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The Association
of
College and University
Broadcasting Stations

February 13, 1933

SPECIAL BULLETIN

TO MEMBERS
of

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

Attached is the second of the series of articles on problems of interest in radio work. This article, entitled "AS I VIEW EDUCATIONAL BROADCASTING SINCE JANUARY 1, 1928," has been prepared by DR. TRACY F. TYLER, SECRETARY AND RESEARCH DIRECTOR, NATIONAL COMMITTEE ON EDUCATION BY RADIO, WASHINGTON, D. C.

The series of discussions should prove very helpful to radio station officials. I am sure Dr. Tyler would appreciate your writing him and acknowledging receipt of this material.

Sincerely yours,

T. M. Beard
T. M. Beard, Executive Secretary

AS I VIEW EDUCATIONAL BROADCASTING SINCE JANUARY 1, 1928

Tracy F. Tyler
Secretary and Research Director
National Committee on Education by Radio

It is difficult in such a short statement as this to mention all of the things which have taken place in the field of educational broadcasting since January 1, 1928, for the obvious reason that probably more progress has been made during this time than in any previous period.

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A number of the things which have taken place have been distinctly undesirable. Among them might be mentioned: 1. The continued reduction in the number of colleges operating broadcasting stations; 2. The monopoly of broadcasting which the federal government is apparently exercising without regard to the states' educational rights as fixed from the beginnings of the country; and 3. The control of the majority of the broadcast programs by advertising interests.

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To offset the above I would like to enumerate occurrences which redound to the credit of educational broadcasting. Among them might be mentioned the following:

1. The establishment of the Ohio School of the Air as a division of the State Department of Education, on January 7, 1929, by Dr. J. L. Clifton, Director of Education. This project which was placed in immediate charge of Mr. B. H. Darrow, who had had considerable experience in broadcasting to schools, has been followed as well as accompanied by several other similar projects including the Wisconsin School of the Air, the Chicago public school broadcasts, and the North Carolina Radio School.

2. The findings of the Advisory Committee on Education by Radio appointed by the Secretary of the Interior on June 6, 1929, which are included in their report issued early in 1930. This report among other things stressed the value

of educational broadcasting and the difficulty of securing the necessary facilities by an entire dependence upon commercial radio stations.

3. The establishment of an Institute for Education by Radio at the Ohio State University. This Institute which meets each year, held its first meeting in June, 1930. At that time leaders in educational broadcasting gathered together for ten days to discuss problems of education by radio. The Institute was a cooperative effort of the Payne Fund, the State Department of Education of Ohio, and the Ohio State University. Institutes have been held in 1931 and 1932, and plans are being laid for the 1933 meeting, the dates of which have been fixed for May 3-6. The proceedings of this Institute are published annually and serve as valuable reference material in educational broadcasting.

4. The formation of the National Committee on Education by Radio to secure to the people of the United States the use of radio for educational purposes, by protecting the rights of educational broadcasting, by promoting and coordinating experiments in the use of radio in school and adult education, by exchange of information thru publications, and by providing such other ~~services~~ as would be of assistance in the whole general field.

5. The bringing to the attention of the public the necessity of establishing a priority for the educational uses of radio by properly constituted authorities. The first step in this direction was the introduction of the Fess Bill in the Senate on January 8, 1931.

6. The formation of the National Advisory Council on Radio in Education to demonstrate the possibilities of presenting educational material on a national scale by chain broadcasting. This does not involve the development of new procedures, but the adapting of material similar to that already given by colleges and universities locally, to nation-wide broadcasts.

7. The appointment of a specialist in education by radio in the United States Office of Education, in the Fall of 1931, and the provision for his support from funds appropriated for the Interior Department.

8. The conduct of a survey of 71 land-grant colleges and separate state universities to appraise their broadcasting facilities and programs and to make recommendations for the future. This survey which was conducted by the staff of the National Committee on Education by Radio with the cooperation of the United States Department of Agriculture and the United States Office of Education, also had the assistance of a number of other agencies interested in this field. The report of the study is now being printed and soon will be ready for distribution.

9. The placing of the broadcasting station KOAC, formerly a part of Oregon Agricultural College, under the control of the State Board of Higher Education and using it to serve all the institutions of higher learning in that state. This is a step in the right direction in the use of radio for educational purposes by the separate states.

10. The development at the University of Iowa of recordings for broadcasting use at a reasonable cost. These recordings are now being used to distribute a series of psychology lectures prepared by Dr. Carl E. Seashore and staff.

11. Demonstration by the Cleveland schools that the essentials in a subject can be taught to pupils by radio. Miss Ida M. Baker of the School of Education, Cleveland, is giving instruction by radio to a large number of the city's pupils, in the essentials of third grade arithmetic.

12. The experiments in group listening in England which have demonstrated the tremendous importance of this method in securing the maximum benefit from educational radio talks and discussions. Similar experiments have been

conducted in several places in this country. Among others might be mentioned those by the New Jersey State Congress of Parents and Teachers.

13. The decision of the Parliament to establish a national system of broadcasting in Canada, which calls for a large provincial control of programs. Considerable influence will be exercised on our own procedures in this country when the Canadian system begins to function on a going basis.

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If I should be asked to suggest the things which should be done in the near future to bring about a more effective use of radio for educational purposes, I would mention the following:

1. Radio should be organized as a separate unit in a college or university desiring the use broadcasting to extend its services.

2. The radio unit should be provided with a reasonably satisfactory budget. The items which properly should be charged to the radio unit should not be hidden away in the budgets of various divisions, schools, or colleges of the institutions.

3. Colleges and universities desiring to establish radio broadcasting stations should be provided with adequate power to give reasonable service to their constituents.

4. Institutions operating broadcasting stations should secure the cooperation of the various educational groups in their respective states both in the arranging of programs and in the encouraging of both individual and group listening.

5. The principle of preferred consideration for educational institutions in the assignment of radio facilities should be firmly established either by legislation or regulation.

6. A comprehensive study of broadcasting in this country should be undertaken by Congress. This study should be in as competent hands, and as carefully made as the Canadian study under the Lird Committee. If one takes a broad

general view of education and thinks of it in terms of activities which raise standards of taste, increase the range of valuable information, and stimulate audiences to undertake worthwhile activities, it is possible to make all radio programs conform to this standard when they are placed under the proper auspices.

7. More attention should be given to providing programs in series along lines in particular demand. Members of the faculty preparing series requiring frequent and regular radio appearances should be relieved of a corresponding amount of regular duties. However, faculty members should expect to give occasional talks or even short series as part of their regular duties.