9. Broadcasting can help in continuous curriculum revision.
10. Broadcasting can 'up-grade' teaching skills." <sup>3</sup>

Radio deserves a rightful place among the audio-visual aids, and every regular classroom should be equipped with a radio receiver.

However, school use of radio is not limited to the classroom. School broadcasting may also be used to establish

better public relations. Such programs as school news and excerpts from dramatic performances are examples of this service which can inform the public of what the schools are doing. School needs such as new buildings may be publicized by broadcasting talks or discussions by teachers or administrators. At the present time the employment of radio in the service of public relations is fully as important for the schools as is its use in the classroom. "The need for acquainting the citizen with the school product he is receiving for his tax dollar is greater than ever before.--- John Q. Public wants to be shown what the modern schools are accomplishing and why additional support is necessary. The schools have an obligation to provide the answers. In this process the radio has shown its worth." <sup>4</sup>

School broadcasting may be accomplished by establishing educational, non-commercial stations operated by the school systems, or by using the commercial broadcasting stations. Regarding the latter, Wayne Coy, Chairman of the Federal Communications Commission, made the following statements in 1948: "--I want to urge you educators to make the fullest possible use of the regular commercial broadcast service.<sup>5</sup> --- the wider more intelligent use of commercial radio is a joint responsibility of the broadcasters and educators." <sup>6</sup>

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4. Levenson & Stasheff op. cit. p. 19

5. Coy, W. Convocation Lecture to Second Annual Conference on Radio in Education July 29, 1948 p. 8

6. Ibid. p. 9

The substance of this problem is concerned with the use of commercial radio stations by the schools in a specific region. The statement of the problem is: How are the public school systems in New England making use of their local commercial radio stations?

CHAPTER II  
RADIO AND EDUCATION

## CHAPTER II

### RADIO AND EDUCATION

#### Radio as an Educational Aid

The radio industry operates as a free, competitive enterprise within the framework of governmental regulation. The uniqueness of this industry is indicated by Section 301 of the Communications Act of 1934 which states in somewhat involved language what amounts to the following: "-- the wavelengths of the air are deeded in perpetuity to the people of America. They constitute a public domain to which the broadcaster is given conditional and temporary access--".<sup>1</sup> The Federal Communications Commission was established by this Act to be the regulative body. The reason for this regulation is obvious when it is considered that radio is a very powerful medium of mass communication. If it were privately controlled its improper use could become a serious threat to the security of our democratic way of life.

From the beginning of commercial broadcasting educators considered radio primarily as a cultural medium. "Only four years after the first commercial broadcast, Dr. John J. Tigert, then (U.S.) Commissioner of Education, evidenced keen and early interest in the possibilities of radio in education. He wrote: 'The school, the library, and the newspaper are usually ranked as the three great educational agencies. The

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1. Siepmann, Charles Radio, Television and Society 1950 p. 18

radio promises to take its place as the fourth, and it appears to be fast fulfilling that promise---' " 2 State education departments, universities, and public schools very soon began experimenting with radio in its early days. The majority of these efforts involved school broadcasting stations and the experiments varied from music appreciation to radio teaching of formal lessons.

What are the assets and defects of radio in education? Siepmann writes: " Radio's merits are obvious: (1) Its reach...; (2) Its convenience...; (3) Its resources of technique...; (4) Its human resources--the experts, the public figures, the celebrities it can summon...; (5) Its conquest not only of space, but of time--its power to bring us a verbal picture of events...as they occur." 3 He goes on further to enumerate radio's shortcomings: " (1) A certain strain attached to 'listening blind', limiting the length of what can be said and affecting our power of retention; (2) The one-way traffic of radio communication...the listener's unequal status, his incapacity to interrupt or answer back...(This, for purposes of education, is radio's most serious defect); (3) Radio's indeterminate audience..the difficulty for a speaker to envisage the circumstances and aptitude of those whom he addresses; (4) The tyranny of time.. radio's program schedule, the necessity for the listener to be

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2. Levenson & Stasheff Teaching Through Radio and Television  
1952 p. 38  
3. Siepmann op. cit. pp. 270-271

on call..; (5) The cost of radio, not merely of equipment and maintenance but of production. " 4 The fact that radio is solely an auditory aid, appealing only to one sense, should be added as a disadvantage.

The remainder of this chapter is devoted to a brief discussion of the use which education has made of radio.

### Non-Commercial Educational Stations

In order to make the most ideal use of radio, educators should build their own programs, tailor-made according to their needs as outlined in the curriculum. These conditions can best be met if educators operate their own stations.

In radio's early history there were more than 100 licensed educational stations of the standard type (Amplitude Modulation--A.M.). By 1927 the number of such stations had dropped to 94 and it continued to drop as the competition with newly established commercial stations increased. 5 According to an F.C.C. bulletin dated September 1, 1951, the number of standard (A.M.) educational radio stations in the United States was 34. Today it is almost impossible to obtain a license for a standard non-commercial broadcasting station due to commercial competition for frequency channels. The majority of these educational stations have been operated by colleges and universities, although operations on a state-

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4. Siepmann op. cit. p. 271

5. Levenson & Stasheff op. cit. p. 48

wide basis have been carried on successfully in Ohio, Texas, and Wisconsin. City-wide systems of education have had notable success with radio in some of the larger cities, particularly in Chicago, New York, and Cleveland.

Station WBOE owned and operated by the Board of Education of Cleveland, Ohio has been conducting programs for formal education by radio since 1938. A most elaborate system of programs for in-school listening is being produced and presented by a competent staff with frequent participation by the school children. Much of the material presented is designed to fit into the existing course of study of particular grades or subjects, and teachers are provided with manuals, slides, and supplementary materials to accompany the broadcasts.<sup>6</sup>

However, instances like this in Cleveland have been the exception rather than the rule. On the whole, educational institutions have been apathetic towards the use of radio. " Education was a leader in the field of broadcasting in the early days of the art. Education abdicated that leadership." <sup>7</sup> Presumably the most important reason for this apathy is the high cost of establishing radio stations. " As time went on... educational leaders realized what great power had slipped through their fingers.... By the time of the F.C.C.'s frequency allocation hearings in 1944, the educators were well

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6. Woelfel & Tyler Radio and the School 1945 pp. 94-96  
7. Coy, Wayne op. cit. p. 9

organized and presented an impressive case." <sup>8</sup> "On January 15, 1945, the F.C.C. announced that twenty channels, each 200 kilocycles wide, from 84 to 88 megacycles, would be allocated for educational stations." <sup>9</sup> These allocations of Frequency Modulation(F.M.) broadcasting channels would allow for at least 800 educational stations. However, the F.C.C. stated in a bulletin on September 1, 1951 that licenses had been granted to only 98 educational F.M. stations.

There have been some experiments in less costly educational radio than the regular A.M. or F.M. stations. A low power F.M. transmitter which sent a signal over a two to three mile radius was operated successfully by Syracuse University. "Besides rendering a welcome service to the students.. this station provides a splendid training center for various radio courses conducted by the University....The transmitter for this type station can be installed for around \$2500,!" <sup>10</sup> This station at Syracuse University has since been increased in power to a regular high power F.M. educational station. Another type of low cost, low power broadcasting unit goes by the name of power-casting or 'gas-pipe' radio. The signal is transmitted over electric light wires or steam pipes. <sup>11</sup> However it is useful only for buildings which are close together, and hence is not very practical for school systems.

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8. Coy, Wayne op. cit. p. 10  
9. Levenson & Stasheff op. cit. p. 54  
10. Coy, Wayne op.cit. p. 13  
11. Ibid. p. 13

Many of the educational radio stations have been operated by state universities, and these stations are financed out of state appropriations. Included as a part of the program fare over many of these stations are school broadcasts that may be heard throughout most of the state. Several of the large city school systems operate their own stations, and these are financed out of board of education appropriations. However, these educational stations cover only a small percentage of the nation's schools, and there are no plans for state aid to schools for the establishment of local educational radio stations.\* It is apparent that the commercial radio stations which blanket the nation offer the only solution for the public schools in the less populated or less favored regions.

#### The Educational Contribution of the Commercial Networks

The national radio networks have made a few attempts to broadcast series of nation-wide educational programs. Three of these experiments will be described briefly.

In 1930 the Columbia Broadcasting System inaugurated the "American School of the Air", at first commercially sponsored, but soon taken over as a sustaining feature of the network. Its schedule of programs five days a week for in-school listening at various grade levels, was accom-

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\* From information contained in a letter to the author from Mrs. Gertrude G. Broderick of the U.S. Office of Education, dated August 5, 1952.

plished by a competent staff of educators cooperating with the broadcasters. The programs were found to have much value although the staff was continually plagued with problems concerning content, presentation, and technique. One of the most serious difficulties was the dislocation of school listening schedules caused by the simultaneous broadcasting of a program in the four time zones of the United States. Some local stations met this problem by transcribing the original broadcast and presenting it at a time more suitable for the local school's schedule.<sup>12</sup> However, the problems were apparently too great for the values received, since the program series was terminated with the broadcast of April 30, 1948.\* It was broadcast for eighteen years and was the longest national program series of its type to stay continuously on the air.

The following quotation from Siepmann will describe the most recent effort in this direction made by the National Broadcasting Company: "In 1949 N.B.C. initiated a project the success of which remains to be tested. A series of broadcasts under the title, 'NBC University of the Air' was begun as a basis for study in the home. Seven universities are cooperating. Students, who register by mail, are graded on their written reports based on the broadcasts."<sup>13</sup> However, like

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12. Woelfel & Tyler op.cit. pp. 54-64

13. Siepmann op. cit. p. 281

\* This information was contained in a letter to the author dated August 5, 1952 from Virginia L. Martel, C.B.S. Radio, New York.

the CBS 'School of the Air', this series has been discontinued. By way of explanation an N.B.C. bulletin states: " The plan was extremely successful.... so, why did the work stop? It is best explained as the difference in tempo between planned study courses and the necessities of radio programming...To set up the courses, to prepare the study guides,... was work which had to be done far in advance of the radio programs. But radio must be flexible...so that advantage may be taken of any important event...Nor is it possible to notify the cooperating groups in advance... for them to make the necessary changes in their printed material. Naturally the colleges and universities were disturbed whenever these changes took place... Yet there were changes. Finally NBC was forced to announce ...the College-by-Radio project must cease."

