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The Association
of
College and University
Broadcasting Stations

February 20, 1933

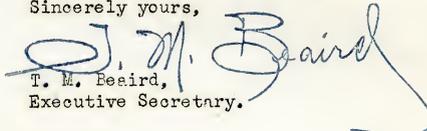
BULLETIN

TO MEMBERS
of

THE ASSOCIATION OF COLLEGE AND UNIVERSITY BROADCASTING STATIONS

The attached article prepared by MR. MORSE SALISBURY, CHIEF OF RADIO SERVICE, UNITED STATES DEPARTMENT OF AGRICULTURE, WASHINGTON, D. C., is the fourth of the series written especially for members of the Association. Mr. Salisbury discusses educational broadcasting from 1928 to 1933.

Sincerely yours,


T. M. Beaird,
Executive Secretary.

EDUCATIONAL BROADCASTING, IN 1928-1933

BY

Morse Salisbury,
Chief of Radio Service,
U. S. Department of Agriculture

Of course, the catastrophic results of the 3-year collapse in the price structure overshadow everything else in the history of educational broadcasting during the past 5 years, like everything else in the history of all educational effort during that time.

As the newest form of educational activity, and consequently the form with the least capital and personnel involved, broadcasting seems bound to suffer at least as much as any other branch of education in the inevitable retrenchment in education.

That is the overwhelming fact before the thinking of all persons interested in educational broadcasting just now. It is difficult to recall again the picture of educational broadcasting 5 years ago when hopes surged high and the public prints teemed with glowing predictions. Once you do reconstruct the picture of educational broadcasting, in 1928, and compare it with the broadcasting of the present, you realize how vain is prophecy, and how actually realized developments, though different, may be as beneficial as imagined developments.

In 1933, gone are the perfervid dreams of a 10-million dollar radio university; exploded is the 1928 belief that radio had magical powers of education. We're looking realistically at education by radio this year. I think that is clear gain. I think those of us who have come with radio education to the rock-bottom realities stand ready now to build something that will work and that will endure. We at least have learned that radio can't perform many educational functions. You can't give radio courses to all the people of a State that will compare in effective instruction value with courses given in residence to a few people. You can't expect the radio organization of a university or a college to do a good job unless you give it authority. Even if

you give authority to the radio organization of a university or a college, you can't expect it to do a good job in education unless you give it the editorial workers and production men and women and clerical help necessary to take the good radio talent of the faculty and assist that talent in preparing and producing and following up really educational programs. And you can't expect the good radio talent of the faculty to continue indefinitely piling more and more radio work on top of a full-time teaching or research program. Either they will rebel, or they will let down on the amount of time they give to preparing their radio material. These things, and more, we have learned.

It seems to me that we stand ready now, after 5 years of ~~intensive~~, grueling experience in the realities of presenting day-to-day educational radio programs, to develop educational broadcasting on an assured, common sense basis and scale. We no longer hope for miraculous millions to be poured into educational broadcasting. We realize that we shall have to work with small resources for some time to come. We realize that the radio unit must be in the hands of a strong member of the institutional faculty, strategically placed within the institutional organization, if it is to survive in the inevitable competition among departments of instruction and administration for meager institutional funds during the next few years. We realize that permanent broadcasting programs depend on making provision for faculty talent to prepare and present the program, and for expert radio educators to assist the faculty talent in preparation and presentation. We realize that the follow-up work of educational broadcasting must be adequately provided for in the arrangements for clerical help, printing, and so on.

Lately when I have talked with educational broadcasters, they have talked practicalities like these, rather than taking off on conversational flights into the realms of gaudy fancy about the future of educational broadcasting. That is a significant difference between now and 5 years ago. It augurs well for the next 5 years.

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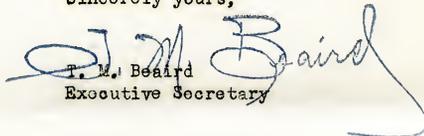
TO MEMBERS
of

THE ASSOCIATION OF COLLEGE AND UNIVERSITY BROADCASTING STATIONS
(and educational officials cooperating with the Association)

The attached article was written for the Association by DR. JOY ELMER MORGAN, EDITOR, THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, AND CHAIRMAN, THE NATIONAL COMMITTEE ON EDUCATION BY RADIO. The article, entitled "Achievements of the National Committee on Education by Radio," sets out the work of the National Committee since its organization in 1930.

This is the third of a series prepared for the Association by men prominent in the field of radio work.

Sincerely yours,


T. M. Beaird
Executive Secretary

ACHIEVEMENTS OF THE NATIONAL COMMITTEE ON EDUCATION BY RADIO

By Joy Elmer Morgan, Editor, The Journal of the
National Education Association, and Chairman, The National
Committee on Education by Radio

The National Committee on Education by Radio was organized during the winter of 1930 when it mapped out a five-year program for the protection and development of this new field. Within two years, in spite of the depression and confusion in the national life, it has moved forward with remarkable effectiveness. Its achievements include the following:

First, the Committee has made constant efforts to protect college and university broadcasting stations against powerful attacks by commercial interests.

Second, by the maintenance of specific clearinghouse service to college and university broadcasting stations, the Committee has encouraged the development of educational broadcasting in such institutions.

Third, the Committee has successfully discouraged the effort to establish radio advertising in the schools. Referring to the original intention of the commercial companies, Orrin E. Dunlap, Jr., writing in the New York Times for February 5, 1933, admits "The idea that tooth paste, pencils, pens, candy, bread or motor cars can be advertised to schools under commercial sponsorship has been abandoned. Teachers will not tolerate it."

Fourth, the Committee has sponsored a nationwide survey of educational broadcasting in the land-grant colleges and separate state universities.

Fifth, thru its bulletin, Education by Radio, the Committee has gathered the greatest collection of writings which exists in this field. By spreading such information among people who occupy positions of power and influence it has sown the seeds for the radio reform which is as inescapable as tomorrow's sun. Its influence in this direction was clearly evidenced in the action taken by the Dominion of Canada which has revised its radio system to provide for both dominion and provincial needs under public operation.

These five achievements have laid foundations for future years. The nation is now in a great period of transition. The public is beginning to assert its rights and to demand freedom from brutal commercial exploitation. Commercialized radio is breaking down and the public is losing interest. It is also beginning to show signs of hostility. It will mean everything to the future of radio that we have in our more progressive states, stations operating under educational auspices. Next to consecrated teachers, these stations are today the most valuable educational assets of the states which have them. Let us strengthen and enlarge the pioneer activities of these stations at every point until they connect the entire educational resources of the state with every home and school in the state.