

AN EVALUATION OF THE USES MADE OF THE
RADIO IN THE SEVENTH GRADE OF THE
SCHOOLS OF HILL COUNTY

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CHAPTER I

INTRODUCTION

Radio is a comparatively new force which science has placed in the hands of civilization. Its potential uses are so numerous and varied that it has captivated the imagination of the entire civilized world. Steadily it is breaking down the barriers of isolation, broadening the horizons, and enriching the lives of countless millions of people. In recent years radio broadcasting has become an important social factor in nearly every country in the world.

Perhaps the outstanding value of radio in the classroom is timeliness. Concerning this particular characteristic of radio Keith Tyler says:

Radio is practically instantaneous. Text books are at least a year old. This is a world which is changing so rapidly that two year old cars are hopelessly out of date. How hopeless is the text if we must depend entirely upon the text books which were written before, let us say, the depression, before radio had become an important social force, and before Hitler had changed the whole face of Europe.¹

The Problem Stated

In this study an evaluation of the uses made of the

¹Keith Tyler, "Radio in the Elementary School," California Journal of Elementary Education, IV (February, 1936), p. 174.

radio in the seventh grade of the schools of Hill County will be presented.

Source of Data

The data included in this study consist of facts and opinions regarding both in-school and out-of-school listening and were secured from the following sources:

Published accounts found in magazines, books, conference and committee reports, and special booklets dealing with the subject.

Data gathered from the following questionnaires sent to seventy-two seventh grade teachers of Hill County.

Teacher's Questionnaire

Please fill in the following information concerning the use of the radio in your classroom.

1. Name of school _____ Grade _____.
2. Do you have access to a radio for use in your classroom?
Yes _____; No _____.
3. Do you use the radio as an integral part of your school program? Yes _____; No _____;
4. How do you correlate the radio lessons with your regular classroom instruction?
5. What are your objectives in using the radio in your classroom?

6. Do your pupils look forward to their radio listening period? Yes ____; No ____.
7. Do you use some means of pre-broadcast preparation? Yes ____; No ____.
- If so, what is the nature of the classroom preparation for the broadcast?
8. What is the nature of the follow-up activities after the broadcast?
9. Does radio listening develop habits of concentration, thought and listening among your pupils? Yes ____; No ____.
10. Does radio listening further stimulate reading on the part of your pupils? Yes ____; No ____.
11. Does the use of the radio enrich classroom instruction? Yes ____; No ____.
12. Does the utilization of school broadcasts develop an appreciation for better programs? Yes ____; No ____.
13. Does radio listening arouse creative interests among your pupils? Yes ____; No ____.
14. In your opinion what are the chief benefits pupils derive from radio listening?
15. List the chief difficulties you have found in utilizing school broadcasts.
16. Please distribute one of the enclosed slips to each of

your seventh grade pupils and ask them to list five of their favorite radio programs they listen to outside of school.

Pupil's Questionnaire

Please list five of your favorite radio programs you listen to outside of school.

First choice _____

Second choice _____

Third choice _____

Fourth choice _____

Fifth choice _____

Name _____

Purpose of the Study

Bemus² says that the radio is simply a conveyor of sound. It is as frail and human as the people who direct it. Radio, like all other aids, may be a valuable asset in education. If so, educators must learn how to use it to the best advantage.

It is the purpose of this study to make an investigation of the uses made of the radio in the seventh grade

²Norma Bemus, "Radio in Modern Education," The Texas Outlook, XXIII (January, 1939), pp. 45-46.

in the schools in Hill County, in an endeavor to make available to administrators and teachers the possibilities of radio as an educational medium, and also to suggest additional techniques of utilization.

Limitations

Years of research and experimentation would be needed to solve the numerous educational and broadcasting problems involved in effective teaching by radio. This study is intended to include only those problems which deal with the elementary school child, with a special study being made of the uses of radio in the seventh grade in the schools of Hill County.

CHAPTER II

THE PLACE OF RADIO IN MODERN EDUCATION

The past two decades have witnessed a remarkable growth of interest in the general influence of radio and its potentialities as a source of instructional materials. The preponderance of evidence from numerous tests is that radio programs are having a lasting influence upon the habits and attitudes of American people. The effectiveness of broadcast material for instructional use in schools has been clearly shown by the results of literally hundreds of series of broadcasts presented for school use.

Forward-looking school people realize that the radio is constantly bringing to their pupils ideas and information in a vivid and impressive form. They realize that with proper guidance their pupils can acquire much material from broadcasts to enrich and vitalize classroom learning and extend the children's understanding beyond the classroom walls. In doing so the teacher also will benefit, since the radio is an invaluable means of widening the teacher's horizon. It is evident that if teachers are to make skillful instructional use of broadcasts, they need some special training in the techniques of teaching with the radio.

As to the suitability of radio for educational use,

Koon says:

The very nature of radio attracts the attention of public spirited leaders who see in it an instrument admirably suited to raise the standards of tastes and to stimulate the American people to undertake worthwhile activities. This conviction has led to the broadcasting of numerous programs that are rich and cultural, aesthetic, and practical information. It has led to the presentation of many educational features. It is not generally felt, however, that the use of the radio in education has kept pace with its use in entertainment.

Radio has a warmth, a vitality, and a freshness to bring to education. The charm of the voice of the broadcaster makes a far greater personal appeal to the mind and the emotions of the listener than does the written or printed word.

Musical and dramatic programs stimulate the imagination and feed the emotions of the radio audience.

A broadcast is instantaneous, but it is fleeting. It is vital but it lacks the visual. It is available generally but only at a fixed time. The prospective listener must be ready to listen at a set time. The all-persuasive, peculiarly intimate style of radio makes a strong emotional appeal, but unless the impulses are reading and follow-up activities, they will be of little value.

It is the peculiar function of the radio to stimulate intellectual interests rather than to develop them broadly and thoroughly. It has become a vital force in the emotional lives of the American people, and will be an invaluable aid to organized education when teachers have mastered the fine art of teaching with radio.¹

Objectives of Radio as an Educational Medium

Two groups of people have done much to retard the progress of radio broadcasting in the schools: one group

¹Cline M. Koon, How to Use Radio in School, pp. 19-20.

includes those who considered the whole matter visionary and impracticable; the other is composed of those who believe that the loud speaker will be the predominant factor in the school room.

Although the living personality of the teacher has no substitute, it can readily be understood that some teachers are cautious about admitting the voice that comes through the loudspeaker as an associate in the classroom. They reason that since machines have replaced factory workers, the radio and the motion picture may replace teachers. They have read of the extent to which musicians have been thrown out of employment by mechanical methods of reproducing sound, and they do not intend to have similar experiences. Accepting self-preservation as the first law of nature, these apprehensive teachers reject radio without investigating far enough to discover that the local classroom teacher is just as essential to this new type of three-way teaching as in the traditional two-way procedure.

✓ The radio gives little promise of becoming a substitute for the classroom teacher, for today the teacher is the most important factor in the success of educational broadcasts. In fact the radio will give her a greater usefulness by placing at her command another effective teaching tool that exceeds the limitations of the classroom. ✓

With this in mind it is desirable to formulate some objectives toward which administrators and teachers may strive in the use of the radio broadcasts.

1. "To supplement classroom teaching."²--If we wish to keep children well informed, it is necessary to give them material which is fresh, true and recent. Every teacher of science knows how difficult this is since our textbooks are adopted for five years or more. Even the more recently published books on subjects such as general science are not new, for in this day of discoveries, inventions, and new theories, a book is really out of date before the author has time to have it printed. The radio offers this recent material as well as much other subject matter which the teacher cannot cover without long preparation. This will save the teacher's time and make it available for use in various other ways.

The radio can bring to the classroom supplementary information in history and other current subjects. Teachers, because of limitations of time and ability, are unable to keep informed on the progress of all the subjects which they must teach.

Much of the unusual material which the average classroom teacher has been unable to present effectively can be

²E. D. Jarvis, "Major Objectives of the Radio Lesson," The American School Board Journal, LXXXI (November, 1930), pp. 35-36.

presented by a skillful teacher and assimilated into the experience of the child.

Formerly our chief source of information was the printed page, but now with the aid of the radio we have a variety of sources from which to obtain information. Thus we have instruction and information available at the same time from various persons, each different from the others.

2. "To create, hold and utilize interest."³--There is authenticity about the radio lesson, attracting attention and holding it, which cannot be claimed for books. A fact, stated in words by one who should know and who is heard immediately by the pupil, remains in the pupil's consciousness longer than the same fact read in a printed page. Especially is this true when the teller "dresses up" the fact, a proceeding which is not easily possible in a book. The broadcasting teacher may adopt the friendly conversational tone; he can emphasize some point of importance; even a pause may be used with great effect. It is just the personal touch which is necessary to lend emphasis to a fact or a point of view, to definitely impress it upon the pupil.

