

DETERMINING THE EXTENT TO WHICH THE PURPOSES
OF RADIO EDUCATIONAL BROADCASTS ARE BEING
ACHIEVED IN THE ELEMENTARY SCHOOL

APPROVED:

G. A. Odum
Major Professor

J. C. Matthews
Minor Professor

G. A. Odum
Director of the Department of Education

L. A. Sharp
Dean of the Graduate Division

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By

Truman B. Douglas, B. S.

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CHAPTER I

INTRODUCTION

Our forefathers founded our public school system in recognition of the fact that widespread public education is essential to the security of this republic. The history of public education during the last one hundred and twenty years is replete with facts that indicate our faith in universal education remains unshaken. Our experience has shown, however, that even though our schools are indispensable, they must be constantly reinforced and supplemented if education is to keep step with the ever-changing phases of life.

The invention of the printing press has had an inestimable influence upon attempts to universalize education. Hundreds of thousands of pupils prepare their lessons daily from individual copies of textbooks or from books, newspapers, or magazines in school libraries. Thousands of American homes receive daily newspapers and weekly or monthly magazines.

When radio broadcasting began years ago, it was merely considered a fascinating experiment. Although it soon

proved to be valuable as a means of communication, there were few indications that it would prove valuable as a cultural medium. In less than ten years, however, radio was entertaining millions through musical programs, news summaries, dramas, and even foreign events by international broadcasts. In fact, radio surged into such widespread use that its development is comparable only to that of the airplane or perhaps the motion picture. From a luxury the radio has now become as much a necessity as the telephone or electricity.¹

In less than two decades radio has developed into the most impressive cultural medium since the invention of the printing press and as such has multiplied many times the possibilities for further universalizing education. Thousands of different programs are broadcast daily from more than five hundred American stations to an audience of perhaps fifty-six million people. In view of this fact, there can be little doubt of the tremendous cultural and educational influences of the radio. It is impossible to estimate the importance of its influence up to date, but that the radio will affect the nation, both in and out of the classroom, is inevitable.

¹James M. Emory, "Can Schools Harness Radio?" Journal of Education, III (October 6, 1930), 235.

The Problem

Radio has given education a new medium, but with it has come a challenge: the problem is how to adapt radio to education and education to radio. A well-defined technique has not been worked out, but the difficulties that have been encountered are by no means insurmountable. As the air has continued to become a great reservoir from which the culture of the world may be obtained, the possibilities of using radio in the educational field make every wide-awake administrator wonder just what this new giant will do.²

Purpose of the Study

Obviously there are but few educators who would refuse to explore the possibilities of radio education or dismiss the matter merely by branding it as impractical or visionary. Their professional interests require that they familiarize themselves with every method by which knowledge is disseminated; so this problem requires the same open-minded approach as any other major question in education. The general lack of knowledge about radio among educators is not due to indifference or antagonism but to a lack of sources of information. This study seeks to furnish school administrators and teachers with information

²Marcus C. Weimand, "Radio in Education," Education, XLV (April, 1925), 483.

about the (1) historical background of radio in the public schools of America; (2) equipment needed for radio reception; (3) plans that are necessary for efficient use of the radio; and (4) finally, to show the status of radio in the schools of Texas.

Sources of Data

The data for this study were secured through interviews, through personal letters from school administrators, and through an analysis of published literature.

The general background for the study was obtained in the main from the many articles appearing in our leading educational magazines within the past ten years. This information was supplemented by bulletins from the National Broadcasting Company, the Radio Institute of Audible Arts, the National Committee on Education by Radio, the Office of Education, and from yearbooks of the National Advisory Commission on Radio and Education.

In addition to suggestions about equipment found in current magazines, the writer found the catalogs from radio manufacturers and interviews with company representatives who supervised the installations in some of the largest schools in the state helpful in making suggestions about radio installations for school use.

Limitations of the Study

The writer realizes that this study is by no means an exhaustive one. While the study has been under preparation, further developments have been reported in the use of radio in this and in other states. Too, the possibilities of radio education are so unlimited that it is impossible to speak with finality about the subject. This study, then, has dealt with the status of radio in the schools up until the present time and covers a general background of study with specific attention given to the use of radio in the schools of Texas.

Method of Procedure

The study is divided into five chapters. Chapter I states the problem, the purpose of the study, gives the sources of data, states the limitations, and presents the method of procedure. Chapter II gives the purpose of educational broadcasting and presents criteria for planning and evaluating broadcasts used in the schools. Chapter III is a brief survey of the history of educational broadcasting in the United States. The status of radio in the public schools of Texas is the subject of Chapter IV. Chapter V gives the conclusions reached from the study.

CHAPTER II

THE PURPOSE OF EDUCATIONAL BROADCASTING AND CRITERIA FOR PLANNING BROADCASTS IN THE SCHOOLS

It is not fantastic to say that widespread public education is essential to the security of our republic. Our forefathers established the public school in recognition of this truth. Nothing has happened to shake the faith of our people in universal education as the only sure guaranty of our free institutions. In this task of educating everybody the school must continue to be the indispensable agency.