The cooperative arrangement of stations comprising the Mutual Broadcasting System has at various times broadcast school programs which were financed and produced by certain member stations. The most significant of these was the 'Nation's School of the Air' sponsored by station WLW of Cincinnati. After an auspicious start in 1937 it was dropped in 1939 when WLW discontinued its affiliation with the Mutual System. <sup>14</sup>

These nationwide programs have much to recommend them. They provide schoolchildren over the entire country with some common elements of experience. Furthermore, these

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14. Woelfel & Tyler op. cit. pp. 71-72

network programs are produced by some of the finest radio talent available and display a much higher quality than do the majority of local broadcasts. However, the fact remains that at present, there is not a single educational program series of the types described which is broadcast over a national network, although there have been several sincere attempts. This gives credence to the argument of N.B.C. concerning the fundamental conflict between planned study courses and the necessities of radio programming on a national scale. Perhaps a solution to the problem of broadcasting this type of program series has been found with the tape network of the non-commercial educational broadcasters which is described below.

#### The N.A.E.B. Tape Network

An effort to provide nation-wide educational broadcasts is the recently established tape network, planned and executed by the National Association of Educational Broadcasters.

" An exchange network service has long been considered and discussed by educational broadcasters. The NAEB Tape Network began in January, 1950, when the director of New York City's municipal station WNYC, Seymour N. Siegel, offered to a limited group of stations a tape recorded program series titled, We Human Beings. Within six months it had grown to an efficient exchange service supplying 35 stations. However, the manifold problems of finances, personnel, and time became

increasingly acute. An offer to assume custodianship of the network was made by the Division of Communications of the University of Illinois. In January, 1951, headquarters for the operation was moved to the Illinois campus. In the months that followed, the network grew to 75 participating stations. The schedule expanded to seven program hours per week." 15

" The programs are selected by a program committee composed of representatives of member stations in various parts of the country. The programs are assembled at network headquarters, where they are checked, edited, and made ready for duplication. .... As the name implies, the entire operation is carried on through the use of magnetic tape. .. ... Before the processing of the tapes begins, the stations are advised of what will be available and are supplied with complete information about the programs. .... The individual stations are free to accept or reject programs on whatever basis they choose." 16

This tape network is a fine contribution to educational broadcasting. Its main disadvantage is the restriction of use to the non-commercial educational stations. Schools which are located in regions not served by these educational stations must still rely upon their local commercial stations for whatever school programs are broadcast.

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15. Levenson & Stasheff op. cit. pp. 524-525

16. Ibid. pp. 525-526

CHAPTER III

COMMERCIAL RADIO AND THE PUBLIC SCHOOL

### CHAPTER III

#### COMMERCIAL RADIO AND THE PUBLIC SCHOOL

##### Background of Commercial Radio: 1920 - 1934

In order to see the relationship of commercial radio to education, it is advisable to briefly survey the history of radio in this country. For this purpose radio's development in the United States may be conveniently divided into three periods: 1920-1926; 1927-1934; 1934- the present.

The birth of commercial radio occurred in 1920 with the broadcast of the results of the presidential election by station KDKA in Pittsburgh. This broadcast was probably heard by only a few people, but the impact of this new mode of communication caused a phenomenal growth of the new radio industry. Within two years the number of stations in the country grew from less than 20 to more than 600, and the manufacturers of receiving sets were far behind in satisfying orders for them.<sup>1</sup>

There are two other notable features of this early period in American broadcasting: the competition among stations for wave-lengths; and the general disdain for radio advertising. Due to the mushroom-like growth of stations, many of them were competing for the same frequencies. Often two or more stations would broadcast simultaneously on the same wave-

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1. Siepmann, Charles Radio, Television, and Society pp. 4-5

length in an irresponsible cutthroat competition. The resulting hodge-podge of sound greatly aggravated the listening public. In desperation the Secretary of Commerce, Herbert Hoover, in excess of his powers, took it upon himself to assign wavelengths to each station. This assignation worked moderately well until it was set aside by the courts in 1926. <sup>2</sup>

At its beginning the medium of radio was primarily considered one of culture, education, and religion; revenue and profits were not considered. "Many groups pioneered in broadcasting with no clear idea how they were to cover costs. As these costs mounted, the problem of meeting them forced itself on their attention." <sup>3</sup> The possibilities considered were endowment, municipal financing, and public subscription. These methods had two things in common: "(1) none of them envisaged the prospect of broadcasting's becoming solvent; and (2) all of them thought of broadcasting in terms of public service." <sup>4</sup> Sponsored programs were first tried in 1922 by station WEAFF in New York City, though "not without outcries from the public". <sup>5</sup> "The radio industry, though yielding to the lure of profits, remained for some years relatively cautious and apologetic in its use of advertising. ... Even in 1929 the National Association of Broadcasters adopted 'Standards of

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2. Siepmann, Charles op. cit. p. 6

3. Ibid. p. 8

4. Ibid. p. 9

5. Ibid. p. 10

Commercial Practice', which specifically barred commercial announcements from the air between the hours of seven and eleven in the evening." 5

The growing recognition of the expense and problems involved in the production of radio programs, all in the midst of this competitive atmosphere and crisis over advertising, almost caused the young industry to collapse. However, Congress recognized the emergency and passed the Radio Act of 1927.

This Act introduces the second phase of the history of radio in America. The Radio Act of 1927 provided for the appointment of a Federal Radio Commission whose chief importance lies in the precedents it established for the Federal Communications Commission in 1934. Not only did the F.R.C. allocate channels for the stations, but also asserted its right to be concerned with the program services carried by the various stations. Regarding the increasing frequency of advertising abuses, the F.R.C. relied upon its regulation of the industry to control the abuse or over-use of advertising. However, the Commission's action was not drastic enough to prevent a resolution from being presented to Congress deploring the use of radio for commercial advertising and suggesting the possibility of government ownership and operation of broadcasting facilities. Although this resolution was not adopted, it serves to show the extent to which advertising had already encroached upon radio. 6

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5. Siepman, Charles op. cit. p. 10

6. Ibid. pp. 11-13

It was also during this second phase of radio's history that three of the four present national networks were originated. "Two of these.... the Blue and the Red networks of NBC ..... were owned and controlled by RCA, and the (F.C.C.) contended that they were not truly competitive ....It therefore ordered the dissolution of this empire." <sup>7</sup> The Blue network was sold in 1942 and became the American Broadcasting Company. The Columbia Broadcasting System was formed in 1927 and the Mutual System in 1934. <sup>8</sup>

Network broadcasting had far-reaching effects on the character and quality of radio programs. The financial benefit in network affiliation was a powerful lure to many independent stations, and the networks grew rapidly. This involved a gradual change in radio advertising with the national advertiser coming to dominate the scene. <sup>9</sup>

#### The Communications Act of 1934

In 1934 our society was in a state vastly different from that of the previous decade. "The great depression was still upon us and the thinking of men.... was dominated by the shock it caused to our sense of social and economic stability.. Men looked... to government ... as co-author with the men of industry in the drafting of a new chapter in economic history... A new significance and a new prestige were attached to the concept of the paramountcy of public interest... The notion of

7. Siepmann, Charles op. cit. p. 29

8. Ibid. p. 13

9. Ibid. p. 13

what the public interest embraces became greatly enlarged." <sup>10</sup>

"It was in such an atmosphere that the Communications Act was passed, an Act unique in that, for the first time in American history, a powerful medium of communication was deliberately reserved for use only in the public interest." <sup>11</sup> It is paradoxical that the substantive provisions of the Act were taken from the Radio Act of 1927, and belong in the boom era of the middle 'twenties. <sup>11</sup> The basic provisions of the Act are described below.

Primarily it created a permanent Federal agency, the Federal Communications Commission(F.C.C.) for the purpose of "regulating interstate and foreign commerce in communication by wire and radio..." <sup>12</sup> It should be noted that radio is but one of several fields under the control of the F.C.C., and that this multiple supervision limits its effectiveness in radio as well as in the other areas. <sup>12</sup>

The second important provision of the Act is the licensing power granted to the F.C.C., whereby radio stations are privately owned and operated as profit-seeking ventures only if licensed by the Commission. Under the present law the license of a station is valid for three years, and then an application for renewal must be made. With due cause and a fair hearing the F.C.C. can suspend or revoke the license of any station at any time. <sup>13</sup>

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10. Siepmann, Charles op. cit. pp. 15-16

11. Ibid. p. 16

12. Ibid. p. 16

13. Ibid. p. 363

Another section of the Communications Act provided that the Commission study a proposal that a certain percentage of the existing broadcasting facilities be allocated for particular types of non-profit radio programs. This proposal was studied and the Commission decided against it, feeling that commercial stations are "responsible under the law to render a public service",<sup>14</sup> and that such a proposal would tend to lessen their responsibility. However, the F.C.C. has always considered a station's public service in deciding license grants or renewals.

From the nature of the provisions of the Act, it is evident that the Federal Communications Commission has both regulatory and judicial powers. However, in practice, the Commission is limited in its power. First, by the limitations written into the Act itself, and secondly, by the great work load imposed upon it, it cannot practically enforce its actions with the small staff continually allocated to it by Congress. In the third place it is apparently reluctant to act even within the statutory provisions of its powers. Despite the broadcasters' dread of the Commission's licensing power, from 1934 until 1950 the licenses of only two stations were revoked.<sup>15</sup>

Many of the problems with which the Commission was concerned were related to network broadcasting. There were many abuses including exclusive domination of affiliation and

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14. Siepmann, Charles op. cit. pp. 21-22

15. Ibid. pp. 24-27

territory, and control of station rates. The investigation of these problems led to the publication by the Commission in 1942 of the report, Chain Broadcasting Regulations and Free Speech.<sup>16</sup>

The other chief area of control with which the F.C.C. was concerned, was the extent and nature of public service offered by the radio stations. After due study of the subject, the Commission issued a second report in 1946, entitled: Public Service Responsibility of Broadcast Licensees.<sup>17</sup> The next section of this chapter will be concerned with certain details of this report, and with its implication for education.

#### The Place of Public Service in Commercial Radio

The F.C.C. report, Public Service Responsibility of Broadcast Licensees was occasioned by several cases of renewal applications before the Commission. In the first part of the report, these cases were discussed; they were all concerned with public service, but in various situations, including the comparison of promise and performance, competing applications for the same territory, applications for increased facility, and the quality of performance following the transfer of control. The second section of the report is a justification of the Commission's policy to consider program service in connection with the granting of licenses and renewals.

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16. Siepmann, Charles op. cit. p. 27

17. Ibid. p. 37

The Commission defines a well-rounded program service as one which would meet in fair proportion, "... the tastes, needs, and desires of all substantial groups among the listening public." <sup>18</sup> It should contain "entertainment, consisting of music of both classical and lighter grades, religion, education, and instruction...." <sup>18</sup> The third section of the report gives a detailed discussion of the four standards by which program service is judged to be in the public interest. These criteria will be discussed briefly since they have some bearing on school use of commercial radio. The meanings of the technical terms used will be found in the Glossary, Appendix IV.