3. "To stimulate voluntary self-activity along

³Ibid., p. 35.

desirable lines."⁴--Healthy, intellectual curiosity is one of the best keys for unlocking the door to mental development. One research project successfully completed naturally stimulates another. By means of this further study, latent abilities may be discovered and utilized, and the way may be opened for further development of these abilities. The exceptional pupil is especially benefited by the radio lesson.

Contests and prizes may be offered to stimulate activity, which, in turn, will lead to further desirable activity. The broadcasting teachers invite correspondence upon doubtful points or difficult ones. The child responds and, in addition to training in letter writing, necessarily obtains a deeper footing in this subject about which he is concerned. Unless he has done this, or is doing it, most of his queries would not arise.

4. "To broaden the outlook or vision of the pupils."⁵--In the radio lies the medium through which the small rural schools, and even the small high schools, will overcome their isolation. They may tune in on such ceremonies as a president's inauguration, a London Naval Conference, the opening session of a state legislature. Many children

⁴Ibid., p. 35.

⁵Ibid., p. 36.

read and remember the details of these ceremonies and much of what has been said, but few realize, from reading only, that people participating in these happenings are living, human personalities, just as they are themselves.

The radio will convince these children that all men, however great, are mortals suffering from some of the same handicaps which the rest of us allow to retard our progress. Teachers may impress upon these boys and girls that it is the person who attempts things who succeeds.

5. "To develop further intellectual culture."⁶--Radio is the only educational tool in use today that has the great potentialities for mass education. Many educators have used this fact in their argument against education by radio. Since the radio has been such a potential power, educators should use it wisely and efficiently.

One of the most noticeable attainments which radio has permitted is the development of appreciation in several school subjects, as art, music, and literature. There are many types of appreciation, and most probably some one in the near future will prove that these types of appreciation are most desirable, and surely as desirable as much of the actual material in the present day curriculum.

6. "To inspire pupils."⁷--When children hear programs

⁶ Ibid., p. 36.

⁷ Ibid., p. 36.

of national or international importance they are naturally inspired. They know that thousands of others are listening with them to the same program. They know they are an integral part even in this far-away happening. Boys and girls have a definite feeling of patriotism when they listen to patriotic music or to an inaugural address. This is a definite exciting emotion, the force of which may be guided with other channels for a wonderful achievement.

Master teachers are capable of coming before the microphone and by intelligently presenting a lesson, arouse the pupils' imagination and provide them images, the force of which is greater than any which can be transmitted by their classroom teacher. These emotional effects will do much to unite the student body, bring the teacher nearer the pupils, and open up new fields of accomplishments never anticipated.

7. "To advance the cause of education."⁸--By bringing leaders in education and other leading men before the microphone, the importance of education may be brought to the attention of the pupil, and to that other group which has so much to do with increased opportunity in education--the parent and the public.

Through listening to radio lessons, parents will become

⁸ Ibid., p. 36.

familiar with teaching techniques and a few of the school's problems, and as a result, will understand in a measure at least, the policies of their schools. Without the intelligent cooperation of the public, no school project will succeed.

8. "To serve as an instrument of progress."⁹--Many new methods of teaching may be introduced and a new viewpoint may be diffused by the expert use of the radio broadcast. Thus, through cooperation of the teachers, the broadcast may be used as a means for careful experimentation with these new ideas.

9. "To stimulate the efforts of the teacher."¹⁰--Master teachers who are selected to give the radio lesson may furnish for the classroom teacher excellent examples of lesson plans, exercises and improved methods of interesting the children. The result of the instruction will produce an improvement in the classroom instructor.

These broadcasts are equally as beneficial to the teacher as to the child, as the teacher will have a revival of her spirit, a recreating of her teaching power and a desire for better teaching skills. She will have an objective toward which she may strive.

⁹ Ibid... p. 36.

¹⁰ Ibid... p. 36.

During a broadcast the teacher will have an abundant opportunity to study the individual differences of the pupils in her class. Often, she discovers peculiarities among the pupils that she has never noticed. The teacher's faculties must normally be kept alert every minute of the day. In the radio lesson, many defects such as indefiniteness, unnecessary reiterations, harsh and unpleasant tones of voice will be disclosed.

These are pointed out with unusual force because in listening to a program the entire attention is concentrated upon sounds which come from the loud speaker. Nothing can hide errors of speech.

A radio lesson that has been completely organized and has a definite purpose in view is of the greatest worth to the teacher.

10. "To develop habits of concentration, thought, and listening."¹¹--Radio enhances life. Pupils learn to put together information with a greater degree of rapidity, ease, and dependability that is not exhibited by other methods. A radio speaker must make his hour lecture fit into a fifteen minute period. This is teaching the pupils in terms of what we expect from them, terse, carefully worded rhetorically perfect oral thoughts.

¹¹Ibid., p. 36.

Radio lessons also make provisions for the need of development of ability to follow quickly and precisely the radio teacher. Neither useless or desirable questions have a chance to interrupt the program, and the thought of the pupil has an opportunity to become connected and brilliantly alert. The usual classroom has a weakness in this direction. One's thoughts have a tendency to follow certain lines that are set forth by questions, some of which may be pertinent but many of which have no bearing upon the case.

In a radio lesson, the listening depends entirely upon the child. No matter how excellent the teacher is the final worth of the lesson depends upon the receptivity of the student. He soon learns that it is his own concern to listen closely so he may know just what has been said or done.

Objectives as Stated by Seventh- Grade Teachers

In response to question 3 of the teacher's questionnaire, sixteen teachers, or 28 per cent of those responding, indicated that they had access to a radio for classroom use. Table 1 reveals that only ten of these teachers listed objectives for using the radio.

TABLE 1
OBJECTIVES FOR CLASSROOM USE OF
THE RADIO AND NUMBER OF TIMES
INDICATED BY TEACHERS

Objectives	Teachers				
	A	B	C	D	E
Develop ability to grasp summarized information	x	x	x		
Arouse interest in world affairs			x		x
Develop creative interests		x		x	
Develop ability to correlate radio program with school program			x		x
Develop the art of discrimination in choosing radio programs				x	
Develop attentiveness	x		x		
Enrich the curriculum		x			x
Give the child a broader and more comprehensive background for his philosophy of living				x	
To teach the child the educational value of the radio					
Develop ability to evaluate	x				
Number per teacher	3	3	4	3	3

TABLE 1--Continued

Teachers											Number of Times Mentioned
P	Q	R	S	T	U	V	W	X	Y	Z	
											3
	X	X									4
											2
	X										3
			X								2
			X								3
	X										3
X											2
	X			X							2
	X		X								3
1	5	1	3	1							

The data in Table 1 reveal that ten objectives were stated by teachers responding to the questionnaire. However, six teachers, or 37.5 per cent of the teachers who had access to a radio for classroom use, failed to indicate objectives of any kind. This study also revealed that the objectives stated by these teachers were closely related to the objectives by Jarvis, previously stated in this study.

Methods of Correlating Radio Broadcasts with Regular Classroom Instruction

Practically every radio program overlaps subject-matter fields. One program may suggest a mathematical problem; another may suggest further reading; another may make use of common words to be introduced into spelling classes. Or, any one program may suggest a variety of activities, each one representing a different subject matter.

Broadcasts should not be introduced into school unless they have distinct advantages over other available media to help teachers and pupils achieve the objectives of true education.

Data in Table 2 indicate means of correlating radio lessons with regular classroom instruction.

TABLE 2

MEANS USED TO CORRELATE RADIO LESSONS WITH
REGULAR CLASSROOM INSTRUCTION AND THE
NUMBER AND PER CENT OF TEACHERS
USING EACH

Means	Teachers				
	A	B	C	D	E
1. Current event period when pupils discuss news broadcasts	x		x		
2. Language work an outgrowth of stories listened to	x		x		
3. Develop music appreciation by listening to better musical programs	x				
4. Pupil's thoughts and ideas compared with those of the broadcast				x	
5. Listen to news broadcasts to determine the relationship between past and current history					
6. Selection of programs governed by student interests					x
7. Social studies and fine arts an outgrowth of radio programs				x	x
Number per teacher	3		2	2	2

TABLE 2--Continued

Teachers											Teachers Using Each Means	
F	G	H	I	J	K	L	M	N	O	P	Number	Per Cent
		x									3	18.8
											2	12.5
x					x						3	18.8
											1	6.2
			x								1	6.2
								x			2	12.5
x					x						4	25
2		1	1		2			1				

The data in Table 3 reveal seven means, suggested by teachers, for correlating radio lessons with regular classroom instruction. Social studies and fine arts as an outgrowth of radio programs were the means most preferred, being used by 25 per cent of the teachers responding.