Important as it is, however, and impossible as it is to substitute anything else for it, it must be re-enforced and supplemented by other agencies if universal education is actually to be achieved. This is especially true if education is looked upon as a process continuous with life and not simply as an organized program which begins automatically at the age of five and ends abruptly at the age of twenty-one. The school lays the foundation of our education, while libraries, newspapers, magazines, radio, museums, travel, study groups, and many other means are available for continuing education throughout life.

The radio has multiplied the possibilities for further universalizing knowledge. Certainly no one would discount the influence of an agency that reaches the millions of people from the five or six hundred stations now in use. It is inevitable that the radio is destined to affect education both within and without the schoolroom in a most profound way. The challenge is to be as inventive in the use of the new tool as in its creation to the end that the maximum public good will result.¹

To adapt the radio to the classroom is no simple task. Its use as a tool of instruction is not an easy matter. The problem of fitting it into existing procedures and of correlating it with working programs is extremely complicated. While the techniques are not yet perfected, they are advancing far beyond the fumbling and amateurish stage, according to present investigations in the various states. The radio has already ceased to be a novelty.²

Specific Objectives of Radio

The classroom teacher is, in a large measure, responsible for the hearing, listening, and experiencing of her pupils when radio lessons are introduced into the

¹Stanley High, "The Radio of the Future," Education on the Air: Radio and Education, edited by Levering Tyson and Josephine Maclathy, VI (1940), 56.

²Ibid., p. 57.

schoolroom, so she must have certain specific objectives.

Harrison has pointed out the following objectives:

1. Radio serves as a source of materials.

The school radio may present new materials. This may be material that would not otherwise be available (a symphony concert, for example) or it may be material that is so recent as not yet to be included in textbooks and other sources (such as current events). A group of pupils studying the drama may find its only opportunity of "seeing" plays to be radio dramatizations. Radio music has opened a new field in hundreds of communities where, otherwise, musical experiences would be limited. Through radio children may now follow important happenings as they occur -- the inauguration of a President, the process of legislation conducted in the House of Representatives, or exploration in a different part of the world.

2. Radio may serve to set standards for pupils.

Standards presented by radio may be the only ones available to certain isolated schools. Radio standards of speech are high, particularly in programs planned for school use. Radio dramatizations may set standards of play production for children who have no opportunity of comparing their dramatizations with more finished products.

3. Radio may increase the number, variety, and intensity of children's interests.

This probably is radio's greatest contribution to school life. The radio offers such a wide variety of materials that it may stimulate hundreds of new interests, and at the same time increase the intensity of existing interests. Widely selected programs may broaden the child's horizon and extend his interests over almost limitless fields.

4. Radio may expose the children to conflicting points of view.

Usually children are limited, in studying controversial issues, to the viewpoint expressed in their textbooks, by the teacher, or evidenced in the local community. By following the radio programs on one subject, the pupils are likely to hear a variety of viewpoints and attitudes. Sometimes a program is planned deliberately to present more than one viewpoint, like the "Town Meeting of the Air" series of social problems, which attempt to present several sides of political and social issues.

5. Radio may serve to acquaint the children with other parts of our country and with other parts of the world.

Through certain programs children may become familiar with other speech, other customs, and the viewpoints, art, poetry, prose, and music of other lands. Hearing a program from Texas may make it real to them, rather than a distant, unknown place. Re-broadcasts from another country are particularly valuable in bringing that land nearer to the children and making it an existing place, rather than something to be read about in a book or discussed in a geography lesson.

6. Radio may contribute to worthy use of leisure time.

The radio offers many possibilities toward leisure-time activities. There are so many worthwhile programs among the dozens of poor ones that the schools should try to guide the child toward better selections for his recreational listening.

7. Through radio children may become familiar with well-known and prominent people. The radio helps to personalize social, economic, and political leaders. Radio has enabled children actually to hear for themselves their President, their Governor, famous writers and poets, musicians and actors, scientists, inventors, and economists. With international broadcasts, this familiarity is extended to leaders of other countries, such as the King of England, the Premier of France, and other leaders in various fields abroad.

8. Radio may familiarize children with current events and significant topics of the day. Together with newspapers, radio programs offer the best material available on current events.

9. Radio serves to guide pupils in judgment and evaluation. Children should learn to judge and evaluate radio programs -- the speech, the various forms of radio production, the actual material included in programs, and, especially, advertising and publicity, which is so much a part of the American system of broadcasting. Discussions toward this end should be encouraged.³

According to the Teacher's Manual and Classroom Guide for Texas, educators have realized the educational potentialities of radio. It has this comment:

³Margaret Harrison, Radio in the Classroom, pp. 11-15.