The first standard of program service is the carrying of sustaining programs. There are several reasons why the sustaining program is important. Primarily it is a balance-wheel to round out the station's program balance. Commercial programs whose structure is dictated by the sponsor might at times all be one-sided in nature; this possibility can be corrected by the proper use of sustaining programs. In the second place, sustaining time can carry programs which are inappropriate for commercial sponsorship such as religious programs, informative governmental programs, and discussions of controversial issues. Thirdly, the sustaining program provides an opportunity for airing significant minority tastes

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18. FCC Report, Public Service Responsibility of Broadcast Licensees. 1946 p. 10

and interests. Examples of such interests are the symphonic and literary programs. Service to non-profit organizations is a fourth function of the sustaining program. Educational programs fall in this category, and practically all school programs presented on commercial facilities are broadcast on sustaining time. Finally, the sustaining time which a station reserves is an opportunity for program experimentation.<sup>19</sup>

The second standard by which a station's public service may be judged is the carrying of local live programs. One of the chief functions of a station is the adequate reflection of local interests, activities, and talent. Furthermore, it is the intention of the Commission that an adequate amount of time during the good listening hours be made available for programs of local interest and participation. The report states that in January 1945 only 20% of the total air-time of all stations was devoted to local live programs. For the 'good listening hours' (6-11 p.m.), this percentage dropped to 16%. These figures suggest that hardly enough time was being devoted to local activities and interests by the broadcasters in 1945.<sup>20</sup>

The third criterion for measuring a station's service is the amount of discussion of public issues. Broadcasters have long recognized that radio is not merely a means of entertainment, but also one of spreading news and discussing

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19. F.C.C. Report op. cit. pp. 12-17

20. Ibid. pp. 36-39

public issues. However, the use of broadcasting for such purposes has raised a host of problems, such as the equitable distribution of time for both sides of an issue, the question of sponsorship, the selection of commentators, the presentation of unbiased news, and frequently the question of free speech. The continual harassment of these problems has tended to keep down the number of discussion programs. However, the Commission feels that, in the public interest, an adequate amount of time should be made available for such discussions, although it is up to the individual broadcaster whether he will carry any particular public discussion. <sup>21</sup>

Finally, the fourth yardstick of a station's public service is the extent of advertising excesses. At the outset, the value of advertising must be recognized, for without it, radio as we know it could not exist; goods and services would not be as efficiently distributed; and the consumer would be unaware of much that has contributed to his higher standard of living. However, since radio should not be operated solely in the interests of the advertiser, some problems have arisen concerning radio advertising. A few of these are indicated in the following list: (1) the length of individual commercials; (2) the number of commercials; (3) piling-up of commercials; (4) the time between commercials; (5) the middle commercial; (6) the patriotic appeal; (7) the psychological commercial; (8) propaganda in commercials; (9) the intermixture of program and advertising. <sup>22</sup>

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21. F.C.C. report op. cit. pp. 39-40

22. Ibid. pp. 40-47

The Commission concludes its report with a summary which includes a brief section on the 'Role of the Public'. It recognizes the need of professional radio critics in raising the standards of public appreciation and aiding the unfettered development of radio. Another recommendation is the formation of more radio listener councils which have already shown great possibilities in Cleveland, Ohio and Madison, Wisconsin. Thirdly, and of particular interest for education, colleges and universities and the public schools have it in their power to raise a new generation of listeners with higher standards of radio taste. <sup>23</sup>

The preceding discussion has been the summarized report of the F.C.C. regarding public service in broadcasting. However, the broadcasters through their trade organization, the National Association of Radio and Television Broadcasters (NARTB), have, for many years, published and frequently revised their Standards of Practice. Under two sections, Program Standards and Advertising Standards, the NARTB has covered the phases of News, Political Broadcasts, Public Affairs and Issues, Religious Programs, Childrens' Programs, Educational, and Crime and Mystery Programs. They have standardized time and placement of advertising, contests, and premiums. <sup>24</sup> Provided the standards are followed, this is an excellent example of an industry cooperating with a regulatory body for the com-

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23. F.C.C. Report op. cit. pp. 54-55

24. NARTB Standards of Practice for American Broadcasters  
July 1, 1948

mon purpose of promoting the public interest.

What are the implications for education of radio's public service responsibility? In the first place, educators are in a position to use all that is of educational value in current program offerings. Educationally valuable programs are being continually promoted by the broadcasting industry and by the F.C.C., particularly through emphasis on program balance and discussion of public issues. In the second place, non-profit educational institutions may use radio time for producing their own programs. More complete discussion of the relationships between public school education and commercial radio is contained in the following sections of this chapter.

#### Commercially-Produced Programs for School Use

The selection of commercial programs for school use should be made on the basis of three general criteria: (1) educational significance; (2) program quality; (3) instructional adaptability. If the program is being selected for in-school listening, the length and time of broadcast are two additional technical criteria. The optimum length for a school broadcast to be heard in the classroom is 15 minutes; and the broadcast must be aired at a time suitable to the school schedule, unless it is recorded by the school and reproduced at the proper time.

In addition to the above criteria the unique educational advantages of radio should be kept in mind when selecting programs for school use. Radio is unexcelled(except by

television) in presenting on-the-spot descriptions of important events, placing the listener almost in the position of spectator. Similarly it is unique in establishing 'close contact' with important personalities of the day. The famous events of history can be re-created with extraordinary vividness through the medium of radio. And, finally the tendency of radio programs to break across subject-matter boundaries and to integrate the material is a definite and somewhat unique advantage.

In order to select programs for school use, the teacher must know and have access to sources of information about educational programs, preferably well in advance of the broadcast. The following list of sources refers to all types of programs, but particularly emphasizes those of an educational nature:

1. Newspaper: They generally lack program detail; however, some Sunday papers give such detail.
2. Local Radio Station(Weekly Schedules): also of limited value except to know the time of programs; a few stations publish more detailed program information.
3. Magazines:

Journal of the Association for Education by Radio  
Mostly a series of reviews.

Variety - this magazines reviews programs but chiefly from the producer's standpoint.

4. School Systems & Universities - several of the larger schools issue program logs, schedules, etc.

5. Networks: issue educational program lists upon request.

6. Government Bulletins:

The United States Office of Education-  
Service Bulletin of the Federal Radio  
Education Committee.

7. Organizations: Some of the better known are:

1. Association for Education by Radio; Chicago, Illinois
2. Institute for Education by Radio; Columbus, Ohio.
3. National Association of Radio and Television Broadcasters; Washington, D.C.
4. National Association of Educational Broadcasters; New York, New York

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Once the program has been selected, the manner of its use in the school must be decided. If it is suitable for in-school listening the procedure is similar to the presentation of any audio-visual aid. The first step is usually to preview the aid, but since it is impossible to preview a broadcast, any teacher manuals which may be supplied are very helpful. If no manuals are supplied for the broadcast, the teacher must rely upon various sources for information regarding the particular program. Secondly, the preparatory activities will be determined by the nature of the broadcast, the background of the class, and the type of activities generally done by the class. In general, the preparatory activities should lead naturally to the felt need of the broadcast. During the actual listening, the teacher should make sure that the mechanical and physical con-

ditions are the best possible for all to hear, and should be a participant herself in the listening. Following the broadcast there should be a planned program of follow-up activities, designed to capitalize on the program's educational value. This procedure with much additional detail is usually included in program teacher-manuals. The present dearth of such manuals might be overcome if teachers made better use of radio in education.

One of the concomitant aims of educational listening is the development of program discrimination in children. This might have potentially far-reaching effects and might eventually influence the quality of radio program fare. An excellent analysis of this subject is taken up in Woelfel and Tyler, Radio and the School.<sup>26</sup>

Before concluding this section on commercially-produced programs, educational recordings should be mentioned. The manner of use and reasons for use are identical with a broadcast listened to in the classroom. In fact, many educational recordings are reproductions of broadcasts. Information concerning such recordings may be obtained from the following sources:

1. Recordings for School Use; A Catalog of Appraisals by J. Robert Miles; World Book Co., Yonkers-on-Hudson, New York.

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26. Woelfel & Tyler Radio and the School pp. 290-314

2. A Catalog of Selected Educational Recordings  
Recordings Division of the New York University  
Film Library; New York, New York. <sup>27</sup>

The recording has the advantage of preview over the broadcast; hence it is possible to choose educational recordings more carefully than broadcasts in most instances. Of course, such choice should be based upon the recording's contribution to educational objectives, its general appeal and interest, and its clarity and comprehensibility.

School-Produced Programs

The second implication for education of radio's public service responsibility is the production of school programs. There are several questions which must be considered: What are the purposes of school-produced programs? What values are derived? What are the most frequent types of school-produced programs? What is the procedure in producing such programs? What means are used to evaluate these programs?

The purposes of school broadcasts can be generally classified under three headings: In-School Listening, Public Relations, and Broadcasting Experience. Any particular broadcast may be for one or more of these purposes, and perhaps, for more specific purposes as well. But, in each case, the medium of radio is employed because of its reach and convenience as well as its unique educational advantages.

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27. Woelfel & Tyler op. cit. p. 192, 198.

The values of school-produced programs must be measured against their purposes. If a program is designed for some phase of in-school listening, its effects may possibly be measured and its value relatively determined. A school public relations broadcast usually does not contain such readily measurable values, although its effects may be felt over a longer period of time. There are often certain personal values gained by students who take part in a school broadcast: a feeling of self-expression and service to the school or community, the training in diction and in radio techniques, and the value of integrating skills learned in several varied fields. <sup>28</sup>

The most frequent types of school-produced programs are as follows: Announcements, Talks, Special Reports, Newscasts, Interviews, Panels, Quiz Programs, Variety, Dramatization, Recitals and Concerts, and Choric Speaking. Several of these, as tried by teachers in their classrooms, have been found successful in stimulating pupils. In this respect the following have been particularly successful: the quiz program, panel discussion, interview, and drama. <sup>29</sup>

Before attempting the production of a school broadcast, the teacher in charge should become thoroughly familiar with the tools available in broadcasting, the preparatory steps in producing a program, and the details of production.