As shown in Table 2, only 9 teachers or 56 per cent of those having access to a radio for classroom use, expressed any means of correlation. It is self-evident that the 44 per cent of teachers who failed to correlate radio lessons with their regular classroom instruction failed to realize the full value of the broadcast.

In an attempt to determine the teachers' viewpoint concerning the use of the radio in the classroom, teachers were asked to answer "yes" or "no" to the questions indicated in Table 3. The data reveal that 56.2 per cent of the teachers who have access to a radio, use it as an integral part of the school program. Sixty-eight per cent of the teachers indicated that their pupils looked forward to the radio listening period. Ninety-three per cent of the teachers agreed that radio listening developed habits of concentration, thought and listening among the pupils and also that the use of the radio enriched classroom instruction. The fact that radio listening aroused creative interests among their pupils was indicated by 75 per cent of the teachers.

TABLE 3
TEACHERS' RESPONSE TO QUESTIONS 3, 6, 9, 11, AND 12

Questions	Response					
	Yes		No		No Response	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Do you use the radio as an integral part of your school program?	9	56.2	7	43.8		
Do your pupils look forward to their radio listening period?	11	68.7	1	6.3	4	25
Does radio listening develop habits of concentration, thought, and listening among your pupils?	15	93.7			1	6.3
Does radio listening stimulate further reading on the part of your pupils?	12	75	2	12.5	2	12.5
Does the use of the radio enrich classroom instruction?	15	93.7			1	6.3
Does utilizing of school broadcasts develop an appreciation of better programs?	11	68.7	1	6.3	4	25
Does radio listening arouse creative interests among your pupils?	12	75	1	6.3	3	18.7

On the whole, teachers represented in this study did

not make abundant use of the radio as an educational medium. However, as revealed in Table 3, those teachers who did use the radio as an integral part of their school program achieved a high percentage of the values inherent in the radio programs which they used.

General Benefits Derived from Radio Broadcasting

One of the chief functions of radio is to reproduce with noticeable efficiency the spoken word, music, and other forms of sound. Its ability to communicate instantaneously is in itself of utmost importance in removing all traces of isolated remoteness and in diffusing knowledge and culture. The important problem for the educator is to discover how these properties which are peculiar to radio may be made to serve the aims of education.

The data in Table 4 reveal the chief benefits pupils derived from radio lessons, as stated by the teachers in this study. Appreciation for better programs was the benefit listed by the largest number of teachers. Four teachers who had radios for classroom use failed to list any benefits whatsoever. The fact that 75 per cent of the teachers listed definite benefits their pupils received from radio lessons, indicated that the other 25 per cent undoubtedly failed to utilize school broadcasts to the best advantage.

TABLE 4

CHIEF BENEFITS PUPILS DERIVE FROM
RADIO LESSONS AND THE NUMBER OF
TEACHERS MENTIONED BY TEACHERS

Chief Benefits	Teachers				
	A	B	C	D	E
Stimulates a desire for broader reading			x		
Develops ability to concentrate			x		x
Appreciation for better programs developed		x	x		x
Develops intensive listening and attention			x		
Pupil's perspective broadened	x				
Appreciation developed for best in music and literature			x		x
Arouses interest in what other pupils are doing		x			
Enriches classroom instruction		x			
Current event topics become concise and interesting			x		x
Better speech habits developed					
Number per teacher	1	3	6		4

TABLE 4--Continued

Teachers											Number of Times Mentioned
F	G	H	I	J	K	L	M	N	O	P	
x	x			x							4
	x		x								4
			x					x			5
				x			x				3
					x		x				1
						x					4
									x		2
x				x							3
					x		x				4
								x			1
2	2		2	3	2		3	2	1		

The benefits stated by teachers, as shown in Table 4, closely coincide with the following unique aspects presented by Busby and others:

There are certain unique aspects of radio which are not found in most aids to learning. The first and most important of these is radio's ability to bridge the gap of space. Radio can bring the world into the classroom, enabling pupils to participate in and actually experience international, national, regional, and local situations of great scope and significance. History-making political events, discussions and interpretations of news, conferences, debates, and forums, and talks by authorities in every field may now by means of radio become part of the school curriculum.¹²

Laine¹³ considers the introduction of history in the making one of radio's most important contributions to education. Events of great importance which are brought to the class by means of radio become significant and vital realities of which the pupil feels himself a part. Thus, by hearing the words of the speaker, the listener is transported to the scene of action and reality and participates in these very important experiences. The inauguration of President Roosevelt, the coronation of King George, and the United States Declaration of War against the Axis powers, transmitted by radio, were heard by millions of listeners.

¹²H. S. Busby and others, How to Use Radio in the Classroom, p. 1.

¹³Elizabeth Laine, Motion Pictures and Radio, p. 93.

This same idea, that current events become concise and interesting, was stated by teachers, as shown in Table 4.

John W. Elwood¹⁴ says that certain types of educative matter are readily adaptable to the radio. History which could be made a living, breathing subject is, to most people, just a succession of meaningless names and dates.

The average child who learns that Columbus sailed across the Atlantic Ocean attaches little significance to the fact. He does not realize that back of that event is one of the most stirring stories of all time; one filled with tragedy, melodrama, and inspiration. There is a vivid picture of Spain and her relation with all Europe and the political, economical, and social conditions which resulted in the voyage of Columbus. All these events have played a vital part in the state of our country today. This is reflected in the present life of every human being in America, but to correctly comprehend they must be seen in their proper light. To show the relationship of events is the primary function of the study of history, and today schools are making great strides in this direction. The radio will undoubtedly be of great value in this connection.

¹⁴John W. Elwood, "Radio to Vitalize School Subjects," The Grade Teacher, XLVIII (February, 1931), p. 492.

Through radio, real people and real situations can be dramatized in such a way that they can be visualized and understood more easily than names, dates, and other materials found in our textbooks.

As yet we cannot say how important the story of Columbus should be. Formerly, teachers thought it important because the story of Columbus and the date, 1492, were stressed. If an event of this nature is of any great value, it should be presented in such a way that its importance at the time it occurred and its bearing on the world today will be apparent.

Radio can do this. It can recreate Christopher Columbus as a human being, not merely as a printed name in a text book. I know that I would like to visualize Columbus. I have a dim and hazy recollection of two pictures of him in old, old books. In one, as I recall it, he was a slender gentleman, dressed in shorts with shoes turned up at the toes, wearing a hat that was a cross between an Indian turban and the headgear of a bull fighter. He carried a sword which he brandished aloft, perhaps at an offstage moon! I know that for me radio could do a better job than that in enabling me to visualize this eminent gentleman.¹⁵

Laine¹⁶ states that the public depends upon the newspapers, newsreels and books for its information on national and world affairs, on scientific discoveries,

¹⁵Ibid., p. 492.

¹⁶Elizabeth Laine, op. cit., p. 94.

on social life, and on art and literature. The news broadcast has a certain unique advantage. It transmits news more quickly than either the press or the cinema. The radio can give fresh, first-hand accounts of events at the time they are happening and thus keep the public informed in the latest developments of general interest. This feature of the news broadcasts is important to schools from the point of view of keeping a living contact with all the world.

It is within the area of the changing subject matter that the radio gives promise of being most useful. Subject matter becomes very crystallized in text books and methods become habitual and fixed. Properly infused broadcasts can bring just enough of the outside world into the classroom to keep the school attuned to the times.¹⁷

Laine¹⁸ also says that another advantage of the news broadcast is its selective power. News items of significant value are presented to the radio audience, and through this means pupils are taught to discriminate between the worthwhile and the trivial. They are thus encouraged to take an interest in national and world problems. The news

¹⁷Cline M. Koon, "Should I Bring Radio into My School?" National Education Association, Department of Elementary School Principals, Thirteenth Yearbook, p. 381.

¹⁸Elizabeth Laine, op. cit., pp. 95, 98, and 104.

broadcast, because it is oral presentation, makes the interpretation easier. By means of voice modulation, inflection, and accent the news article is made more intelligible and the history lesson more valuable. A news broadcast is regarded as valuable if it furnishes an incentive to students to follow up subsequent developments in world situations in magazines, books, and newspapers.

By means of the radio every one is granted the privilege of hearing the voices of great personages and of hearing their exact words just as they are spoken. To hear them talk gives the people in ordinary life a feeling of solidarity with the great and a yearning to progress. Sometimes when one is in the presence of the great, one feels that one, too, is nearer greatness.

The radio has taught the listening public how to appreciate and understand music. It has made great music popular and developed rhythmic expression. The value of the radio in this field cannot be over-estimated. Of course, schools could hear good music by using phonographs, but the finest phonograph records cost so much that schools are unable to afford them. The radio affords variety and appropriate instruction, if the program is one especially for school use.

There is as yet no noticeable evidence that the habit of listening to radio speeches, plays, and dialogues has made an improvement in the listener's speech and diction, but it is possible that such a change may take place. Radio audiences are learning to discriminate between pleasant and unpleasant voices and correct and incorrect speech. It is possible that this will improve their own manner of speaking and use of language.