Radio possesses certain peculiar aspects which are not found in other teaching techniques. It can bridge the gap of space; it can bring the world to the classroom with the qualities of timelessness and authenticity. Many phases of modern life difficult to present through our ordinary teaching methods are adaptable to the dramatic technique of radio. Often instructional materials are considered remote from actual experience and hard to grasp. Radio can make such materials take on real and vital significance through the art of spoken drama. In the purely cultural or aesthetic field of literature or music the possibilities of radio are too obvious for further comment.⁴

Koon advances numerous reasons favoring the use of the radio as an aid in the classroom. In the first place, radio programs involving symphony concerts, dramatizations, and story-telling offer a rich selection of material which cannot be had otherwise. Programs of world-wide importance brought into classrooms create an interest in political situations, civics, and history.⁵

Secondly, radio brings into the classroom recognized authorities, that could not assemble in the same physical place, for the purpose of expounding views on important controversial subjects.⁶

A third point in favoring radio for the progressive school is that there are numerous public ceremonies and addresses by renowned speakers on the air that are educational to boys and girls.⁷

⁴The Texas School of the Air, Teacher's Manual and Classroom Guide, Bulletin 411, Texas State Department of Education, p. 17.

⁵Cline M. Koon, "Making School Radio Effective," The North Carolina Teacher, VI (April, 1933), 294.

⁶Ibid., p. 295.

A fourth reason in favor of the radio for classroom instruction is that the radio serves as a means of developing an appreciation of the better, finer things in life which many children would otherwise be denied.⁸

In the fifth place, radio is especially important in aesthetic appreciation to the poor children in a community. From a constant hearing of good literature, and good music, a taste for this kind may well be developed.⁹

Tyler advances the following reasons why he favors the use of the radio in teaching in the classroom:

1. 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 European politics.

2. Radio can be used very successfully in subject matter fields. Often when a child's interest is aroused in a subject at school, it has been shown that his interest can be stimulated by a broadcast on that subject. Thus the radio extends the child's experiences far beyond the limits of the textbook and school libraries and furnishes a wealth of material for enriching classroom instruction.¹⁰

However, there is still another field in which the radio may be advantageously used in the classroom at the present time. The United States is engaged in the greatest war production effort in history. On the farms, in the mines,

⁸Ibid.

⁹Ibid.

¹⁰Keith Tyler, "How to Judge a Radio Program," Scholastic, III (February, 1936), 243-244.

mills, factories, and shipyards, millions of Americans are daily engaged in the activities that will produce more and better war materials to defeat the enemy. The National Broadcasting Company says:

Never before in the history of America has there been a more dire need for a strong nation, a unity of spirit which reflects the determination of its citizens, their clear thinking, their ability to take good along with the bad, and maintaining at the same time in the face of unprecedented work and worry -- the Yankee sense of humor. For all work and no play is not the American way.¹¹

Effective patriotic programs, news broadcasts, and broadcast public speakings, the National Broadcasting Company believes, will aid in welding the people together and in building a high morale. The radio in the classroom will aid in achieving this unity of spirit because the air is full of programs designed to aid and abet the war effort.

The use of radio as a tool of instruction, though, is a much more complicated process than merely turning on a dial and allowing students to listen. The effectiveness of a "radio" lesson will depend on many varying factors: the efficacy of the equipment; the sympathy, intelligence, and degree of preparedness of the teacher; the "build-up" before the lesson; and, last but not least, the interests and attitudes of the children. The problem of fitting programs into the daily schedule of the classroom and of

¹¹Information Division, National Broadcasting Company, The Scope and Significance of Radio Broadcasting, p. 2.

preparing teachers for efficient use of radio lessons is therefore no easy one.

Originally students listened to a radio program in a group in the auditorium, but almost all recent school installations, even in the smaller schools, provide for classes to listen in their classrooms. Though reception in many auditoriums is satisfactory, especially when one or two classes listen at a time, there are many disadvantages. Darrow points out some of these:

1. The acoustics are often bad.
2. If only one speaker is used, the volume is likely to be too loud for those close by and too low for those farthest away.
3. Even though the loud speakers are so placed as to give audibility, there are still the problems of:
 - a. Lack of classroom helps such as desks, maps, blackboards, etc.
 - b. Too many pupils causing the loss of classroom leadership of the teacher.
 - c. Loss of time in marching to and from the auditorium.
 - d. The tendency toward confusion whenever the discipline is not of high order.¹²

The Teacher's Manual and Classroom Guide for Texas offers these suggestions to teachers in the type and use of radio equipment:

1. If possible, have a radio in each room.
2. Be sure that heating, ventilation, and lighting are satisfactory.
3. Have radio tuned properly for comfortable listening and have all pupils seated so they can hear well.¹³

¹²Ben H. Darrow, Radio, the Assistant Teacher, p. 148.

¹³The Texas School of the Air, Teacher's Manual and Classroom Guide, Bulletin 411, Texas State Department of Education, pp. 19-20.