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28. Woelfel & Tyler op. cit. pp. 215-216

29. Ibid. pp. 217-222

The tools of broadcasting are the microphone, the studio, sound effects, and music. The proper use of the microphone can be developed only with practice. It should also be noted that radio microphones are generally more sensitive than those used in school sound systems, so successful 'mike' use within the school does not necessarily imply the same quality of performance in the radio studio. Sound effects are the 'props' of radio, and the teacher-producer should be acquainted with what effects are available and with their proper use. Used with care, they can reinforce the script of the broadcast, although a word of caution against their over-use is not amiss. Like the sound effects, the use of music can greatly enhance the effect of the program. In general, recorded music is the most satisfactory for a school program with background and interlude music. As production experience is gained, the teacher-producer will become more adept at using these important tools of broadcasting.<sup>30</sup>

There are definite preparatory steps necessary to the production of a successful school broadcast, and the first is the approach to the station. Stations are generally cooperative about donating time for school broadcasts, but the schools must be willing to adjust to broadcasting procedure. Once the time for the program has been settled, a conference with the station personnel is in order for the purpose of

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30. Levenson & Stasheff op. cit. pp. 168-173

planning such matters as auditions, arranging for the services of an announcer, director, and control-room operator, as well as to request equipment needed (microphones, sound effects, music stands, chairs, etc.). In this conference plans for program publicity might also be discussed.<sup>31</sup>

A second step in the preparation for broadcast is the conference at the school of those taking part. If it is to be a musical or dramatic program involving children, plans should be initiated for sufficient rehearsal time. The teacher-producer should know exactly what is desired in the program, and so will confer with other teachers who have direct supervision over the music, dramatics, etc., which are being included in the broadcast. Copies of the script should be available with cues marked in.<sup>32</sup>

Before much more is done, copyright clearance should be obtained. "Though this may not apply to in-school public-address work, nevertheless, if a commercial station is to be used, such caution is necessary.... Teachers occasionally are unaware that a stage play, a story, or a novel, either whole or in part, cannot be adapted or used in its original form without special permission from the copyright owner. To know whether material is in the 'public domain' or whether the station subscribes to various musical societies is often not easily determined. If the

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31. Levenson & Stasheff op. cit. p. 174

32. Ibid. p. 175

teacher is in doubt, a phone call to the station may prevent some last-minute changes." 33

Proceeding with the preparatory steps there follows a list of jobs which must be done: planning the effects; casting, with consideration for the use of the voice even more than its quality; initial reading of the script in a group; and the discussion of the script to extract its greatest value. As the group begins rehearsals, program timing is an important factor to consider; and for commercial radio, it is necessary that it be exact. One of the simplest devices used to insure correct timing is an expandable 'cushion' of music to be used before or after the program. Of course, the actual program is planned to be somewhat less than the allowable time; it can proceed at a regular pace without any teacher anxiety about time being communicated to the children. 34

As the time for the broadcast draws near, plans for microphone and dress rehearsals should be made. If possible these should take place in the same studio where the final broadcast will be aired, and with the same personnel involved(announcer, engineer, etc.). During the dress rehearsal all errors should be checked and noted, and at a final conference before the actual broadcast, they should be pointed out. 35

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33. Levenson & Stasheff op. cit. pp. 175-176

34. Ibid. pp. 177, 179-180

35. Ibid. pp. 181-185

Concerning the actual broadcast, some time should be provided for relaxation before the program begins. Any errors committed during the 'aired' program should be overlooked by the director, and the broadcast should proceed as smoothly as possible.<sup>36</sup>

Before concluding this discussion of broadcast preparations, the radio talk should be mentioned. One important question is whether the writer should do the broadcasting. The answer is conditioned by the fact that writing and broadcasting are two separate arts, the latter being concerned with poise, timing, breathing, etc. Successful broadcasting can be achieved only with practice. However, a radio speaker can improve with continued effort and self-analysis.<sup>37</sup>

#### Evaluation of School-Produced Programs

Before describing the means of evaluating school broadcasts, it is important to list the objectives upon which this evaluation is based. These have been classified by Wrightstone as follows:

1. Functional information
2. Powers of critical thinking and discrimination.
3. Attitudes and appreciations.
4. Interests.
5. Creative expression.

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36. Levenson & Stasheff op. cit. p. 185

37. Ibid. pp. 191-196

6. Personal-social adaptability.

7. Skills and technique.

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Although school broadcasts have quite different objectives from commercial broadcasts, some of the evaluation methods are common and will be briefly described here.

Advertisers conduct listener surveys to determine whether or not they are reaching the audience they want and whether the program is having the desired effect (i.e. selling their product). The first method of listener survey is mail analysis whose validity depends upon the degree to which it represents those who do not write. Hence, it has not been relied upon as much as the second method which is the telephone call. The most effective use of the telephone call is the planned survey whereby a sample population is called either during or after the broadcast. Although the telephone survey is relatively inexpensive, its weakness of invalid sampling is obvious. Nevertheless the 'Hooper-ratings' are established by means of a telephone method. A third method is the attachment of automatic recording devices on the radios of a carefully selected sample of homes. And, finally, a fourth method of listener survey is the personal investigation, its chief disadvantage being its cost. The value of listener surveys for school broadcasts is to determine where the program fell

short, and to establish criteria for future broadcasts. <sup>39</sup>

Besides listener surveys four procedures have been used to evaluate school broadcasts:

1. Using a panel of teachers who fill out a rating scale or check list for each of a series of broadcasts.
2. Using teacher-made tests for measuring such objectives as the acquisition of information, attitudes, and interests.
3. Using commercially available tests such as those available for American history, literature, and for aspects of critical thinking.
4. Using tests, scales, and measures constructed by such research groups as the Evaluation of School Broadcasts Staff at Ohio State University or the W H A Radio Project Staff at the University of Wisconsin. 40

School broadcasts may also be judged according to other means. If they are received in school, personal observation of a listening class and behaviour effects are excellent indications of program results.

In the final analysis, because education is a slow and complex process, and since program judgments must be made quickly, the analysis of programs according to the following criteria by Woelfel and Reid may be the most practical:

1. Educational Value: maturity level, length of broadcast, leading ideas.
2. Clarity and Comprehensibility: clear reception and aspects of smooth radio technique.
3. Interest and Appeal to Listeners: listener's related experience, child characters,

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39. Levenson & Stasheff op. cit. pp. 261-267

40. Ibid. p. 273

human drama, and interest-maintaining  
pace. <sup>41</sup>

Summary

The foregoing material has been necessary background for a clear understanding of the relationship between schools and commercial broadcasters. With this information as a foundation, the following chapters will delineate and develop the topic of the use of local stations by the public school systems in New England.

CHAPTER IV

THE PROBLEM: PROCEDURE AND DEVELOPMENT

## CHAPTER IV

### THE PROBLEM: PROCEDURE AND DEVELOPMENT

#### Delineation of the Problem

The writer is at present living in a small New England city and teaching in its high school. During the past school year the high school presented several broadcasts over the local radio station. The broadcasts were chiefly for the purpose of school publicity, and displayed little organized coherence between the various programs. From listening to the programs and making this observation the writer speculated whether or not more effective use of school radio productions might be made. The question was raised: How do other school systems use local radio stations?

#### Delimitation of the Problem

In order for the answer to the question to be of value, certain postulates were assumed. All of these postulates had as their basis the particular community-centered interest of this writer:

- (1) Since interest in this problem originated from a New England town, the most valuable answers would be found in other New England towns.
- (2) Only commercial stations would be considered.
- (3) Only small broadcasting stations would be considered.
- (4) Only the public school use of radio would be investigated.

These postulates limit the problem so that its revised statement is: How do public school systems of New England make use of small commercial radio stations? One further refinement in this statement was necessitated in considering the definition of the word 'small' regarding stations, but this will be taken up in the next section.

### Procedure

The first step towards an answer to the problem was to determine where and how the information about New England schools' use of radio could be found. The most obvious way to obtain this data was a questionnaire. But, to what schools should this questionnaire be sent? For, to send it to all school systems in New England would be too great an undertaking and the restriction to one state would mean that too few radio stations would be involved to get a valid answer to the problem. The solution to this difficulty was the decision to send the questionnaires to the radio stations. Since commercial stations must report their public service at each license renewal, they might be expected to know something of the extent and nature of public school broadcasts over their facilities.

The second problem arose over what constituted a 'small' radio station. Broadcasting stations may be classified in various ways. Three of the most important classifications are: (1) power output; (2) Limitation of broadcasting hours; (3) network affiliation. Since power output is the

only one of these three which relates to size, this was the criterion selected. Originally it was intended to include only stations of 250 watts or less power. However, upon consulting a list of New England stations, there were found to exist only 48 stations of this size.<sup>1</sup> This number was hardly adequate to base a survey upon, and so the maximum power was raised. Since practically all commercial stations in New England are classified as 250 watt, 500 watt, 1000 watt, 5000 watt, or 50,000 watt, and there was no clear-cut correlation evident between the size of locality and power output of the station, it was decided to consider all stations except the very large 50 kilowatt ones. This limitation determined a group of 117 stations in the six New England states which seemed to be an adequate number to survey, and upon which to base conclusions.<sup>1</sup>

With these considerations in mind, the questionnaire was prepared. A copy of this appears in Appendix II. The major question concerned the extent of public school use of radio facilities, and more information was requested if schools made regular use of the station's time. To facilitate completion a check-list type of questionnaire was used for the most part.

The questionnaires were mailed to 117 stations on June 6, 1952 and the total number of replies by July 1, 1952 was 75. A follow-up letter and second copy of the quest-

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1. 1952 Broadcasting Yearbook pp. 99-103, 154-5, 159-163, 191-2, 254, 288.

ionnaire was sent about a month after the first one to all of the stations which had not replied. This brought in 22 more replies and the total stood at 97 or 83% of the entire group when the results were tallied.

In order to count responses and make the various comparisons desired, a large chart was prepared which contained all of the stations polled, listed by states, as well as spaces for all possible answers to the parts of the questionnaire. As replies came in, they were charted in the proper spaces. In this way, the chart was expandable and at any given time tallies could be taken which were up-to-date. The chart also contained various other data concerning the stations: the nature of their signal(AM or AM & FM), network affiliation, power output, and the limitation of broadcasting hours(Daylight Only or Unlimited).

### The Questionnaire

As in most questionnaires it was necessary to try to satisfy two conditions which tend to oppose each other: first, to obtain a maximum amount of pertinent information and detail; secondly, to so construct the form that it would be short and easy to fill out. In the composition of the questionnaire much work went into the wording of questions and responses, so that ambiguity might be avoided as much as possible. The questions and responses are described below. Sample copies of the letter of transmittal and the question-

naire forms are found in Appendices I and II.

The first item was a space for the station's call letters and for its location, city and state. These were filled in before the form was sent in order to make less work for the station, and to personalize the form.

The first question, Item #2, was: "What uses are the public school systems of your area making of your facilities?". The words 'systems' and 'area' were included for stations in regions which served more than one locality. There were five possible responses to this question, the appropriate one to be checked at the left:

1. Regularly scheduled programs by or for the schools are currently presented.
2. Occasional, incidental programs are currently presented.
3. No programs are currently presented, but there are plans for future school programs.
4. No programs are currently presented, but there have been school programs in the past.
5. No programs are now, have been in the past, or are expected to be presented by or for the schools.

The purpose of including five possibilities here rather than the usual three(much, little, or none) was to find out how many stations had done work with the schools in the past, but were not doing so any longer. Similarly, it was of interest to determine how many stations were expecting to broadcast school programs in the future.