The ability to listen is not readily acquired. It is even harder to achieve habits of concentration and discrimination when one is trying to listen. The teacher has only a very limited time to develop these traits. The radio naturally affords advantages in this connection, first, because it brings many voices into the classroom, and second, because the broadcast cannot be repeated, it demands careful attention.

Specific Values of the Radio

Radio is not the be-all or the end-all of classroom instruction, but it does have many values as a teaching aid. The following, which overlap to a degree, are of special value and should be understood by the teacher.

1. Radio serves as a source of new material.
2. Radio may serve to set the standards for pupils.

3. Radio may increase the number, variety, and intensity of children's interests.
4. Radio may expose the pupils to conflicting points of view.
5. Radio may serve to acquaint the children with other parts of our country and other parts of the world.
6. Radio may contribute to worthy use of leisure.
7. Through radio, children may become familiar with well-known and prominent people.
8. Radio may familiarize children with current events and significant topics of the day.
9. Radio serves to guide children in judgment and evaluation.¹⁹

Psychological Advantages

Kenney²⁰ says that the natural and instructive way for man to impart thought is through sound. Writing may be considered a comparatively recent invention. The eyes are less sensitive than are the ears. If two colors are thrown on a screen, they will blend and appear as one;

¹⁹Margaret Harrison, Radio in the Classroom, pp. 11-15.

²⁰Earl A. Kenney, "Radio Education: Its Place in the Classroom," California Journal of Elementary Education, VI (November, 1937), pp. 90-99.

but two sounds can very readily be distinguished by the ear. Sound may journey around the corner; sight cannot. The majority of the people are "ear-minded" while many are not "eye-minded." It is self-evident that sound transmits thought in a manner which is easiest for most people to assimilate.

From the fifth grade upward much of the teaching is through the written word. We find large groups of children generally slow in academic subjects, and this is due to a great extent to the fact that these children are not "eye-minded." They cannot learn by pure visual methods. It will be found then, that among these children the response to the retention of instruction by radio is usually satisfactory.

The most vivid pictures are suggested to people through sound. A picture of a railroad locomotive is formed more easily when one hears the sound it makes than by reading a description of it. Just a certain inflection of the voice can color a thought that it would require many paragraphs to explain. Because of clearness of expression and speed of understanding, it is easier to teach by sound than by the written word.

Sound not only stimulates the auditory nerve but

the whole body reacts to the vibrations of sound. Radio, thus, creates a deep effect and encourages expression of emotion in a manner that few classroom activities can do.

The radio has power to elicit sympathy, admiration, understanding, pity, and pride. This is of utmost value to the school.

Often a grave error is made when children are judged on an intellectual basis when they really should be judged by emotional standards. When it is considered that the emotional attitude which is formed during childhood is preserved throughout life the importance of the emotional habits of the children to the community can readily be understood. Yet our current methods make but little attempt to arouse reactions in children.

Throughout dramatizations, radio calls for a complete emotional response from the listeners. Because it is an emotional medium, it often accomplishes its purpose where an educational medium fails. The radio drama gives the child a socially acceptable medium of expression and an outlet for his unsocial wishes, such as adventure, excitement, and revenge, and thus there can be a tendency toward less juvenile delinquency.

By the use of radio the child may be taught to express properly his emotions. Thus, he may learn how to

adjust himself socially, how to appreciate social values, and, by example, show desirable social attitudes.

When the child dramatizes, he thinks of himself on a scale as the protagonist. Instinctively, he identifies himself with the ideals and the nobility of the character he is portraying. This is the finest type of character training, provided the character portrayed reflects high ideals.

Physical Advantages

Kenney²¹ states that the extreme emphasis on reading has placed such a strain on children's eyes that as a result many of our children suffer from imperfect sight. The use of the radio in the classroom should help to remedy this situation.

Radio is unexcelled when it is used in teaching the blind or near-blind. By means of bone-conduction hearing units, the deaf or hard of hearing may receive the spoken word. Disabled or paralyzed children who must remain at home or in a hospital may be given opportunities for an education that they would not otherwise be able to secure. Students at home because of sickness or quarantine may thus continue their education during the

²¹ Ibid., p. 93.

period of disability if appropriate equipment is provided by the schools.

An account of the radio school conducted during the prevalence of infantile paralysis is given in School and Society.²² More than 300,000 children of the elementary schools of Chicago were prevented from attending classes. Arrangements were made for them to continue their work by radio classes. These were begun at 7:15 A. M. and continued throughout the day until 7:15 P. M. Six radio stations took turns broadcasting the instructions.

Each day the newspapers published material to guide the pupils in their classes. A staff of teachers outlined the "home work." The periods ranged from fifteen minutes to one hour five days a week. Mathematics, History, Geography, and English were the subjects included in this radio curriculum.

²²"Education by Radio in the Public Schools of Chicago." School and Society, XLVI (September, 1937), pp. 367-368.

CHAPTER III

TECHNIQUES IN THE USE OF THE RADIO

Busby and others¹ state that no school broadcast can be evaluated apart from its use in the classroom. Preparing for the broadcast, the broadcast itself, and the discussion and follow-up activities which it stimulates should be regarded as necessary parts of a single classroom unit.

Teacher Preparation

The preparing for the broadcast may require some activity from the teacher. She must know the object of the broadcast and plan accordingly. She should be familiar as far as possible with the form and content of the program. She should know what visual aids, books, and other supplementary materials are available. If the program is one planned to direct some pupil activity, such as singing, or rhythm work, she should know ahead of time what directions are likely to be given and how they should be followed so that no time is lost when the directions come over the air.

¹H. S. Busby and others, How to Use Radio in the Classroom, p. 7.

It is very important for the teacher to see that the radio is properly tuned to the station before the broadcast begins and that the dial is manipulated during the program whenever necessary for maximum clearness and tone quality. This can be done by a monitor who is familiar with the mechanical adjustments on the radio set. The monitor in charge should be taught to watch the others for signals when the sound cannot be heard in all parts of the room. Allowing the pupil to take charge gives him not only a feeling of responsibility but also releases the teacher for supervisory activities.

Before the program is turned on, any minor adjustment which will eliminate strain and make listening more pleasant should be made. A well ventilated room, seating children so that those who have difficulty in hearing are near the radio, adjusting the shades, and seeing that there will be no interruptions, all make for efficient listening.

On the day of the broadcast the set should be given a final inspection; the equipment should be placed near the radio and in ample time before the program starts. The pupils should be in their places, with materials at hand and alert and ready for the program to begin.

The most important factor in determining the effect of a broadcast on children is the teacher's attitude. The

pupils will show as much enthusiasm or indifference as she. The teacher who is interested in the program and who listens attentively will get far better results than one who corrects papers or looks out of the window during the program.

Various techniques may be used to make the listening more effective. Anything that diverts the attention of the listener should be eliminated, if possible. Usually the less activity there is the better, except in those broadcasts that give directions for the children to follow. Showing pictures, map study, and the like should be done either before or after the broadcast.

Pre-broadcast Preparation

Advance preparation of the class is essential in most instances if the broadcasts are to be understood and appreciated. As the stage setting and lighting effects play an important part in the success of the opera, so does the surrounding atmosphere affect the success of the school broadcasts. The greatest preparation of all will be a sense of expectancy imparted by the teachers to the pupils--mental receptivity.

Table 5 applies only to the sixteen teachers in this study who reported having access to a radio for classroom use.

The data in Table 5 show five pre-broadcast activities reported by the sixteen teachers, and the number and per cent of teachers using each activity.

TABLE 5
PRE-BROADCAST ACTIVITIES REPORTED BY
SIXTEEN SCHOOLS AND THE NUMBER AND
PER CENT OF TEACHERS USING EACH

Activity	Number	Per Cent
Consulting the manual that accompanies the broadcast	6	37.5
Attempting to carry out suggestions in the manual	6	37.5
Planning to correlate the probable broadcast content with regular classroom activities	7	43.7
Examining illustrative or explanatory material	5	31.2
Making necessary seating arrangements	4	25.0
No pre-broadcast preparation	9	56.2

The data in Table 5 show that over fifty per cent of the teachers made no preparation for classroom listening, while only 37.5 per cent consulted the manual or attempted to carry out suggestions in the manual

which accompanied the school broadcasts. Because of the lack of careful planning and pre-broadcast preparation, Table 5 indicates that the schools, as a whole, were unable to realize the full value of school broadcasts.

There are various things that the teacher can do in preparing her class for the broadcast. Talks and discussions of the broadcast by the teacher and pupils can be made. Assignments consisting of outlines, reference reading, study of the artist's life, and his works, drawing maps, and other map work are common means of preparation.