The classroom, then, offers the most satisfactory place for reception. The relation between teachers and pupils in their classroom is indeed more natural and complete than elsewhere. No time is lost in assembling students; all materials needed, such as maps, blackboards, books, and pictures are available; and physical conditions are superior in the classrooms.

But the actual listening to the broadcast is only a part of the entire learning situation. The enthusiasm of the teacher is of paramount importance to the effective use of the radio in the classroom. The pupils will generally react to the broadcast in much the same manner as the teacher. If the teacher has a genuine interest in the subject matter to be presented, if she looks forward to the broadcasts with enthusiasm, she will transmit some of this, at least, to her pupils. If she is alert and anxious to utilize the help offered in the radio teaching, she will familiarize herself with the subject matter of the proposed program, and carry on pre-broadcast preparation and follow-up activities. The teacher must not expect the broadcasts to fit directly into the lessons assigned the pupils in the textbooks. It would be impossible to prepare such a series of programs for any wide presentation. Wise teachers will adapt the radio programs to the needs of the children and

the general objectives of the teaching program.¹⁴

In high school particularly the problem of adjusting the schedule to include the programs for different groups of students is difficult. The school program is traditionally inflexible and crowded. Administrators have attempted to solve the problem in several ways. The following solutions are adapted from Jarvis' study¹⁵:

1. Programs which teachers desire to use should be selected a week or more in advance of the time when the programs are to be used so that adjustment can be made.

2. Time blocks may be rearranged. Fourth-period classes may be moved to the seventh period, and vice versa. Such a plan, however, would be unsatisfactory where double-period classes are scheduled or where students are in other classes at the time of the broadcast.

3. The best solution is perhaps the establishment of an hour period in which radio programs may be received. Such a plan means, of course, that we must have a longer school day. Programs of interest to any group of students could be received at the radio hour.

While the average teacher in the classroom does not have any choice in selecting what is to be presented on an

¹⁴Ibid.

¹⁵E. D. Jarvis, "Preliminary Preparations for the Broadcast," American School Board Journal, XX (April, 1941), 59.

educational program, she does have some choice in selecting programs outside regular educational broadcasts. She should make a study of the interests of the children and learn what their favorite radio programs are. Because none of them likes symphonic music is no reason for music of this type to be barred from the programs listened to. Very few people except gifted and trained musicians enjoy famous symphonies, but the main reason for this non-enjoyment is lack of knowledge and appreciation for this type of music. Almost any teacher who makes any effort and knows anything about music can help the children learn to appreciate beautiful symphonies, but this can be done most effectively not by extolling the aesthetic merits of such selections or their cultural benefits, but by actually playing the selections and helping the children to get the story back of the selection and gaining some knowledge of the different instruments used. Philip Gordon¹⁶ relates the experiences of one class in this respect. A poll of the class in radio appreciation revealed that they all liked swing music and had an aversion to classical tunes. The class was told to listen only to what they genuinely enjoyed. Popular programs of swing music were the "Hit Parade," "Musical Americana," Rape's orchestra, and Wallenstein's Monday

¹⁶Philip Gordon, "Dialing Music Appreciation," Music Education Journal, XXVII (May-June, 1941), 33.

evening concert. On these programs occasionally were played swing versions of some of the great classics, particularly Tschalkowsky. One student had heard the classical version of the music, and her comments excited the interests of some other members of the class. The result was that the children began to listen to the original music in order to compare it with the swing versions, and an appreciation grew for the classical version. Some of the children learned to like and to appreciate the classical music because of its way of presentation.

Some guidance is necessary for teachers to assist them in selecting programs for students. Certain criteria are needed by which the programs are to be chosen. Writers in the field of education were checked to see which of them listed points that could be used as criteria. Table 1 shows the criteria selected by Koon, Miller, Harrison, and Darrow (previously cited) which they used for the purpose of evaluating broadcasts to be received in the school. There was complete agreement upon what was to be looked for in every case except one. Harrison and Darrow did not point out the building of character as a criterion.

This survey of the purposes of educational radio broadcasts shows that specific objectives of radio education are desirable from an educational standpoint. Summarized, these objectives are:

TABLE 1

CRITERIA FOR EVALUATING THE EFFICIENCY OF A SCHOOL
RADIO PROGRAM RECOMMENDED BY FOUR AUTHORITIES
IN THE FIELD OF RADIO EDUCATION

Criteria	Authorities				Total
	Koon	Miller	Harrison	Darrow	
Source of broadcast series.....	x	x	x	x	4
Objectives of the series: Does the program assist in furthering the objectives of the school work?.....	x	x	x	x	4
Availability of the series: Is it on the air at the time it can be used? Is the reception satisfactory?.....	x	x	x	x	4
Adaptability of the series: Does the program grow out of some situation or pupil experience?....	x	x	x	x	4
Manner of presentation: Does it arouse visual imagery?.....	x	x	x	x	4
Does it have appropriate music and sound effects?.....	x	x	x	x	4
Are the voices distinct, interpretative, and easily followed?.	x	x	x	x	4

