

## THE RADIO\*

No one can say at the present time what part will be played by radio broadcasting in the years ahead. It may open up new avenues of public education of very great value. Both in Great Britain and the United States, the possibilities of employing radio in the schools are being explored.

An extensive use of radio broadcasting is being tried in the schools of Great Britain. In a report on "Educational Broadcasting," published by the Carnegie (United Kingdom) Trustees, the foreword begins as follows:

*"Every Monday afternoon at half-past two the Director-General of the British Broadcasting Corporation, after the manner of the well-known French Minister of Education, can take out his watch and say, 'At this moment 70,000 children are taking a wireless history lesson; Music on Tuesday, English on Wednesday, and so on throughout the week.' Two years ago, he would not have claimed 20,000 pupils. Two years hence he may be dealing with 200,000. In ten years hence, who can say how many boys and girls will have come under his influence?"*

Opinions on the desirability of employing radio for teaching purposes in Canada will, of course, differ as widely as they do on other questions relating to education. There can surely be no difference of opinion, however, on the desirability of safeguarding the rights of the provinces of Canada to introduce radio broadcasting from Canadian sources into the schools whenever it is so decided by the Educational Authorities.

**Whatever the future has in store for radio broadcasting and television, whether in education or in entertainment, Canada will need to have a national broadcasting policy, or a provincial policy, unless the new instrument of culture and recreation is to be allowed to pass—as the motion picture industry has gone—into the hands of private enterprise in another country.**

—OTTAWA CITIZEN.

*No one can estimate the full power of this weapon which science has placed in the hands of civilisation. It is on the due control and direction of this power that the civilisation of the future will largely depend.*

With many of the uses of broadcasting we are not here concerned. They are too obvious and too prevalent to need mention. Our task is restricted to the single, but very important problem of utilising it for adult education; of bringing knowledge and interest to those who have passed their period of formal training and have gained from it the best gift that it can bestow, the desire for enhanced interest and for wider knowledge. We are in full sympathy with the use of broadcasting as entertainment—as 'taking tired people to the Islands of the Blest,' but it has also other functions, and with one of these our present Report is occupied."—Introduction by SIR HENRY HADOW to *New Features in Broadcasting*.

**Adult education is perhaps a forbidding term to many people. Yet it means in essence no more than this—the widening of experience and the cultivation of new interests.**

This is adult education in the widest sense. It may come to have a more specialised meaning directly the individual sets out deliberately to develop his range of interests and the character of his thought. There will then open out before him possibilities of intellectual activity which will help him to make more of his life, both as an individual and as a member of society. For him, the general broadcast programme of music, talks, dramatic performances and news, may be supplemented through lectures and discussion groups, and by a further study of the subject or subjects which interest him.

Wireless can no longer be regarded merely as a new toy, a game of knobs and gadgets in which the winner is he who gets the largest number of distant stations, or as a cheap way of hearing news and music. It is now bound up with the daily life of the community. There remains the problem, necessarily a difficult one in view of the variety of interests concerned, of adapting broadcasting to the greatest possible number of uses. It is clear that education in the widest sense must have a very strong claim upon it.—BRITISH BROADCASTING CORPORATION.

*We hardly realise as yet the potentialities of Radiophony. But yesterday the air was silent. To-day it is vocal. Thanks to simple contrivances, you, seated in your home, are given the freedom of the continent. Tomorrow, perhaps, you will enjoy the freedom of the world. The Carillon rings out on Parliament Hill: thousands of miles away you hear it as distinctly as if you were in Ottawa. For good or ill henceforth the air will always be full of voices. The important question is: What voices? Jazz, slang, obscurantism, cheap advertising, and interested propaganda travel as fast and come through as clearly as Music, cultivated utterances, open-minded and humane deliverances. Is the air to become a terror rather than a joy, a Babel rather than a Harmony? Is the Radio to complete the dissipation of the modern mind, or, as a result of the sense of responsibility, can it be made one of the substantive processes that are necessary if society is to move forward wisely and to great goals.—*W. F. OSBORNE.

\*Since this statement was issued notification has been made of the appointment of a Federal Commission on the Radio under the chairmanship of Sir John Aird.