Sometimes the teacher reads poems or stories. Pictures, blackboards, and other visual aids may be used to aid the pupils in understanding and appreciating the program.

Busby and others² consider that the amount of preparation that the class should have will depend to a great extent on the kind of program that is presented. Certain radio programs may best be used as a climax to a series of activities or a unit of work. If the content of the program is unfamiliar to the class, the

²H. S. Busby and others, op. cit., p. 8.

teacher should plan beforehand enough experiences so that the broadcast will be as meaningful as possible. This may include the explanation of unfamiliar words or terms, reading, reports, discussions, or the use of visual materials. If it is a travelogue, a study of the map of the particular area to be covered might well precede the broadcast.

Kenney,³ Director of the Alameda City School of the Air, states that the teachers in his system used varied methods to prepare pupils to listen to the broadcasts. The type of preparation varies according to the purpose for which the broadcast is used, the pupil's background, and the abilities of the teacher.

The preparation should always arouse a feeling of pleasurable anticipation. Some teachers choose to surprise the pupils, giving them a background for understanding a program without letting them know they are to listen. Other teachers guide the pupils to anticipate the program as a special event.

Kenney thinks that the effectiveness of a program can be spoiled by too much time spent on the preparation. There is something wrong with a program that needs long

³ Earle A. Kenney, "The Alameda City School of the Air," Local Broadcasts to Schools, p. 200.

and difficult preparation. On the other hand, however, many programs will be better comprehended if a preliminary explanation is made.

The study reveals definitely that pre-broadcast preparation was inadequate in comparison with the activities suggested by prominent writers in the field of radio education.

Pupil Activity During the Broadcasts

Darrow⁴ believes that radio reception must be measured in much the same terms as all other education. It should observe the same standards, and attain the same or better results than can be attained without adding it as a tool for teaching. The nature of its participation, type of motivation, and the nature of the expression should vary with the subject matter and with the method used by the teacher at the microphone in the presentation.

There are three principal methods of classroom participation. The first is the straight lecture method, which requires very little or not any activity except note taking. The second is a variation of the lecture method, using the classroom teacher to aid continuously the teacher at the

⁴Ben H. Darrow, Radio the Assistant Teacher, p. 181.

microphone. The third is one which the pupils follow the directions of the teacher with little or no help from the classroom teacher.

Busby and others⁵ have found through experiments that those who take notes during the broadcast do not assimilate and retain as much of the program as those who give their undivided attention. This is particularly true with elementary children where lack of skill in writing and spelling makes note taking a slow process. Writing during a program with the purpose of reproducing parts of the content should never be forced upon children. If there is some factual or specific material which may be of value to the class, the teacher may feel free to write down questions which arise in her mind or points which she wishes to discuss later.

In the Detroit schools children in most cases just listen.⁶ On rare occasions the script suggests certain special things to be done. Occasionally the teacher may ask the class to write down some major point to make other types of records pertaining to the material presented in the broadcast.

⁵H. S. Busby and others, op. cit., p. 8.

⁶Paul T. Rankin, "Education by Radio in the Detroit Schools," Local Broadcasts to Schools, edited by Irwin Stewart, p. 40.

Their programs consist mainly of music, narration, or dramatic material. Rarely are there directions to follow. For this reason, listening has been accepted as the principal activity for the pupil during the broadcast.

Kenney⁷ says that the Alameda City School of the Air programs do not call for any pupil activity during the broadcast. During the actual broadcast the children should devote the time to listening and "living" in the broadcast. The teacher should sit quietly during the program, thus setting an example of interested listening. No teacher points to a map or writes on a blackboard. If any program were so difficult to understand as to require such help from the teacher, it would be regarded as a complete failure.

Cleveland's experience with the use of the radio as a teaching device has indicated that the sound from the loud speaker is but one phase of the radio lesson.⁸ The participation within the listening classroom, on the part of the teacher and the pupils, is of equal importance. Their radio teachers have found that mere passive listening is not enough. In radio teaching, as in all learning, a great variety of sensory impressions is necessary. If the voice

⁷ Earle A. Kenney, "Alameda City School of the Air," Local Broadcasts to Schools, p. 201.

⁸ WBOE Radio Serves Education, p. 9.

from the loud speaker is assisted by visual materials then more effective results are apt to occur. The radio teachers have used a variety of materials--maps, graphs, charts, models, plants, and animals. The greatest use of visual materials has been specially prepared slides. In the history lesson, for example, slides are used in almost every broadcast. The broadcaster calls for the slides and as they are shown, asks questions and pauses for a brief discussion by the pupils, or calls attention to related facts to be gathered from the study of the slides.

Post-broadcast Discussion and Activities

The activities that arise from a radio program will depend upon the teacher's purpose in using it, its value for the children, and the degree of interest it has aroused. There are certain types of programs that call for more discussion than others. The teacher may wish to help clear up issues that have been raised or to stress and enlarge certain points. A good discussion period is rarely one that tries to check on pupils to see how much of the content of the program they have retained. Such a discussion should arise naturally from the children's interest in the subject and their eagerness to discuss it.

The teacher can also, through discussion periods, aid in developing a critical attitude toward points of view

expressed in a radio broadcast. Children should be taught not to accept blindly everything they hear on the air. Those people who can think critically and can evaluate opinions and sources of information will be most capable of dealing intelligently with situations that they meet in life. One of the principal objectives of education is the development of this ability. The fact that radio is a wide-spread means of distributing information necessitates its use by the teacher as an effective device for the attainment of discriminative listening. Other activities which a broadcast might stimulate will depend upon the type of program and material presented. They may include reading and research, writing reports, collecting exhibits, taking trips and dramatizations.

Since it is so difficult to determine in advance the exact nature of every radio program, it is probable that follow-up work covers the most important phase of utilization of radio in the school. Through activities arising from a program, the children pull together the threads of the program and fit them into their regular work.

Table 6 contains data on the number of schools indicating follow-up activities after the broadcast. The table also shows the types of follow-up activities used by most schools in the study.

TABLE 6
THE FOLLOW-UP ACTIVITIES AND THE
NUMBER OF SCHOOLS USING EACH

School	Follow-up Activities						
	Discussion of Program	Reports	Correlated with Activities	Library Reading	Tests	Evaluation of Program	No Activities Reported
A	x	x		x			x
B							x
C							x
D							x
E					x		
F							
G	x						
H							x
I							
J	x			x		x	
K	x			x	x	x	
L	x						
M			x				
N	x						
O	x		x				
P	x			x			
Total	8	1	2	5	2	2	5

The data in Table 6 reveal that eleven schools use some type of follow-up activity. Discussion was the type of activity used by fifty per cent of the schools, while library reading ranked next.

Authorities agree that some type of post-broadcast activity is necessary if the pupils reap the full benefits of the broadcast. It is self-evident that the five schools, that reported no follow-up activities, deprived their pupils of an essential element of the listening situation.

The following examples show what can be done by elementary children.

Various methods of utilizing radio news have been devised. The pupils may take turns being "reporter." The "reporter" tunes in news items, takes notes, and later reports on the day's news to his fellow pupils. Sometimes the report is oral; sometimes it is written for the school paper; sometimes it is written on the blackboard each day.

In one school, a reporter is appointed for a week at a time. He listens to radio news and then writes the important events on a specially reserved section of the blackboard with the heading "Radio News." The news is put on the board every day and is left to be read by other pupils without discussion. At the end of the week, the important items are discussed in the Current Event Club meeting.

More than one child may be appointed reporter, or a committee may take charge of radio news listening and reporting. The method used should provide an opportunity for some form of participation by the other pupils.

Such use of radio news may provide practice in selection and evaluation of radio material, in oral and written composition, and in note taking; and it may develop individual and group responsibility.

The use of news items may contribute to other classroom units of work or projects. Frequently, news programs will fit into the existing curriculum, and more frequently they will serve to initiate new interests and new activities.

A radio announcement of a ransom hoax in a certain kidnapping case led a seventh-grade group into a study of United States money. Each child became interested in the idea that perhaps he might trace some of the ransom bills. A copy of the local newspaper was brought to school. The children were amazed at the number of the bills and were impressed with the difficulty of tracing so many serial numbers.

They studied a five-dollar bill, comparing the serial number with the newspaper list and noting such items as the picture, signatures, and other notations on the bill. In their textbooks and reference books, they found information on how money is made and what it represents. They made imitation money and discussed the precautions the government takes to prevent counterfeiting.

Although only a short time was spent in developing this interest, the teacher felt that more genuine information and appreciation of our monetary system was gained because of the stimulation than ever would have resulted from lessons initiated by the teacher, however carefully planned and introduced.

Similar classroom interests have been aroused by other radio news accounts. Many teachers feel that radio news items create a desire, on the part of children, to read the papers and to learn more about current events and the outstanding men involved, and more about national and international problems.