TABLE 1 -- Continued

Criteria	Authorities				Total
	Koon	Miller	Harrison	Darrow	
Supplementary and complementary nature of the materials: Are the contents of the broadcast closely related to the school work?.....	x	x	x	x	4
Will it fill the teacher's need for supplementary material?.....	x	x	x	x	4
Will the children gain rich experience from it?.....	x	x	x	x	4
Accuracy and authenticity: Are the facts presented without distortion?.....	x	x	x	x	4
Are inaccuracies or omissions prevalent?.	x	x	x	x	4
Freshness, rarity, variety: Does it supply new, timely information about important facts?.....	x	x	x	x	4
Is the same material available from other sources?.....	x	x	x	x	4
Does it provide new association of ideas and information?.....	x	x	x	x	4

TABLE 1 -- Continued

Criteria	Authorities				Total
	Koon	Miller	Harrison	Darrow	
Lead-on value:					
Does it arouse questions, stimulate interest to promote learning activities?.	x	x	x	x	4
Does it arouse creative interest?...	x	x	x	x	4
Does it build character?.....	x	x			2

1. Radio serves as a source of new materials.
2. Radio may serve to set standards for pupils.
3. Radio may increase the number, variety, and intensity of childrens' interests.
4. Radio may expose the children to conflicting points of view.
5. Radio may serve to acquaint the children with other parts of our country and with other parts of the world.
6. Radio may contribute to worthy use of leisure.
7. Radio may familiarize children with current events and significant topics of the day.

The following criteria for evaluating the worth and effectiveness of educational broadcasting are recommended:

1. If possible, there should be a radio in each room.
2. The radio should be tuned properly so that all can hear in comfort.
3. The educational broadcast should be coordinated with an integral part of the school work.
4. Pre-broadcast and post-broadcast work is desirable.
5. Listening to the radio program should be a pleasure, and should not be spoiled by too much formality or required work.

CHAPTER III

A BRIEF SURVEY OF THE HISTORY OF EDUCATIONAL BROADCASTING IN THE UNITED STATES

Since the beginning of educational broadcasting in 1920, leading educators have sought to determine the extent to which radio may be made a tool of learning. Educators early recognized the possibilities of radio as a supplementary aid in teaching. As early as 1922, Tigert, United States Commissioner of Education, expressed an interest in educational broadcasting. Some school administrators visioned the value of radio to the school and began experimenting with the use of it. Colleges and universities built radio stations and began to broadcast educational programs; and later, schools of the air sprang up in different parts of the country.

However, the road of educational broadcasting has proved to have been a hard, thorny one. Ambitious programs have been launched only to come to disappointing ends. Lack of funds and lack of leadership have contributed in no little degree to many of the failures of educational broadcasts. However, the experiments that have been conducted

have gradually grown in scope and there is evidence to show that at the present time radio is rapidly finding its way into the schools and will inevitably hold a place of real importance in our system of education.

The first experiment in the use of radio as a supplemental aid in teaching was made in New York in 1922.¹ A lecture on machine accounting was made possible by Station WJZ of New York City and picked up by a class in Haaren High School of that city. Part of the lecture consisted of problems to be worked out by listening pupils on their calculating machines.

These experimental lessons, continuing into 1934, brought out possibilities of radio as a supplementary teacher, despite the fact that problems of financing and directing eliminated further work from this particular source.

"The Little Red Schoolhouse of the Air" in Chicago, Illinois, developed and broadcast a triple-type program over Station WLS.² High schools, grade schools, and county schools were presented periods of broadcasting on various subjects: geography, art and music appreciation were brought to the city schools in radio lessons; work that would appeal to the country schools was prepared for them; while

¹Emma Goldman, "Enlarging the Classroom," Radio News, October, 1923, p. 20.

²Weimand, op. cit., p. 483.

important personages addressed the high school students. This radio endeavor, especially that prepared for and by rural school children, was probably one of the most ambitious and successful bits of educational broadcasting in history.³

In 1924-1925, Oakland City, California, schools sponsored a broad and well-organized radio program, including talks and lessons in manual arts, English, penmanship, arithmetic, geography, composition, and guidance. Much time was devoted to the preparation, presentation, and check-up of results of the broadcasts; a course that provided training for the teachers of these lessons, in both the broadcasting and listening phases, was a pioneer effort of note and accomplishment. This instance of the use of radio in actual classroom teaching, probably more familiar to educators than the first two mentioned, was treated most capably by Virgin Dickson in the November issue of the National Education Association Journal in the year 1924. An account was given of eight supervisors directing classes in the various fields, which were widely separated schools of Oakland. Favorable results listed by Dickson were better concentration, good behavior, and increased interest of the listening students.