The third item was concerned with so-called spot announcements. These are the announcements between programs

which often deal with advertising matter, but occasionally are of a public service nature. Schools may use spot announcements whether or not they put on longer broadcasts, and since such announcements require little time for production they might be frequently used. The wording of this question is: "Do schools in your area submit or make use of public service announcements to be inserted between your regular programs?" Two possible responses, Yes and No, were provided.

The items, #2 and #3, just described, were intended to determine the extent of school use of local stations, while the next item, #4, sought to find out more about the nature of regularly scheduled programs: "If regularly scheduled programs are currently presented by or for the public school systems of your area, please check answers to the questions lettered A - H." These questions concerned frequency, time, nature, purposes, etc., of the regular school broadcasts. They are listed below with the possible responses listed at the right and below each question:

- A) How frequently have these programs been given?  
Weekly, More frequently, Less frequently
- B) What is the length of time of each program?  
15 minutes, Half-hour, Longer
- C) How are these programs broadcast?  
Live, Transcribed
- D) When during the day have they been broadcast?  
Morning, Afternoon, Night
- E) What is the source of these programs?  
Commercially produced, Local talent

F) Please check any of the following which characterize the nature of these programs:

Athletic events	Musical
Dramatics	Speeches
Forum or discussion	Other ---
Interview	

G) Please check any of the following which characterize the purposes of these programs:

Adult education	Radio experience
In-school listening	Other----
Public relations	

H) What is the concensus of radio audience response to these school programs?

Enthusiastic	Indifferent
Approving	Opposed

The fifth item required written response and asked, "What community groups work with or for the schools in broadcasting?" The intent of this question was to find what groups most frequently promote school broadcasts, and what, if any, relationship existed between the regularity of school programs and the type or number of supporting community groups. Although the risk of no response to this question was taken, it was unavoidable because the range of possible answers was unknown and so no adequate check list could be made.

The sixth and final item also required a written response and asked, "What types of public service programs do you consider to be educational?" This question was an attempt to find out what programs broadcasters considered to be educational in their schedules, whether or not they broadcast any local school programs. The ambiguous wording of the question was not discovered until after the forms had been mailed. It was the writer's intention to obtain specific programs, not

types of programs.

A space for the signature of the person who filled out the questionnaire completed the second page of the form. The entire questionnaire was designed to determine the extent and nature of public school use of commercial radio, and the degree to which it fulfilled this purpose will be discussed in the next chapter. Before that is discussed however, it is important to analyze the stations which were polled and those which replied.

#### Analysis of Stations Polled

The criteria of station selection as mentioned earlier, were all New England commercial broadcasting stations of 5000 watts or less. The only commercial stations eliminated by this restriction were a few large 50 kilowatt stations whose work would have had little bearing on this particular problem.

Table I shows the distribution of all stations to which questionnaires were sent, charted by states and power outputs.

From Table I it is noted that the heavily populated states of Connecticut and Massachusetts have the greatest number of broadcasting stations as would be expected. The totals by power output groups in Table I show that the greatest number of stations exist in the 250 watt class, and the least number in the 500 watt class.

TABLE I

New England Radio Stations Polled by State and Power Output <sup>2</sup>

State	250 watts and less	500 watts	1000 watts	5000 watts	Totals
Connecticut	9	4	8	4	25
Maine	9			5	14
Massachusetts	18	1	17	10	46
New Hampshire	6		3	3	12
Rhode Island	2	2	3	4	11
Vermont	4		4	1	9
Totals	48	7	35	27	117

Four characteristics or attributes of radio stations which are important to this investigation are network affiliation, AM & FM broadcasting, nature of station locality, and the broadcasting limitations of time. For this survey these features are defined below:

- (1) Network Affiliation: the contractual relationship between a broadcasting station and one of the four national networks.
- (2) AM & FM Broadcasting: the operation of a station which broadcasts on both AM and FM frequencies.

2. 1952 Broadcasting Yearbook pp. 99-103, 154-5, 159-63, 191-2, 254, 288.

(3) Nature of Station Locality: all cities or towns which house radio stations covered in this survey are classified rural or metropolitan. The metropolitan areas for the six New England states are listed below.<sup>3</sup> Any communities which are not included in these localities are classified as rural.

Connecticut

Bridgeport  
Hartford  
New Britain-Bristol  
New Haven  
Stamford-Norwalk  
Waterbury

Maine

Portland

Massachusetts

Boston  
Brockton  
Fall River  
Lawrence  
Lowell  
New Bedford  
Pittsfield  
Springfield-Holyoke  
Worcester

New Hampshire

Manchester

Rhode Island

Providence

Vermont

None

(4) Broadcasting Limitations of Time: Radio stations may be licensed for either Daylight Only operation or for Unlimited operation. In the analysis below only the stations operating on Daylight - Only will be tabulated.

Table II shows the number of stations polled having the attributes defined above. It also shows what percentage each group is of the total number of stations polled.

From Table II it may be concluded that about half of the 117 stations polled had network affiliations, and that a third of the total number operated on both AM and FM.

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3. Rand-McNally Commercial Atlas & Marketing Guide - 1952  
pp. 92-93, 186-187, 204-205, 272-273, 426-427.

Table II further showed that almost 60% of the stations were located in the metropolitan areas, and almost one third of them operated only by day.

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TABLE II

The Number and Percentage of Stations Polled Having  
Certain Attributes  
(Total Number of Stations = 117)

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Attribute	Number of Stations Polled Having Attribute	Percentage of Total
Network Affiliation	58	49%
AM & FM Broadcasting	30	26%
Metropolitan	69	59%
Rural	48	41%
Daylight Only Operation	36	31%

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The purpose of this analysis has been two-fold:

(1) to show the distribution of the stations to which questionnaires were sent; and (2) to characterize the stations in such a manner as to check the composition of those which replied against the entire group. The extent to which the 'reply population' followed the pattern of the whole group with respect to the various attributes is an index of how representative the replies were.

Analysis of Stations Replying to the Questionnaire

Table III shows the distribution of stations which replied to the questionnaire by states and power output groups. Also shown are the percentages of stations replying in each state and in each power output classification.

TABLE III

New England Radio Stations Replying to the Questionnaire  
by State and Power Output

State	250 watts and less	500 watts	1000 watts	5000 watts	Total	% total Polled
Connecticut	7	4	5	4	20	80%
Maine	9			5	14	100%
Massachusetts	15	1	13	6	35	76%
New Hampshire	5		3	2	10	83%
Rhode Island	2	2	2	3	9	82%
Vermont	4		4	1	9	100%
Totals	42	7	27	21	97	
% of Total Polled	88%	100%	77%	78%	83%	

Table III shows that the best percentage of responses came from the states of Maine, New Hampshire, and Vermont; Massachusetts showed the poorest percentage of response. In

the power output groups the 500-watt and 250-watt classes showed the best percentage of responses, and the 1000-watt class showed the least percentage of the groups.

For the purposes of validating the 'reply population', the 97 replies will be analyzed for the same attributes as the stations polled(see Table II). Table IV shows this analysis for the replies. Also included in Table IV is the column of percentages for each attribute taken from Table II; this facilitates the comparison of percentages of the responding stations with the entire group of stations with respect to each of the four attributes.

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TABLE IV

The Number and Percentage of Stations Replying  
Having Certain Attributes  
(Number of Stations Replying = 97)

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Attribute	Number of Stations Replying with Attribute	% of Total Replying	% of 117 Stations Polled with Attribute
Network Affiliation	47	48%	49%
AM & FM Broadcasting	25	26%	26%
Metropolitan	52	54%	59%
Rural	45	46%	41%
Daylight Only Operation	28	29%	31%

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The percentages shown in Table IV compared with the percentages taken from Table II(right-hand column) show a close relationship. The first two attributes are remarkably close. In the third(Locality) classification, the comparison shows that the responses from the rural areas were slightly better than from the metropolitan regions. The last attribute shows only a differential of 2% in the comparison.

The purpose of the comparison in Table IV is to validate the composition of the 'reply population' by checking the percentages of responses for the various attributes and comparing with the percentages of stations polled having these same attributes. The close correspondence of the two percentage columns in Table IV demonstrates that the 83% 'reply population' is a good representative sample of the entire group of stations polled in this survey.

CHAPTER V

THE EXTENT AND NATURE OF THE USE OF COMMERCIAL  
RADIO STATIONS BY PUBLIC SCHOOL SYSTEMS IN  
NEW ENGLAND

## CHAPTER V

### THE EXTENT AND NATURE OF THE USE OF COMMERCIAL RADIO STATIONS BY PUBLIC SCHOOL SYSTEMS IN NEW ENGLAND

#### General Remarks on Procedure and Results

The previous chapter has described the nature of the problem, the procedure employed, and an analysis of the stations to which questionnaires were sent as well as a similar analysis of those which replied. The present chapter will be concerned with the description and analysis of the results obtained from these replies.

The number of replies to the first questionnaire was rather disappointing. The relatively poor response necessitated follow-up letters in order to obtain a percentage of the total with sufficient validity for drawing conclusions. One of the reasons for the poor response at first was indicated by the following remark written on one of the replies, "This is a very busy time."

It was pointed out earlier that there was some risk of no response taken in the inclusion of Items #5 and #6 on the questionnaire, since these required written answers. About 20% of the replies failed to answer either one or both of these questions. Several stations used the space provided for answer to #6, for the purpose of enlarging upon their educational work.

A few stations went to the trouble of including other pertinent material with their reply forms. This material was extremely helpful in obtaining a clear picture of the extent and nature of their work with schools. This type of response could not have been solicited with any hope of even the minimum percentage of replies, and so the author is indebted to those few stations which did include more than was asked.

The Extent of Public School Use of Local Stations in  
New England

The first question concerned with extent was Item #2 of the questionnaire. This item asked what uses the schools were making of the station's facilities. The five responses listed were: (1) regular programs; (2) occasional programs; (3) no programs now, but there are plans for future programs; (4) no programs now, but there have been programs in the past; (5) no school programs at all.

It should be pointed out that these are not mutually exclusive responses. It is possible that a station may broadcast a regular series of school programs and also carry incidental school programs unrelated to the series. These incidental programs may even be for a different school or system, although not necessarily. Such a possibility would result in a station's checking both the first and second listed responses. In fact, the second response,

'occasional programs', might be checked together with any of the others except the last, 'no school programs at all.' Such double checking was fairly frequent among the replies.

The word 'currently', used in four of the five listed responses, was intended to mean the current school year(1951-52). Although the great majority of stations took it to mean as intended, there were a few stations which misinterpreted it, taking it to mean the time at which they filled out the form, which might have been after the school year closed. This was particularly true of some of the replies which came in as a result of the follow-up letter.