The following is a reprint of a part of a page from the Instructor's Manual for the Damrosch Music Appreciation Hour:

Many teachers have found preparation and follow-up material of help in using Music Appreciation Hour. The following activities are suggested:

⁹ Margaret Harrison, Radio in the Classroom, pp. 91-92.

Oral Composition:

Let the children re-tell the stories of the compositions. The children might tell stories of the lives of the composers.

Encourage children to tell stories about the musical instruments.

Oral dramatizations of the story of compositions might be presented, such as 'Beauty and the Beast,' 'A Midsummer Night's Dream.' Help children to notice the speech of Mr. Damrosch. The children might present a simple 'Radio' program, with an announcer, a 'Mr. Damrosch' and a program of school music. Encourage them to write poems expressing the story or mood of the music.

Reading and Spelling:

Stories of the compositions could be prepared by the children for class reading from charts.

The teacher, whenever possible, could find a story to read to the children which would help explain the subject of the composition; as 'The Little Tin Soldier,' a story on dwarfs, 'Beauty and the Beast,' poems and stories of rain, thunder storms, etc.

Introduce stories and pictures of fairies, farms, dwarfs, animals, including the elephant, hen and rooster, fish, bee, and dragon fly. Introduce into spelling lessons simple musical terms, as music, song.

Handwork:

Each child might keep a music notebook, using pictures of instruments, illustrations of stories in music, etc. Freehand cut-out pictures of instruments, illustrations of stories, etc. might also be included.

Freehand drawings, for the notebooks, of clay modeling of instruments, figures to illustrate stories, etc. Seatwork, such as cut-out puzzles of instruments, matching of instruments with name, completing stories,

Other activities:

Dances by children, to depict stories or mood of music. If possible, have the children hear the compositions both before and after the concert, using phonograph records, piano, solos, songs, etc.

Sing with the children, or for them, the melody of the selection given in the Manual, so they will be familiar with it when they hear the orchestral interpretation.

Children might make costumes and dress dolls to represent compositions, as: 'Chinese Dance,' 'Swedish Wedding March,' and 'Norwegian Dance.'¹⁰

¹⁰ Ben H. Darrow, op. cit., p. 193.

CHAPTER IV

OUT-OF-SCHOOL LISTENING

In recent years radio has become so popular that many children spend more time listening to the radio than in reading. There can be little doubt that children are strongly influenced by this new form of entertainment and instruction. Nevertheless, the school has thus far done little to help boys and girls evaluate critically and use with discretion the various programs that constantly flood the air lanes. Educators must give increasing attention to this responsibility, and devise means of making children more discriminating listeners of radio programs. An obvious first step is to seek more information on the type of programs that children listen to, and try to discover the reason for the appeal for such programs.

Programs Available for Elementary Students

The following list of programs for elementary children was prepared by a group of upperclassmen and graduate students in the School of Education of the University of Texas. The list is tentative and suggestive of the types of programs which are available.

The following criteria were set up for determining whether or not programs should be included in the list:

1. The program should be educationally worthwhile.
2. The program should be of interest to the children for whom it is recommended.
3. The children for whom the program is suggested should be able to understand the concepts and facts presented on the program.
4. The content of the program, the products advertised, and the nature of the advertising should not be harmful.
5. The program should be available on a network or powerful station.

No programs were recommended for Sunday before noon, and none which began after 8:00 p. m. No news programs or religious programs were recommended.

Most of the programs were included in the list because they might contribute to the attainment of some of the educational objectives of most teachers; however, a number of programs were included because they were harmless fun. The nature of the programs changed, and a program which was recommended one month might be omitted the next month.

BUREAU OF RESEARCH IN EDUCATION BY RADIO

The University of Texas

Programs for Elementary School Children

Time	Program	Station or Network
SUNDAY		
12:30	March of Games	CBS
2:00	Philharmonic Symphony	CBS
2:45	Chats About Dogs	MBS
4:00	Metropolitan Opera Auditions	NBC
5:30	Gene Autry's Melody Ranch	CBS
6:00	Jack Benny	NBC
7:00	Chase and Sanborn	NBC
7:30	One Man's Family	NBC
8:00	Ford Sunday Evening Hour	CBS
MONDAY		
8:00	Breakfast Club	NBC
1:15	Texas School of the Air	TQN
2:30	American School of the Air	CBS
5:00	Orphan Annie	NBC
5:30	Jack Armstrong	NBC
5:45	Tom Mix	NBC
6:00	Amos and Andy	CBS
6:30	The Lone Ranger	MBS
6:30	Burns and Allen	NBC
7:00	The Telephone Hour	NBC
TUESDAY		
8:00	Breakfast Club	NBC
1:15	Texas School of the Air	TQN

BUREAU OF RESEARCH IN EDUCATION BY RADIO

The University of Texas

Programs for Elementary School Students

Time	Program	Station or Network
TUESDAY (Continued)		
1:30	Army Band	NBC
2:30	American School of the Air	CBS
4:15	Irene Wicker	NBC
5:00	Orphan Annie	NBC
5:30	Jack Armstrong	NBC
5:45	Tom Mix	NBC
6:00	Amos and Andy	CBS
WEDNESDAY		
8:00	Breakfast Club	NBC
11:30	National Farm and Home Hour	NBC
12:30	Ohio School of the Air	MBS
1:30	Navy Band	NBC
2:30	American School of the Air	CBS
4:15	Irene Wicker	NBC
5:00	Orphan Annie	NBC
5:30	Jack Armstrong	NBC
5:45	Tom Mix	NBC
6:00	Amos and Andy	CBS
7:00	Quiz Kids	NBC
8:00	Time to Smile	NBC
THURSDAY		
8:00	Breakfast Club	NBC
1:15	Texas School of the Air	TQN
1:30	Marine Band	MBS

BUREAU OF RESEARCH IN EDUCATION BY RADIO

The University of Texas

Programs for Elementary School Students

Time	Program	Station or Network
THURSDAY (Continued)		
1:45	Science Behind the News	MBS
2:30	American School of the Air	CBS
4:15	Irene Wicker	NBC
5:00	Orphan Annie	NBC
5:30	Jack Armstrong	NBC
5:45	Tom Mix	MBS
6:00	Amos and Andy	CBS
7:30	The Aldrich Family	NBC
7:30	The Voice of Firestone	NBC
8:00	Major Bowes' Amateur Hour	CBS
8:00	Kraft Music Hall	NBC
FRIDAY		
8:00	Breakfast Club	NBC
1:00	Music Appreciation Hour	NBC
1:15	Texas School of the Air	TQN
5:00	Orphan Annie	NBC
5:30	Jack Armstrong	NBC
5:45	Tom Mix	NBC
6:00	Amos and Andy	CBS
7:00	Cities Service Concert	NBC
SATURDAY		
8:00	Breakfast Club	NBC
8:30	Campfire Girls	TQN
9:00	Welcome Lewis Singing Bee	CBS

BUREAU OF RESEARCH IN EDUCATION BY RADIO

The University of Texas

Programs for Elementary School Students

Time	Program	Station or Network
SATURDAY (Continued)		
9:30	Bright Idea Club	NBC
10:00	Concert Orchestra	NBC
10:00	Philharmonic Orchestra	MBS
11:00	Milestones in the History of Music	NBC
11:30	Army Band	NBC
11:30	Let's Pretend	CBS
7:15	Man and the World	NBC

The above material may be secured from the Bureau of Research in Education by Radio, the University of Texas, Austin Texas.

Selection and Use of Out-of-School

Programs

The school has an obligation to help the child in his out-of-school and home activities. The school cannot dismiss children's out-of-school radio listening as a problem for parents only. The school should endeavor to encourage worthy use of the home radio by the children.

The radio-equipped school can help the child to listen with a purpose, to select and discard programs, and to

make use of what he hears. Primarily, the school should help the child to establish the habit of listening rather than the habit of ignoring the radio.

Many schools have attempted to make use of the home radio by assigning certain out-of-school programs for later reports in school. Even teachers who do not wish to make home listening obligatory by assignment have seized upon children's out-of-school listening for class discussion and class activities. In some schools the morning exercise period includes reports on out-of-school radio listening. In others, the pupils write the reports for their school paper. As the children learn to turn to the school radio for additional material on subjects they are studying, they also learn to turn to their home radio for related material to be used in class.

Whether the school provides regular periods for discussion and reports on programs heard at home, or utilizes the material as mention of it is made in connection with other work, it cannot ignore the influence of the home radio on the children.

This section of the present study was made in an attempt to ascertain the interests of boys and girls of the seventh grade in out-of-school listening. The data were treated so as to determine the favorite programs listened

to by all pupils in the study, to compare preferences of boys and girls, and to evaluate the ten most popular programs, according to the criteria set up by the Bureau of Research in Education by Radio, the University of Texas.