Incidentally, a very desirable and unlooked-for result

³Darrow, op. cit., pp. 19-21.

was the reaction upon the parents and patrons who curiously tuned in on receivers at home and were brought to a new appreciation and understanding. Also it was discovered that many alert teachers in remote and inaccessible rural districts were tuned in and received benefit of supervision by the highly trained experts of the metropolitan school system.

In spite of such encouraging reports and results, the new undertaking was short-lived. Like Chicago's School of the Air, the Oakland classroom-radio school was silenced for lack of direction and inadequate funds, but not until much hope had been established for the surmounting of apparent problems in this type of education, and not until the factor of cooperation between broadcasting teachers and listening teachers was sufficiently stressed and established as a permanent prerequisite for the future success of such an undertaking.⁴

In 1926 a number of stations attempted to promote radio instruction for the first time. The experiments were carried on in different sections of the country, presenting varying interests and lending much data to the history of educational broadcasting. Two of the series of programs, one by the Atlanta, Georgia, city schools through Station WSB,

⁴Ibid.

and the other by the Connecticut Board of Education through Station WTIC, were discontinued after two years of service to classroom situations because of insufficient funds.⁵

In the Atlanta experiment, originating in October, 1926, the radio was installed in all of the schools throughout the city. It was used for specific grades in the classrooms and auditorium every school day. Superintendent *W. A. Sutton* had the aid of supervisors, principals, and teachers in preparing the programs two or three weeks in advance of their broadcasting schedule.

The Connecticut State Board of Education began its radio lessons in September, 1926, with N. L. Light, Director of Rural Education, and a committee of twelve eminent educators supervising the course.⁶ The audience for the first year's lessons was very large, but with the change from a music-appreciation course to a program of talks, the listening attendance decreased fifty per cent.

Both of these schools of the air ended as inconclusive experiments because of the same trouble encountered by other attempts at teaching by radio. However, other schools were quick to take up where these laid down the work. In 1926 the Cleveland public schools launched their ambitious effort at radio education.⁷ Music appreciation was the only objective at first. Listening lessons were planned for

⁵ Ibid.

⁶ Ibid., p. 27.

⁷ Ibid.

children of all grades. One of the most important outgrowths of this experiment was the creation of the first radio textbooks for classroom use. After an interim, the type of program was changed, and in 1929 the teaching of arithmetic was undertaken by the Cleveland schools. Later the broadcasting of lessons in geography, travelogs, music, and social science courses met the approval of the teachers and pupils. The Cleveland programs have been so nearly continuous through the years that they may be described as having been successful demonstrations of the use of the radio in the classroom.

In 1926 Chicago attempted to establish radio broadcasting in its schools. After three years of experiment, the Chicago public schools definitely supported the series of lessons from Station WMAQ, and the general consensus of opinion was that the programs were worthwhile and effective supplementary aids to the city's educational work.⁸

The Chicago program emphasized those subjects that could be best adapted to radio presentation, with music, geography, the sciences, literature, history, and art predominating.⁹ Continued experiments were carried on in mathematics, character education, health, and current events.

⁸Ibid.

⁹G. P. Drucek, Jr., "Broadcasting Education to Pupils of Chicago and the Midwest," Nation's Schools, VI (December, 1930), 54.

Chicago was not alone in accepting this valuable tool of learning. Hundreds and hundreds of other schools scattered throughout the adjacent states made regular use of the radio series. This far-reaching service began to point to the need of a coordinated, centralized, national type of radio instruction.

Before the Walter Damrosch series of lessons by radio in 1928, there were many efforts made towards launching a National School of the Air. Lack of funds, lack of interest on the part of educators, and unfortunate delays were some of the causes of the failure of the plan. The negotiations, however, furnished some encouragement to the executives of the National Broadcasting Company, whose desire to give to the schools the first broadcast of national scope, prepared and conducted especially for classroom use, was realized in the Damrosch music series.

This Damrosch music series was broadcast weekly to the schools of the country. The National Broadcasting Company and educators alike proclaimed the first year's programs successful, and these initial broadcasts were to prove but a beginning of a continuous and popular series of music appreciation lessons by Damrosch. Evans, in reporting the National Broadcasting Company's viewpoint of the program, said:

Walter Damrosch last year gave a series of concerts on Friday mornings which had been broadcast to third and fourth grades to increase the appreciation of high-grade musical compositions. . . . five hundred congratulatory letters a week have been received from those who had heard Damrosch's concerts.¹⁰

However, this program lasted only a few years. But it served to accentuate and increase the interest in radio programs. From its experiments along this line, the National Broadcasting Company began to work out a series of transcriptions which might be played on radio stations or even played on portable phonographs. The company early realized that no one program, national in scope, could meet the needs and desires of schools all over the states. With a variety of school programs under way, no one lesson could be made to fit into all of the schools. Under the supervision of James Rowland Angell, a series of transcription lessons has been worked out and used by the company. After careful experimentation and testing of results, the company reached these conclusions:

1. Radio transcriptions may be an effective supplement in affording background information to the student, motivating his interest in a subject, and stimulating a desire for further study, and,
2. Also to remove most of the difficulties inherent in the presentation of classroom broadcasts simultaneously to the schools of an entire nation.¹¹

¹⁰Henry Evans, "National Broadcasting Company Looks at the Damrosch Program," School Life, XIV (1936), 189.