The responses to Item #2 showed that 78 stations were currently broadcasting either regular or occasional programs for the public school systems. This represents 80% of the number of stations which replied, and demonstrates a substantial amount of public school use of commercial radio in New England. Further analysis of these 78 stations showed that 35 broadcast only regularly scheduled school programs, 26 presented only occasional programs, and 17 put on both regular and occasional broadcasts.

Only 4 of the stations replying were planning on presenting public school programs in the future. Since two of these stations had also indicated that they broadcast occasional school programs, their interpretation of 'future' programs probably meant regularly scheduled ones.

There were 17 replies which indicated that no programs were presented currently but that there had been pro-

grams in the past. Three of these replies had also checked 'occasional programs', which indicated their interpretation of past programs to mean regularly scheduled ones.

The last response indicating no work at all with the public schools was checked by only 4 of the stations representing only 4.1% of the total replies received.

Since regularly scheduled programs by or for the public school systems represents a desirable amount of work on the part of the stations, the attributes of the 52 stations which reported this degree of cooperation will be analyzed in Table V.

TABLE V

Attributes of Stations Reporting 'Regularly Scheduled School Programs'  
(Total Number = 52)

Attribute	Number of Stations in Category Having Attribute	% of Total(52)	% of 97 stations Replying which had Attribute
Power Output:			
250 watt & less	23	44%	44%
500 watt	4	7.6%	7.3%
1000 watt	14	27%	27%
5000 watt	11	21%	22%
Network Affiliation	24	46%	49%
AM & FM Broadcasting	14	27%	26%
Metropolitan	26	50%	53%
Rural	26	50%	47%
Daylight Only Operation	16	31%	28%

The degree to which the two right-hand columns of percentages agree in each characteristic indicates that none of these observed attributes of a station played any part in determining whether or not a station presented regularly scheduled school broadcasts.

A similar analysis of the stations reporting presentation of occasional, incidental programs is made in Table VI below.

TABLE VI

Attributes of Stations Reporting "Occasional Incidental School Programs".  
(Total Number = 43)

Attribute	Number of Stations in Category Having Attribute	% of Total(43)	% of 97 Stations Replying which had Attribute
Power Output:			
250 watt & less	20	46%	44%
500 watt	2	4.6%	7.3%
1000 watt	11	26%	27%
5000 watt	10	23%	22%
Network Affiliation	27	63%	49%
AM & FM Broadcasting	10	23%	26%
Metropolitan	21	49%	53%
Rural	22	51%	47%
Daylight Only Operation	9	21%	28%

Again, referring to the right-hand columns of percentages, for power output there are no significant differences between the columns with the possible exception of the percentages referring to the 500 watt stations. However, because of the low number of such stations in the survey(7), this difference means little.

It is notable that 63% of the stations reporting incidental programs were network affiliated, compared to only 49% of network stations in the entire reply group. This higher percentage indicates that network affiliates did significantly more of this type of school program work, than did the non-affiliated stations. However, the difference in percentages is not so marked as to presume that it is due to the same influencing factor in the majority of cases. The most likely conclusion that can be drawn is that what school broadcast programs were presented by affiliated stations were more likely to be of the occasional or incidental type.

One other remark should be made concerning the observed difference between the percentages for the characteristic of Daylight Only Operation. The slight drop in percentage of stations which operate only in the daytime and which report occasional, incidental programs is readily understandable. A number of school programs are presented at night for greater audience-reach, and of course, the operation restriction of these stations would not permit broadcasting of any

programs after sun-down.

In general, Table VI shows that the attributes considered did not materially affect the incidence of the occasional school program.

Of the three other possible responses to Item #2, only one will be considered for more than mere mention, and that is the last response, 'No work at all with the schools'. There were only 4 stations which checked this response. The only common characteristic of the four is the fact that all are stations located in Metropolitan areas. Even if the number of stations reporting this lack of school program work were greater, it is understandable that they might be located in the large cities where other stations might be carrying school programs.

Item #3 was concerned with the incidence of public service announcements submitted by the schools. The question was answered by checking either yes or no. One possible ambiguity that should be mentioned was the misunderstanding which was shown by the qualified answer of a few stations: "no-school announcements in case of bad weather." It is possible that other stations may have considered such announcements as public service for the schools, which in a limited sense they are. However, the intent of the question was to determine the frequency of such announcements as:

"Education is the first line of Democracy. Next week is American Education Week. Visit your neighborhood schools and see Democracy in action." <sup>1</sup>

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1. Levenson & Stasheff Teaching Through Radio and Television  
p. 410

Seventy-two percent of the stations replying reported that they broadcast public service announcements for the schools. The great majority of this group also did other current work with the schools, either in presenting regular programs or occasional broadcasts. Only 13% of this group did no other current broadcasting except for public service announcements.

#### The Nature of Public School Programs in New England

The previous section surveyed and analyzed the extent of public school use of commercial radio in New England and it might be concluded that although much use is made of local radio stations by the public schools, more presentation of regular programs and public service announcements should be encouraged. It was stated that 52 of the stations which replied reported the presentation of regularly scheduled broadcasts for schools. The fourth item on the questionnaire requested more information about these regularly scheduled programs. The intent of the question was that it be answered only in reference to regularly scheduled school programs. However, due to a desire to give added information or through some misunderstanding, twenty-five of the stations replying filled out the answers to the parts of this item, although they had not indicated in Item #2 that regular school broadcasts were presented. These responses probably referred to the nature of their occasional programs, or perhaps to regu-

lar programs which had been broadcast in the past. But since they do not refer to the subject of the question, these replies will not be considered in the following analysis.

Despite the wording of Item #4 which clearly requested information regarding regularly scheduled school programs, it is felt that many of the stations which reported doing both regular and occasional programs currently, also included in their responses to this Item, reference to the occasional programs. Because of this ambiguity, Table VII which is composed of the replies to all parts of Item #4 contains two frequencies for each possible response. The first (A) refers to the group of 52 stations which reported doing regularly scheduled school programs as all or part of their school broadcasting. The second (B) refers to the group of 35 stations which stated that only regularly scheduled school programs were presented. In this way any significant relative differences can be observed, although it is true that thirty-five is a very small group for any valid analysis.

More than one response might possibly be indicated in several of the questions under Item #4. For example, a station might broadcast school programs both in the morning and at night, in which case both of these responses would be checked. For this reason, no total check or percentage analysis is meaningful in understanding Table VII. The most

TABLE VII

Composite Table of Replies to Questionnaire Item #4,  
Indicating the Nature of Regular School Broadcasts

Parts of Item #4	A	B
Frequency of Programs		
Weekly	38	24
More Often	10	7
Less Often	5	4
Lengths of Programs		
15-minutes	35	21
Half-hour	22	15
Longer	7	5
Method of Broadcast		
"Live"	46	31
Transcribed	28	15
Time of Day for Broadcast		
Morning	27	19
Afternoon	27	21
Night	19	9
Source of Programs		
Commercially-produced	4	3
Local Talent	52	35
Nature of Programs		
Athletic Events	22	13
Dramatic	25	17
Forum or Discussion	34	22
Interview	28	18
Musical	32	24
Speeches	16	11
Other	16	9
Purposes of Programs		
Adult Education	16	10
In-School Listening	23	17
Public Relations	32	22
Radio Experience	43	28
Radio Audience Response		
Enthusiastic	14	8
Approving	24	18
Indifferent	8	5
Opposed	--	--

significant aspect of the table is the relative distribution differences for each question.

Conclusions from Table VII can be made only in a general way. The modal school broadcast was weekly, 15-minutes, and broadcast "live"; it was presented during the morning or the afternoon and produced by local talent. The nature of these school programs was varied, but the three most popular types were Forum, Musical, and Interview broadcasts. As to the purposes of the school programs, radio experience for students was listed by the majority of stations reporting. Since this was from a station's viewpoint it was probably somewhat biased, although there are undoubted educational advantages in student broadcasting. Public relations was the next most frequent purpose reported and it seems reasonable to assume that this purpose was the most frequent one from the educators' standpoint. The number of stations(16) reporting adult education as a purpose is probably not a reliable figure. It is the writer's opinion that the meaning of adult education was confused with public relations by some stations. It is remarkable that 23 of all the stations reporting regular broadcasts and 17 of those reporting only regular broadcasts gave in-school listening as a purpose. The audience response to school programs showed a general feeling somewhere between approval and enthusiasm.

Further analysis of Item #4 results showed several interesting aspects. Although the great majority of school

broadcasts were done "live", twenty-two of the forty-six stations reporting this, reported transcribed broadcasts as well. Nineteen stations indicated that school broadcasts were aired more than one time of day. Analysis of the 35 stations which reported only regular school broadcasts showed some gravitation towards the afternoon programs, with much less incidence of night programs. Several stations replied to the 'Nature of School Programs' with written-in types. Station WTWN of St. Johnsbury, Vermont indicated foreign language as one of the types of their school broadcasts. Since 'in-school listening' was listed as a purpose by this station, this program may have been broadcast for that reason. However, since most of the stations reporting 'in-school listening' as a purpose, also reported other purposes, it was difficult to determine the nature of the programs which were broadcast for student consumption.

Audience response to school programs was interesting to analyze. All of the 14 stations which reported 'enthusiastic' response had indicated an extensive amount of work with the schools. The outstanding features of these stations were the variety of types and purposes of school broadcasts. The implication is that the more varied are the nature and purposes of school programs, the better will be the audience reaction. This seems reasonable and is an important factor in the school's public relations.

Community Promotion of School Programs

As was mentioned before, the last two questions of the questionnaire form required written answers. Many stations failed to answer either of these questions. The present section is concerned with the replies which were given to Item #5, and the next section of this chapter will consider Item #6.

Item #5 was worded "What Community Groups work with or for the Schools in Broadcasting?" Its wording did not preclude any station from replying to it, no matter what their responses to the previous items were. However, only 50 stations representing 51½% of those replying, put down a response to this item. These stations reported a variety of organizations supporting school broadcasts. Some of the groups were affiliated with national organizations, while others were purely local. Table VIII shows the frequencies of these organizations; all of the local groups are considered under 'Local'. Certain particularly interesting local groups will be considered below.

A note of explanation is due regarding the radio station as a community group promoting school broadcasts. The stations which entered this as a response generally indicated in addition only local groups or no other organizations were listed. These stations apparently felt that they were actively promoting the school programs. Replies indi-

cating 'None' in answer to this item meant that there was no organized support of school broadcasting in those communities.