In an attempt to discover the programs on the air which are most popular with the boys and girls of the study, each pupil was asked to list in order of preference five programs which he or she enjoyed most. The ten most popular programs are shown in Table 7.

TABLE 7

RANK OF VARIOUS TYPES OF PROGRAMS
ACCORDING TO PREFERENCE OF
SEVENTH GRADE PUPILS

Program	Rank
Aldrich Family	1
Mr. District Attorney.	2
Fibber McGee and Molly	3
Frank Morgan	4
I Love a Mystery	5
The Lone Ranger.	6
Red Skelton.	7
Gang Busters	8
Lux Theater.	9
Orphan Annie	10

The data in Table 7 reveal that the Aldrich Family was first choice with the largest number of students. This is one of the suggested programs for elementary school students, previously stated in this study. Evidently this program was recommended by the Bureau of

Research in Education by Radio, the University of Texas, because it is harmless fun, and not because it contributes to some educational objective.

The ten most popular programs named by the students in this study did not all appear on the list of recommended programs, previously stated in this study. Table 8 indicates whether or not the program was recommended.

TABLE 8

THE TEN MOST POPULAR PROGRAMS WITH STUDENTS,
CLASSIFIED ACCORDING TO RECOMMENDATIONS
OF THE BUREAU OF RESEARCH IN EDUCATION
ON RADIO AT THE UNIVERSITY OF TEXAS

Programs	Recom- mended	Not Rec- ommended
Aldrich Family	x	
Mr. District Attorney		x
Fibber McGee and Molly		x
Frank Morgan		x
I Love a Mystery		x
The Lone Ranger	x	
Red Skelton		x
Gang Busters		x
Lux Theater		x
Orphan Annie	x	
Total	3	7

The data in Table 8 reveal that only three of the ten most popular programs listed by the students in the

study were recommended by the Bureau of Research in Education by Radio, the University of Texas. Seventy per cent of the most popular programs were not intended for elementary children, but ranked high in popularity with boys and girls in this study, showing that these programs evidently have characteristics that appeal to this age group.

In an attempt to determine the hours that most elementary school students listen to radio programs, the ten most popular programs, as stated by the students in the study, are listed in Table 9, showing the hour each program is rendered.

TABLE 9

THE TEN MOST POPULAR PROGRAMS WITH
STUDENTS, AND THE HOUR EACH
PROGRAM IS RENDERED

Program	Hour
Aldrich Family	7:30 P.M.
Mr. District Attorney.	8:30 P.M.
Fibber McGee and Molly	8:30 P.M.
Frank Morgan	7:30 P.M.
I Love a Mystery	7:00 P.M.
The Lone Ranger.	7:30 P.M.
Red Skelton.	9:30 P.M.
Gang Busters	8:00 P.M.
Lux Theater.	8:00 P.M.
Orphan Annie	5:00 P.M.

The data in Table 9 reveal that 80 per cent of the

programs listed were heard in the evenings between the hours of seven and nine. Three of the programs listed in Table 9 began after 8 o'clock. This is evidently the reason that these programs did not appear on the list of recommended programs.

Table 10 shows a list of ten programs, arranged in order of preference of 246 seventh grade boys represented in the study.

TABLE 10

HOW 246 BOYS RANKED THE 10 MOST
POPULAR RADIO PROGRAMS

Program	Rank
Mr. District Attorney	1
Aldrich Family.	2
Gang Busters.	3
The Lone Ranger	4
I Love a Mystery.	5
Frank Morgan.	6
Red Skelton	7
Orphan Annie.	8
Bob Hope.	9
Jack Armstrong.	10

The boys chose programs of adventure, drama and mystery for the most part. No musical programs were included in their list of favorites, but they did select some which were partly musical.

In order to compare the preferences of the boys

and girls. Table 11 shows a list of ten programs arranged in order of preference of 242 seventh grade girls represented in the study.

TABLE 11

HOW 242 GIRLS RANKED THE 10 MOST
POPULAR RADIO PROGRAMS

Program	Rank
Aldrich Family	1
Mr. District Attorney.	2
Frank Morgan	3
I Love a Mystery	4
Lux Theater.	5
Red Skelton.	6
The Lone Ranger.	7
Earnest and Jimmie	8
Orphan Annie	9
Dr. I. Q.	10

When the preferences of all the boys are compared with the preferences of all the girls, it may be seen that they vary slightly. Seven of the ten programs listed in Tables 10 and 11 were mentioned by both sexes, but they were given different ranks. There is a marked lack of interest in programs that are classified as educational, although there is a general conviction that many things worthwhile are learned from radio programs.

It is interesting to note that the boys included Gang Busters, Bob Hope, and Jack Armstrong among their

favorites, while the girls omitted these three and chose Lux Theater, Earnest and Jimmie, and Dr. I. Q. in the ten most popular programs.

CHAPTER V

RADIO PROGRAM APPRECIATION

This study did not include data concerning the different phases of radio program appreciation, but, since this is one of the essential factors of radio education, it is felt that such a discussion should be included. The author gathered the facts and opinions presented in this chapter, concerning radio program appreciation, through a study of the works of outstanding writers in the field of radio education.

Influence of Radio Programs upon the Elementary School Child

Surveys made in different parts of the country indicate that the adolescents spend on an average of from one to two and a half hours daily listening to the radio. It is evident that the radio has taken a considerable portion of the average youngster's free time, and has become an important factor in his life.

Radio programs are generally regarded as a means of recreation. Even so, their influence upon youngsters should not be ignored, nor their value in wholesome recreation depreciated. In the latter connection, Darrow,

founder of the Ohio School of the Air, states, "Recreational broadcasts are the evening corrective. These amusements bring the refreshment of body, mind and spirit; they carry good cheer and recreate courage. It is education of the spirit and may be far more valuable than any addition to mere knowledge."¹

Most broadcasts to which children listen are intended to inform, entertain or amuse listeners. Even though the primary intent is not to teach, youngsters learn a great deal from them. Just how much, no one knows. However, factual material is not all that youngsters get from the radio. The emotional appeal of broadcasts has become a significant force in the development of attitudes and appreciations. An incalculable new force has been released in the home circle. It demands entrance even into the minds and emotions of young children. What they are gaining in the way of ideas, attitudes, and conduct patterns from the radio is largely a matter of conjecture. It is certainly true that the radio has affected the intellectual atmosphere and cultural climate of children. It looms large in the lives of boys and girls. It seems appropriate, therefore, that the

¹The Educational Role of Broadcasting, Paris: International Institute on Intellectual Cooperation, 1935, p. 103.

teachers ask themselves just what effect radio is having upon their pupils.

Broadcasts are presented in an interesting manner. Dramatic and musical programs make an especially strong emotional appeal to youth during the formative years of their lives. The attuned ear of the adolescent causes his feelings to vibrate in harmony with the emotional build-up and climax of the dramatic broadcast. If this emotional experience is altogether new to the listener and the outcome is not in conflict with his own ideals and patterns of conduct, it will tend to fix an ideal or stamp a pattern of conduct for him to follow when confronted with a similar situation in his own life.

The youth listens to many radio plays, not just one or a few. They have many conflicting outcomes which prompt the youth to compare, contrast and weigh values. In doing so, he rationalizes, and develops some discrimination. Adolescents will learn to compare and judge broadcasts without the assistance of their teacher. It is the peculiar privilege of the teacher, however, to assist her pupils to set up standards and learn to enjoy broadcasts, which will be good for them. The standards must be those of the pupil and not of the teacher.

There is abundant evidence that youngsters are often

affected by radio advertising. The youngster feels honor bound to be loyal to his radio hero by eating something he may or may not need so he can send in the required number of wrappers or box tops to receive some emblem of recognition. Youth is susceptible to high-pressure radio salesmanship. Unless the girl or boy becomes critical and acquires a certain immunity to the rasy, ringing recommendations of the announcer, he will not be able to keep his equilibrium in a world where conflicting claims of the program sponsors are dinned into his ears from early morning until late at night. It is evident that a critical attitude of evaluation should be developed.

Discrimination in the Selection of Broadcasts

All life is a series of adjustments between the individual and his environment; and education, in its broadest sense, is the process designed to facilitate these adjustments. Therefore, education is as broad as human interests and as long as life itself. Since the individual does not go to school all his life, education is intended to enable him to make adjustments to his changing environment long after he leaves school. Therefore schools try to guide pupils in the intelligent use of forces and

means they will use as long as they live. Among these is radio.

If the teacher accepts a broad interpretation of her social responsibility, she will consider her work in relation to the fulfillment of the functions of education in this rapidly changing social order. She will not confine her interests and activities to the four walls of her classroom. While she will not consider it her primary duty to concern herself with all the factors which influence the lives of the pupils, she can ill afford to ignore the more potent ones.

