

Jap-occupied village. Leaving his Bren-gunners covering the village, the sergeant took the remainder of his men with all the grenades they could muster and quickly and silently made his way to a flank. Then on a prearranged signal the machine guns opened up and the Japs came under a hail of grenades. Giving them no time to recover, the Fijians ended the affray by following up

with the bayonet. The sergeant then collected his party, found the trail, and came back to the perimeter without losing a man. This exploit earned the sergeant a D.C.M. and a commission.

Whatever the future may hold in store for the regiment, there can be no doubt that the Fijians will only add fresh laurels to their present well-deserved fame.

## BROADCASTING IN NEW ZEALAND

### Some Opinions from Servicemen in the C.M.F.

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A RECENT UNIT discussion in the Central Mediterranean Forces on radio broadcasting in New Zealand resulted, after a somewhat uneven start, in some interesting and clear-cut findings.

A week before the general talk the group had been primed with interesting miniature lectures by three experts—a technical authority, an educationist, and an advertising man. The combination of these authoritative addresses gave a fairly clear picture of the business of broadcasting as a whole and provided a solid background for the subsequent open discussion.

The question whether radio should be an intellectual exercise or merely a relaxation gave rise to some argument. A strong party held that broadcasting should primarily provide entertainment, but a militant body of educationists felt that valuable work in their field was being done by radio.

A remark "Education is *never* amusing" threatened to side-track the discussion.

One school-teacher speaker, in reply to a suggestion that teachers should be sufficiently trained to conduct their own education programme, said that a radio in a school was useful when the teacher became tired.

More serious discussion from other soldier-teachers produced evidence that educational broadcasting played an im-

portant part in extending the scope of lessons, because the talks were usually given by experts in their own field. It was pointed out that no school-teacher could hope to be an expert on everything. The opinion was that the novelty angle appealed to the child and radio lessons were popular.

This aspect—"objective" broadcasting—was left for the time being and the international viewpoint was considered.

Nobody could define exactly the controlling body for frequency allocation before the war, but it was considered imperative that an international body should operate after the war and that New Zealand should have some allocation of short-wave frequencies capable of broadcasting to a coverage extending over the Dominion's sphere of influence in the Pacific.

An international research organization was also thought to be advisable, and it was considered that New Zealand should subscribe to it. The fact that radio research work was at the moment going forward in New Zealand was not overlooked, but the best results would be ensured by pooled discoveries. Television and frequency modulation were mentioned as probable future developments in radio.

Amateur radio operators have contributed greatly on the development side