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TABLE VIII

Community Groups Which Promote School Broadcasts  
in New England  
(as reported by 50 stations)

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Community Group	Number of Stations Reporting each Group
Local	19
Parent-Teacher Association	17
Radio Station	12
Junior Leagues of America	7
Kiwanis	5
Rotary	5
Chamber of Commerce	4
Lions	3
Junior Chamber of Commerce	2
Boy & Girl Scouts	2
American Legion	1
Elks	1
American Association of University Women	1
None	11

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Table VIII shows that, excepting the local groups, the most frequently mentioned organizations supporting school programs were the Parent-Teacher Association, radio stations, and the Junior League. The Junior League was listed more frequently than any other national group except for the P.T.A., and has been very active in promoting school broadcasting.\*

Some stations listed more than one organization supporting the schools in this work, although the majority(43) mentioned only one group. Seven stations listed two organizations; and two stations each reported 3 and 4 groups respectively. Of the 11 stations which claimed two or more community groups working for school programs, 7 had also reported broadcasting regular school programs. Although not all of these had answered question H of Item #4(concerning audience response), those stations which did report audience reaction showed it to be approving or enthusiastic.

There were some interesting instances of purely local groups cooperating with the schools in broadcasting. Several stations mentioned local museums and libraries as promoters of school programs. In the same connection, local colleges and the Massachusetts Department of Education were mentioned. Station WMEX of Boston reported that the Safety Squad of the Boston Police Department worked for the schools in a safety program. Station WHYN of Holyoke repor-

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\* The Junior Leagues of America have published the pamphlet, Reckoning with Radio, concerned with school broadcasts.

ted the Massachusetts Registry of Motor Vehicles to be aiding the schools by promoting a safety program. The Audio-Visual Department of the Hartford School System was listed as a school program promoter by station WCCC of Hartford, Connecticut.

From the results of analyzing the answers to Item #5, it is evident that a great many different organizations have supported school broadcasting. These organizations have made a noteworthy educational contribution and should be supported actively by the educators. Unfortunately a few replies indicated indifference on the part of school officials to school radio programs. One station commented that school programs not produced by the station were of a lower standard of production, and that interest on the part of the participants usually ceased after a few weeks. Another reply stated that nothing in the way of school programs was done without complete stimulation on the station's part. These comments indicate the need of active support by community organizations and complete cooperation from educators for the production of school programs. The Junior Leagues have set a fine example in this respect, of promoting interest and offering technical assistance in the production of these broadcasts.

#### Public Service Educational Programs

The last question on the form asked for a listing

of the types of public service programs which were considered to be educational (other than school broadcasts). The ambiguity caused by the word 'type' was indicated earlier. Because of this confusion the replies were of two sorts, general types and specifically named programs. 63 of the station respondents representing 65% wrote some reply to Item #6. In order to list the responses consistently they were classified by type insofar as possible, and the results appear in Table IX.

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TABLE IX

Types of Educational Public Service Programs  
Broadcast in New England

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Type of Program	Number of Stations Reporting each Type
Forum	19
News	13
Other(local nature)	13
Music	9
Documentary	8
Political Programs	1

---

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Many of the stations listed programs which could not be classified as one of the types in Table IX. The

most frequently mentioned of these, classified by nature, appear in the following list:

Agricultural Programs  
Scientific       "  
Religious       "  
Government     "  
Book & Poetry   "  
Safety & Fire Prevention Programs  
Travel Programs  
Health         "  
Manners       "

It was not possible to determine the forms of the above-listed programs, and so they could not be listed in Table IX.

The programs listed under Other(local nature) in Table IX varied in nature considerably. A few specific illustrations will serve to show the scope and variety of these local public service broadcasts. Station WFAU in Augusta, Maine presented a special broadcast of their Legislative Research Committee. Special programs are carried occasionally by station WCCC of Hartford, Connecticut for the purpose of airing various sides of a particular subject of interest to citizens in that area. The Waterbury Dental Association presents a program, "Prevention Through Education" over station WWCO of Waterbury, Connecticut. Station WKOX of Framingham, Massachusetts presents two local programs which it considers educational: "Know Your Town" (interviews with business and industry), and "This is Your Hospital" (a series on services at the local hospital). The Lowell, Massachusetts Council of Boy Scouts of America broadcasts a 10-minute program over station WLLH in Lowell. These examples show a little of the variety of these local educational programs. Besides their

educational values these programs perform a real service to their local communities; and community service is one of the greatest justifications for a local radio station.

Many of the network-affiliated stations replied to Item #6 by listing specific network programs. The most frequently listed of these appear below under the name of the network which produces them:

American Broadcasting Company

America's Town Meeting  
American Farmer  
Crossfire  
The Great Adventure  
The Greatest Story Ever Told  
This Week Around the World

Columbia Broadcasting System

Capitol Cloakroom  
Invitation to Learning  
Peoples' Platform  
United Nations on the Record  
The Voice of America  
You and the World

National Broadcasting Company

American Forum of the Air  
Carnival of Books  
Mind Your Manners  
Public Affairs  
University of Chicago Roundtable

The following programs were frequently mentioned by independent stations and by some stations affiliated with the Mutual Broadcasting System:

Adventures in Research(produced by Westinghouse)  
Concert Hall of the Air( " " R.C.A.)

Excursions in Science(produced by General  
Electric Co.)  
The Endless Frontier(medical or health  
nature)

This section has shown the variety of educational programs which are offered by both the independent and affiliated stations in New England. Many of the network programs and some of the locally produced programs could be of use to educators as out-of-school listening or they might be transcribed for in-school consumption.

Outstanding Examples of Commercial Radio-Educational Cooperation in New England

This chapter has presented and analyzed the results of the questionnaires received from 97 radio stations in New England. The extent and nature of school broadcasts throughout this region have been treated statistically, and general and specific programs of an educational nature have been tabulated and listed. As a conclusion to this chapter the author has selected seven replies to describe. These cases indicated outstanding cooperation between the schools and the broadcasting stations.

Station WLAM in Lewiston, Maine did the following work, as stated on the questionnaire form by Elden H. Shute, Jr., the Station Manager:

"Last fall and winter WLAM experimented with the 'in-between' age group from 6th to 9th grades(up to teen-agers) with Just For Juniors program utilizing a boy and a girl on each program to provide interesting mater-

ial for boy and girl listeners in that age group. We feel not enough has been done for them program-wise and intend to experiment further in the future. Program content usually concerned 'Manners and Morals' discussions, news of Juniors' goings-on, and a favorite musical selection chosen by a junior."

In the author's opinion this experiment is a significant contribution to the out-of-school education of junior-high students; such a program might be attempted in any community.

Since the next two cases are similar in nature they will be described together. Station WCNX in Middletown, Connecticut turned the operation of the station over to the students for an entire day in conjunction with the 'Mayor for a Day' program. In Stamford, Connecticut, station WSTC was taken over in operation by the high school students on Stamford High School Day. Such days as these provide high school students with an inside picture of the function of the radio station in the community through real experience in its operation. In these cases the stations themselves have been the educational material, and in this sense lies their unusual contribution.

One of the most interesting replies came in the form of a 3-page letter to the author from J. Maxim Ryder, manager of station WBRY of Waterbury, Connecticut. The local educational work of this station is described very well in this letter from which the following excerpts are taken:

" Our outstanding effort...was a series of six half-hour documentary programs...

It was entitled 'Place Without Trees'... This was written by our staff members, produced and acted by our own staff supplemented by outside professional and amateur acting talent, and was a tremendous success."

" The first three episodes had to do with the early days of the settlement (of Waterbury) and their many and varied problems. The last three were concerned with 1) The Dollar Watch, 2) The Scovill Co., our largest single local manufacturer, and 3) The Great Fire of 1902."

" When we first recorded the first episode, we played it at a private audition for school officials,... They were so enthusiastic over the presentation and the idea that they made it practically 'must' listening for all elementary schools. Each week the Superintendent's office prepared a series of questions based on the script for that week's program. These were distributed to elementary school teachers, and children were quizzed the day following each broadcast."

" The local chapter of the American Association of University Women heard about the series and offered to sponsor an essay contest among pupils of the seventh grades in the city, with \$50 in cash prizes. Hundreds of entries were filed in this contest."

" It is expected that the series will be repeated annually, school officials having suggested this to us."

In addition to this outstanding contribution station WBRY also reported the following: a 15-minute weekly program of High School Hi-Lites, written, produced, and conducted by students of the local high schools; a series of 13 half-hour programs broadcast weekly in 1951 entitled Inside Education, designed to familiarize parents with school activities and objectives; and a program called Children's Theater, a 13-week

series run in cooperation with the local Junior League and using children from the local elementary schools in original dramas. The efforts of station WBRY represent a highly desirable amount of cooperation between the station, schools, and community groups and its attainment in variety and quality of educational contribution is apparently unique in the New England region.

The work of station WHYN of Holyoke, Massachusetts is unusually good regarding in-school listening programs. These programs have been sponsored jointly by the station, the Holyoke Public Schools, the Junior League, and the New England Committee on Radio in Education. They have been presented for the past six years, twice a week in the morning for use in the Holyoke schools. The nature of the broadcasts is varied and they are aimed at all levels from the elementary grades to adults. They commence in early November and continue through late May. This work is a good example of the application of commercial radio in the service of formal public school education.

Station WHOB of Gardner, Massachusetts described an original type of public service feature in the WHOB Radio Club. Formed in 1946-47 in Gardner under the direction of R.E. Johnson of station WHOB, the club's purpose is to interest students in radio broadcasting. It is an extra-curricular activity of the Gardner High School. The students in the club write and produce their own shows which are varied in nature: a weekly

quiz show, a discussion program, and special documentaries for such campaigns as the March of Dimes. This club has undoubted educational advantages for its members, and its programs help to promote good public relations for the schools.

For the final outstanding case, J. Gordon Keyworth, general manager of station WMNB of North Adams, Massachusetts reports an interesting program for elementary in-school listening, called, "Be An Artist". The following is quoted from his reply:

" This is a live program. Grade age children from various area schools. Program is emceed by a local art teacher. Program is 'in-school listening' by most grade schools in the area."

The cases described above have been outstanding in the way of commercial radio-educational cooperation. The citing of these instances is not intended to imply that they are the only ones in New England which are doing an excellent job with the schools. However, these cases are the best ones which were described in detail by the station respondents.

Despite the wealth of information gained by the statistics compiled in the earlier parts of this chapter, the outstanding instances cited above do more to provide a meaningful answer to the question, What are the Public Schools of New England doing to make use of their local radio stations?

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

## CHAPTER VI

### SUMMARY AND RECOMMENDATIONS

#### Summary

Radio is an audio-visual aid which is of great value to schools, being employed by the schools chiefly for in-school listening and public relations. Although educational broadcasting stations have been and are being operated successfully in many parts of the country, there remain numerous schools in many regions whose only radio outlet is through the commercial stations. Furthermore, the commercial broadcasters have an obligation to perform public service as one stipulation of their license grants by the Federal Communications Commission.