¹¹Ibid., p. 192.

Slowly but surely educational broadcasting has gained a place in the schools of the nation. When it is considered that radio is a comparatively new thing and that broadcasts have been possible only within the last quarter of a century, the progress that has already been made is amazing, and the future possibilities almost beyond the reach of the imagination. The present World War has utilized factories producing radios for commercial use as war plants for war production. As yet the many progressive improvements that have been made are military secrets, but it is generally agreed that the radio of tomorrow will have far more possibilities than that of today. One thing that is mentioned frequently is that television will be used and made practicable in the homes and schools of the nation. What this will mean to education can well be pictured. Take, for example, a lecture on the people of Norway and their ways of living. As presented today the talk will appeal only to students who have a teacher that has prepared a receptive background study. But accompany this talk with pictured scenes direct from the land itself and the dullest student in the class will sit up and take notice. Pupils in remote, far-away schools will be able to see and hear the launching of great ships, the noise and stir of famous gatherings, and the thousand and one interesting daily experiences presented daily in newscasts all

over the world. Surely, the opportunities that the radio of tomorrow will present to school children are almost fantastic in consideration.

CHAPTER IV

A SURVEY OF THE HISTORY OF EDUCATIONAL BROADCASTING IN TEXAS AND THE EXTENT TO WHICH SCHOOLS ARE USING IT

According to a recent survey, the development of interest in the educational possibilities of radio has been more rapid within the past few years in Texas than in any other American state.¹ Not only has interest been shown in educational broadcasting by educators and broadcasting companies, but also a concerted, well-planned effort has been made to inaugurate and carry on a state-supported plan for broadcasting supplementary programs to the school children of all Texas. The purpose of this chapter is to make a brief survey of the history of educational broadcasting in Texas and the extent to which the schools have availed themselves of the privilege.

Since 1933 the Texas Department of Education has made use of the radio for its public-relations work, using station KNOW, Austin, and the state-owned station, WPAW,

¹Carroll Atkinson, "Radio in Texas," Texas Outlook, XXII (February, 1939), 9.

College Station, operated by the Agricultural and Mechanical College. Weekly programs have been given over each station. The series broadcast over WTAW also has gone on the air over the Texas Quality Network consisting of Stations KPRC, Houston, WFAA, Dallas, and WOAI, San Antonio. These programs have been almost altogether talks and speeches by educators.

Texas occupies one twelfth of the land area of the United States, and this large size makes some division necessary for administrative school purposes. For this purpose the state has been divided into twenty-four supervisory districts. During the 1937-1938 school year, there were public-relations programs being carried on over the radio in at least sixteen of these districts. These programs differed in nature and type, but their primary purpose was to bring both students and teachers and other educators before the microphone in the creation of a better understanding of the schoolwork among the people.

At this time there were forty-four Texas school systems representing population centers of eight thousand or more.² A survey of these schools showed that thirty, or sixty-eight per cent, of them reported some regular use of the radio in classroom work. Thirty-two schools (seventy-three per cent) did some broadcasting during 1937-1938, and

²Ibid.

thirteen (twenty-nine per cent) offered programs on definite schedule.

More use was made of the radio in the large city systems than in the smaller schools. Most of the ninety-three white and colored schools of Houston used radio programs in class work. Music, debating, and spelling contests were the main broadcast subjects. Nearly all of the Dallas public schools were equipped for some radio reception, and educational features were used to some extent. Of the sixty-eight schools in the city, all but eight elementary schools were equipped with radio in the auditorium. Except for the senior high schools, few of the schools had equipment for reception in the individual classrooms.

In San Antonio during 1938-1939, faculty radio committees sponsored and encouraged the use of educational broadcasts. Mock news releases were put on by the students, and in one instance one school had a regular weekly news broadcast lasting for ten minutes. These broadcasts consisted of selected current events discussed during the week by the class broadcasting. Fort Worth did not have many radios in its public school system, but Parent-Teacher Associations had made them available to some schools. These that had the equipment facilities listened to weekly broadcasts carried on by the various Fort Worth schools over commercial stations of the city.³

³Ibid.