Even a superficial study of the radio offerings will convince the teacher that some of the programs will have a wholesome effect upon the minds of children and others will not. The teacher may conclude that the average is so low that she should ignore broadcasts almost altogether, and encourage her pupils to do likewise. This is not a solution but an evasion of the problem, for pupils will listen whether she wants them to or not. Therefore, the teacher should teach her pupils to appreciate radio programs.

Koon states the following concerning radio program appreciation:

Appreciation may be defined as the art of

determining what is a good program and enhancing one's enjoyment of it. To determine what is a good program, it must be analyzed or separated into its various elements, so that one element can be distinguished from another and differences determined. Next the probable effects of the different elements need to be considered when compared with certain criteria set up by the individual or by the class, and the merit of the program as a whole judged accordingly. The ability to critically analyze a radio program and to determine whether it will be good for the individual making the analysis, is called discrimination. Discrimination is the very heart of radio program appreciation.²

Pupils should learn to judge broadcasts on the basis of whether or not they tend to give continued enjoyment over a long period of time. If pupils are to learn to make wise choices, they must be taught to avoid impulsive decisions, and not to believe all they hear as true just because they heard it on a radio program. This can be done by stimulating them to gather all the pertinent facts, analyze them carefully, and avoid their decisions until the relative merits of various possible conclusions have been carefully weighed. Even young children can be taught the fundamentals of discrimination. Their selections will be simple at first, but, if an evaluating attitude is stimulated, they will be able to make more complex decisions as they grow older. Mere

² Cline M. Koon, How to Use Radio in School, p. 180.

important for young children, however, is the habit of listening to and enjoying worthwhile broadcasts.

It is the responsibility of the teacher to help the child choose wisely from the abundant radio offerings, and to assist him in the evaluation of the programs he hears. In doing so, she will enable him to make the radio his ally, an invaluable source of current supplementary material, as well as an exemplifier of high ideals and right conduct.

Every teacher who undertakes to teach discrimination in the selection of radio programs should have definite and worthy objectives for doing so. In his clear-out analysis, Tyler states the objectives of teaching radio discrimination as follows:

1. To cause boys and girls to be aware of the influences that radio is having on them.
2. To develop skill in the evaluation of radio programs.
3. To improve the selection of programs by the student in his leisure-time listening.
4. To develop a feeling of leadership with regard to the whole problem of radio discrimination.³

³I. Keith Tyler, "Developing Critical Listening." Phi Delta Kappan, XXII (March, 1939), 348.

The teacher may accept these objectives to guide him in his teaching, or, with the assistance of his students, evolve objectives. In either case, the students should understand and accept the objectives which have been set up.

Techniques of Teaching Radio

Program Appreciation

Since the dawn of broadcasting many alert teachers have been encouraging their pupils to choose wholesome radio programs in much the same way as they encourage them to read wholesome literature. In guiding the home listening of their pupils, these teachers gradually have come to realize that selected broadcasts contain much material that could be used to enrich and vitalize classroom instruction. Conversely, the school use of broadcast material encourages pupils to choose wholesome radio fare for home listening. Largely as the outgrowth of individual initiative, thousands of schools are using information gained from general radio programs, as well as from broadcasts intended specifically for classroom use. These are the pioneers in teaching radio program appreciation.

Appreciation, like character, is the end-point or

outcome of many experiences, some of which may be taught directly, but others are acquired as by-products of related experiences. Among the former are the establishment of the habit of critical analysis of broadcasts and the understanding of the production of radio programs. An understanding of radio production may be brought about by having pupils study broadcasting and accumulate a body of knowledge about radio through school clubs, but perhaps the best way is to have pupils actually participate in broadcasts.

The teacher who wishes to teach radio program appreciation may begin by listening and investigating the nature of the broadcasts to which her pupils listen. Next she will want to determine why they like certain types of programs and do not like other types. The members of the class can be encouraged to compare and contrast the broadcasts they hear. They should have a free hand to make comparisons among the good, the bad, and the mediocre broadcasts. Eventually they can be led to realize that if a broadcast is good, its merits can be pointed out; if bad, its faults and weaknesses can be enumerated. From this, standards can be developed and applied to other broadcasts being considered.

In teaching radio program appreciation, there should

be ample discussion. Pupils should feel free to express their own opinions, but be required to defend their judgments. By group analysis and criticism, standards or criteria can be evolved. The teacher's part is that of skillful direction and questioning. Topics for oral and written discussion include the following: need for selection of radio offerings, propaganda on the air, kinds of information acquired from broadcasts, the use of English on the air, differences between stage and radio presentation of plays, methods used in radio story telling, differences between radio and platform speaking, radio reviews in magazines and newspapers, children's programs, advertising, the accuracy of the portrayal of historical and literary characters in radio sketches, radio personalities, and radio news scripts.

Many activities grow out of these discussions, such as writing letters to stations and artists commending or criticizing their performances; outlining a model program for a day; writing script for short sketches; broadcasting the scripts prepared; interviewing program directors, radio broadcasters, announcers and sponsors; making scrapbooks of clippings about radio; writing radio review columns for the school paper; giving talks on radio style; patterning after newscasters, or particular broadcasts and many others.

The outcome of such definite instruction, will be an increased appreciation of the spoken word as a vehicle of expression, increased skill in oral expression, improved taste and judgment, added ability of the pupil to do his own thinking, open-mindedness and willingness to consider counter suggestions, an increased regard for truthfulness, and a more discerning and critical attitude toward radio programs. In short, as a result of his intensive study, the pupil should have expanded his scope of radio listening, developed a greater range of interests in radio programs, and learned to recognize and evaluate various types of programs. He then may regard the radio as something more than a source of entertainment. Finally, such a unit of study creates a feeling on the part of the pupil that the school is not a thing apart from life itself.

If youngsters are to benefit fully from home listening and the cultural offerings of the radio, the support of the parents must be enlisted. Teachers may initiate this work by encouraging their pupils to discuss with their parents and other adults the merits of various radio programs. In doing so, not only the pupils but their parents as well, will become aware that some broadcasts are quite desirable educationally and others have little merit. Home discussions may be initiated by having pupils

find out what broadcasts their parents like, and why they like them. Such a procedure will lead to interesting class discussions, as many reactions of the parents will be reflected in the attitudes of their children.

Home discussions of broadcasts naturally lead to community discussions in parent-teacher meetings, at clubs, in churches and other community centers. Editorials in local papers on desirable broadcasts, public debates and even broadcasts may be used to develop community consciousness of the influence of the radio.

CHAPTER VI

CONCLUSIONS

Radio has a definite place in education. It has possibilities which no other aid to learning has. Its purpose is to supplement rather than to supplant.

The fact that only a small percentage of American teachers make use of the radio in their teaching is evidence of the need in teacher education for a planned program to develop competence in the use of this teaching aid. It is often assumed that it is enough for teachers in service to acquire an incentive to utilize the radio and that they can quickly improve their utilization practices through trial and error.

This study shows that mere experience with radio in the classroom does not necessarily guarantee effective utilization. On the whole, teachers represented in this study did not make abundant use of imagination and inventiveness in their classroom use of radio programs. Consequently, they achieved only a fraction of the values inherent in radio programs which they used. Even so, there was a considerable range of utilization activities

represented, and it is hoped that instructors in radio education will find this study helpful, both in revealing the conditions of radio use in the average classrooms, and in suggesting additional techniques of utilization.

As yet, the radio in the elementary school is not functioning as efficiently as it should and can. This is due partly to the fact that radio is still in its embryonic stages. Because of this, educational practice has not fully absorbed this means of communication into the schools. The major reason is the lack of concern among progressive elementary school people.

The success or failure of radio in the classroom depends upon the attitude of both the administrator and teachers. Many administrators believe that elementary children are too young to receive help from it. There are other administrators who discourage the use of it in their schools. Those administrators fail to realize the great strides that have been made in the field of radio education, and, as a result, have failed to provide suitable radio equipment, if any at all.

The teacher, too, plays a significant part in the success of the radio lesson in the elementary classroom. She should be interested and so trained in the use of

radio techniques that her class will receive the greatest benefits from all broadcasts to which they listen.

When teachers and children realize the instructional values along with the entertainment qualities of the radio, then it will take its rightful place in the progressive elementary classroom.

Recommendations

In order to make the radio function in the elementary school, the writer believes that the following recommendations will be helpful:

- (1) Bring the radio into the school as a teaching tool.
- (2) Develop early the beginnings of radio program appreciation on the part of the boys and girls.
- (3) Through the Parent-Teacher Association give the parents help in dealing with radio guidance at home.
- (4) Require a college course in radio education for all teachers.
- (5) Teachers and radio stations should work cooperatively to obtain clean, wholesome programs for out-of-school listening.
- (6) A sympathetic attitude should be developed on

the part of both the administrators and the teacher toward the radio in the classroom.

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