The problem summarized herein was concerned with the New England states, one of the regions whose paucity of non-commercial educational stations is notably evident. The only educational stations operated for public school use in this region are located in Boston and Springfield. The statement of the problem was, What is the extent and nature of the use of commercial radio stations by public school systems in New England?

A questionnaire was prepared to answer this question, and was sent to all of the stations in New England which operated on power outputs of 5000 watts or less. Replies were received from 97 of these stations representing

83% of the total number polled.

The results of this survey showed that 80% of the stations were currently presenting either regular or occasional programs; and that 72% of the stations broadcast public service announcements submitted by or for the public schools.

More detailed information was requested regarding regularly scheduled school broadcasts from the 54% of the stations which performed this service. The technical characteristics of the typical regular program indicated a weekly, 15-minute, 'live' broadcast, aired during the morning or afternoon, and produced by local talent. The nature of this program was either Forum, Musical or Interview and its purpose was for radio experience and public relations. It was received by the radio audience with a reaction somewhere between approval and enthusiasm.

Community organizations, both local and national, have done much to promote school broadcasting. According to this survey of New England stations, the greatest frequency of community sponsorship of school programs occurred in the unaffiliated, purely local groups. The most frequently mentioned national organizations promoting school broadcasts were the Parent-Teacher Association and the Junior Leagues of America.

For the final question, the stations polled in this survey were asked what types of public service pro-

grams, other than school broadcasts, they felt to be largely educational in nature. The answers displayed a great variety with the highest frequencies shown by the forum, news, scientific, agricultural, music, and religious programs. Many stations reported local programs and there were several extensive listings of national network programs.

Commercial radio in New England seems to be aware of its responsibilities regarding education. In a few instances the quantity and quality of school program work was excellent and this was reflected in the enthusiasm of the radio audience response. However there is still much that can be done in New England to increase and improve the use of radio in education. The burden of this task must fall upon the educators, who, unfortunately, have frequently shown an indifference to the use of broadcasting by or for the public schools.

### Recommendations

Before this survey was begun the background and current practices of educational radio were studied. On the basis of this background study, the findings of the survey, and with the purpose of effecting more widespread cooperation between the broadcasters and the educators, the following recommendations are set forth:

1. School administrators and teachers in New England should become more aware of the educational advantages of radio when it is pro-

perly used.

2. Educators must make the overtures to their local stations for the presentation of school programs; it is not the broadcaster's duty to approach the schools.
3. More of the public schools in New England should work for regularly scheduled school programs.
4. Teachers who use radio broadcasts in their classrooms must realize that, like any audio-visual aid, they must be prepared for, presented, and followed up, in order for them to have the most educational value.
5. More use should be made of the public service announcement by schools; it is an inexpensive means of keeping the schools before the public.
6. School programs which are presented for the purpose of public relations should be constructed for entertainment as well as for education.
7. More use of the school news program should be encouraged in New England. Student newscasters might be used for this type of program.
8. Public schools in New England should investigate the commercially-produced educational

broadcasts for occasional use over their local stations. These broadcasts might aid in the start of a series of in-school listening programs.

9. Local radio stations should do more in presenting programs concerning their local communities--historically, economically, and socially. Such programs, if carefully produced, can be of great use to the schools on all grade levels.
10. Schools and radio stations together should do more in the way of suggesting to appropriate community organizations that they sponsor school broadcasts by offering what they can in personnel and time for the production of these programs.
11. Teachers should familiarize themselves with current radio programs which are educational so that these programs might be used in connection with the curriculum. Exposure to these programs might help to improve school-childrens' standards of program taste.
12. The public schools, the radio stations, and the community should cooperate in the endeavor to provide an enriched education for the school children through the medium of radio.

APPENDICES

APPENDIX I

LETTER OF TRANSMITTAL

18 Franklin Street  
Montpelier, Vermont  
June 6, 1952

Dear.....:

As the topic for my Master's thesis in Education at the University of Massachusetts I have chosen, "The Use of Commercial Radio Stations by Public School Systems in New England". I am sending a questionnaire to all of the commercial radio stations in New England which operate on a power output of 5000 watts or less.

Since your station is in this category I am enclosing the questionnaire. Will you please fill it out and return it to me in the enclosed, self-addressed, stamped envelope?

For your time and effort in completing this questionnaire, I extend my sincere appreciation.

Very truly yours,

APPENDIX II

PUBLIC SCHOOL USE OF COMMERCIAL RADIO STATIONS  
A QUESTIONNAIRE

1. RADIO STATION \_\_\_\_\_ LOCATED IN \_\_\_\_\_, \_\_\_\_\_  
(call letters) (city) (state)

2. WHAT USES ARE THE PUBLIC SCHOOL SYSTEMS OF YOUR AREA MAKING OF YOUR FACILITIES?

PLEASE CHECK:

Regularly scheduled programs by or for the schools are currently presented.

Occasional, incidental programs are currently presented.

No programs are currently presented, but there are plans for future school programs.

No programs are currently presented, but there have been school programs in the past.

No programs are now, have been in the past, or are expected to be presented by or for the schools.

3. DO SCHOOLS IN YOUR AREA SUBMIT OR MAKE USE OF PUBLIC SERVICE ANNOUNCEMENTS TO BE INSERTED BETWEEN YOUR REGULAR PROGRAMS?

Yes

No

4. IF REGULARLY SCHEDULED PROGRAMS ARE CURRENTLY PRESENTED BY OR FOR THE PUBLIC SCHOOL SYSTEMS OF YOUR AREA, PLEASE CHECK ANSWERS TO THE QUESTIONS LETTERED A - H:

A) How frequently have these programs been given?

Weekly  More frequently  Less frequently

B) What is the length of time of each program?

15 minutes  Half-hour  Longer

C) How are these programs broadcast?

"Live"  Transcribed

D) When during the day have they been broadcast?

Morning  Afternoon  Night

E) What is the source of these programs?

Commercially produced  Local talent

F) Please check any of the following which characterize the nature of these programs:

Athletic Events

Dramatic

Forum or Discussion

Interview

Musical

Speeches

Other (please state nature):

G) Please check any of the following which characterize the purposes of the school systems in presenting these programs:

     Adult Education

     Radio experience for  
Students

     In-school Listening

Other(please list):

     Public relations

H) What is the concensus of radio audience response to these school programs?

     Enthusiastic

     Approving

     Indifferent

     Opposed

5. WHAT COMMUNITY GROUPS WORK WITH OR FOR THE SCHOOLS IN BROADCASTING?

PLEASE LIST:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. PLEASE LIST ANY OTHER TYPES OF PUBLIC SERVICE PROGRAMS WHICH YOU FEEL ARE LARGELY EDUCATIONAL IN NATURE:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_  
(position):

APPENDIX III

LIST OF RADIO STATIONS IN NEW ENGLAND WHICH OPERATE ON  
POWER OUTPUTS OF 5000 WATTS OR LESS

\* Stations which replied to the questionnaire.

Connecticut

WICC	Bridgeport
WLIZ	"
* WNAB	"
* WBIS	Bristol
* WLAD	Danbury
* WCCC	Hartford
* WDRC	"
* WONS	"
WTHT	"
* WMMW	Meriden
* WCNX	Middletown
* WHAY	New Britain
WKNB	"
* WAVZ	New Haven
* WELI	"
* WNHC	"
* WNLC	New London
* WNLK	Norwalk
WICH	Norwich
* WSTC	Stamford
* WLOR	Torrington
* WTOR	"
* WATR	Waterbury
* WBRY	"
* WWCO	"

Maine

* WFAU	Augusta
* WRDO	"
* WABI	Bangor
* WGUY	"
* WLBZ	"
* WIDE	Biddeford
* WARM	Houlton
* WCOU	Lewiston
* WLAM	"
* WCSH	Portland
* WGAB	"
* WFOR	"
* WAGM	Presque Isle
* WIVL	Waterville

Massachusetts

* WARA	Attleboro
* WCOP	Boston
* WEEI	"
* WBMS	"
* WMEX	"
WNAC	"
* WORL	"
* WVOM	"
* WBET	Brockton
* WTAO	Cambridge
WACE	Chicopee
WALE	Fall River
WSAR	"
* WEIM	Fitchburg
WFGM	"
* WKOX	Framingham
* WHOB	Gardner
* WHAI	Greenfield
* WHAV	Haverhill
* WHYN	Holyoke
* WREB	"
WCCM	Lawrence
* WCAP	Lowell
* WLLH	"
* WLYN	Lynn
* WBSM	New Bedford
WNBH	"
* WMNB	North Adams
* WNAW	"
* WHMP	Northampton
WBEC	Pittsfield
* WBRK	"
* WJDA	Quincy
* WESX	Salem
WJKO	Springfield
* WMAS	"
* WSPR	"
* WPEP	Taunton
* WCRB	Waltham
* WARE	Ware
* WTXL	West Springfield
* WCOB	West Yarmouth
WAAB	Worcester
* WNEB	"
WORC	"
* WTAG	"

New Hampshire

\* WMOU Berlin  
\* WTSV Claremont  
\* WKXL Concord  
\* WTSL Hanover-Lebanon  
\* WKNE Keene  
\* WLNH Laconia  
WFEA Manchester  
WKBR "  
\* WMUR "  
\* WOTW Nashua  
\* WHEB Portsmouth  
\* WWNH Rochester

Rhode Island

WRJM Newport  
\* WPAW Pawtucket  
\* WICE Providence  
\* WEAN "  
\* WHIM "  
\* WJAR "  
WPJB "  
\* WPRO "  
\* WRIB "  
\* WERI Westerly  
\* WWON Woonsocket

Vermont

\* WTSA Brattleboro  
\* WCAX Burlington  
\* WJOY "  
\* WSKI Montpelier  
\* WHWB Rutland  
\* WSYB "  
\* WWSR St. Albans  
\* WTWN St. Johnsbury  
\* WDEV Waterbury

## APPENDIX IV

### GLOSSARY OF PERTINENT RADIO TERMS 1.

1. Commercial Program: Any program which is paid for by a sponsor or any program which is interrupted by a spot announcement at intervals of less than  $14\frac{1}{2}$  minutes.
2. Sustaining Program: Any program which is neither paid for by a sponsor nor interrupted by a spot announcement.
3. Network Program: Any program furnished to the station by a network or another station.
4. Recorded Program: Any program which uses mechanical reproduction in whole or in part, except where the recording is wholly incidental to the program.
5. Wire Program: Any program, the text of which is distributed to a number of stations by telegraph, teletype, or similar means, and read in whole or in part by a local announcer.
6. Local Live Program: Any program which uses live talent exclusively.
7. Non-Commercial Spot Announcement: An announcement which is not paid for by a sponsor and which is devoted to a non-profit cause.
8. Spot Announcement: Any announcement which is neither a non-commercial spot announcement nor a station identification announcement.

1. Taken from Public Notice #95462 Federal Communications Commission.

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