Beaumont has been most progressive in its use of the radio. All of the public schools in 1938-1939 were equipped to make use of radio programs in classroom work, with public address systems in all junior and senior high schools. The work was developed through the weekly meetings of the administrative council, where consideration was given to forthcoming educational broadcasts. Programs considered of interest to the students and of supplementary value in teaching were studied, and recommendations were made for teachers to use them. During the 1935-1936 school year the schools presented weekly broadcasts over the local station, but abandoned the program because of lack of interest and the heavy addition it made to the superintendent's duties. Galveston public schools, using pupils from all grades, broadcast a weekly program on definite schedule. This program, however, was not so much for the schools as it was for the patrons to acquaint them with the work being done by the children in the schools. A high school speech group broadcast weekly programs in the Waco public schools.⁴

Wichita Falls public schools made weekly broadcasts over the city's radio station. One school presented the program one week, then another school the following week, in rotation so that all schools were represented on the air. Laredo public schools had a new high school fully

⁴ibid., p. 10.

equipped with radios, but proximity to the Mexican radio stations prevented the reception of such programs as the American School of the Air and the Damrosch programs. The Radio Guild of the Tyler Senior High School presented thirty-minute weekly programs throughout the 1937-1938 school year. Under faculty sponsorship, only high school students appeared on these programs. Students were used as announcers, masters of ceremony, and in musical numbers. School news and campus gossip were regular features of the broadcasts. Paris High School, during 1937-1938, broadcast a weekly fifteen-minute program over the local station each Thursday at two o'clock.⁵

All of these activities and the interest shown therein encouraged the State Department of Education to make an effort to inaugurate and continue an educational broadcasting program designed directly for supplementing the regular activities of the classroom. The Superintendent of Instruction for the state of Texas called a number of educators together and an organization was formed for this purpose. The organization consisted of representatives of the State Department of Education, the University of Texas, the Agricultural and Mechanical College, the North Texas State Teachers College, Texas State College for Women, the Texas Congress of Parents and Teachers, and the Texas State

⁵Ibid.

Teachers Association.⁶ These cooperating institutions agreed to furnish such specific services as educational planning, production, and research free of charge, but there were other necessary services which cost money -- script writing, lines within the network, secretarial work, and miscellaneous expenses. Since the state had no money appropriated for such services, the organization appeared to be doomed before it got started, but Carl Hoblitzelle, president of Interstate Theatres, Dallas, donated the funds for the work of the first biennium. The Texas School of the Air was ready for its initial venture into the field of educational broadcasting. Its announced purpose, in the words of its sponsors, was:

The purpose of the Texas School of the Air is to prepare and present, through the cooperation of educators and broadcasters, educationally and socially desirable radio programs to supplement the public school curriculum and to meet a felt need in adult education. The ultimate objective of all programs is to provide educative experiences that will serve "to increase knowledge, to cultivate discernment, appreciation and taste, to enrich character by inspiring social ideals that may result in constructive citizenship."⁷

Five classroom series of twenty-six programs each in the five major core areas of the public school curriculum, namely, language arts, social science, natural science,

⁶The Texas School of the Air, Teacher's Manual and Classroom Guide, Bulletin 411, Texas State Department of Education, p. 11.

⁷Ibid., p. 12.

music, and vocations were to be offered.

Each classroom series was to be planned by a committee of selected teachers and authorities in the subject matter to be presented in the broadcasts. This committee was to select the major theme, the curricular materials and teaching techniques, and determine the purpose of the individual broadcasts and of the program as a whole. Production of all programs was to be under the direction of trained and efficient radio broadcasters. The facilities of the Texas Quality Network and of Station KGNC, Amarillo, were to be used.

The public schools of the state were invited to become members of the Texas School of the Air. There was to be no membership fee, but each school must meet the following requirements for membership:

1. Classroom radio equipment must be installed.
2. The school must make regular use of radio in classroom instruction.
3. The programs of the Texas School of the Air must be correlated with the present state curriculum.⁸

Every program of the Texas School of the Air was to be recorded. These transcriptions were to be placed on file in the State Department of Education, where they would be available to schools and for demonstrations, at a reasonable price. In order that the teachers of the state might utilize the radio broadcasts and integrate them with the work

⁸Ibid., p. 14.

of the classroom, a Teacher's Manual and Classroom Guide, outlining the proposed programs, was to be published and distributed to the teachers. This manual would give complete information about the Texas School of the Air, with references, teaching aids, and suggestions pertaining to additional programs. In addition to this service, visual aids -- motion pictures, slides, strip films, opaque materials, maps, and graphs -- were to be prepared as supplementary material for the programs.

Motivation and inauguration of such an ambitious program would have been pointless unless some provision was made for evaluating the worth of the experiment or determining the degree to which it was used by the schools and whether desirable objectives were retained. Under the direction of the University of Texas, a research project was to be carried on for evaluation of the broadcasting program and to determine the effects of radio listening on reading habits and learning. A. L. Chapman of the University staff was selected to supervise the research project and the evaluation study.

In the first Manual issued to the teachers, the following directions and suggestions were given:

The actual listening to the broadcast is only a part of the entire learning situation. The pre-broadcast preparation of the class to listen to the broadcast is only a part of the entire situation, but this pre-broadcast preparation and the follow-up

activities are essential elements. The teacher must familiarize herself with the nature of the program to be presented and with supplementary materials to be used. These materials should be ready at the time of the broadcast and the teacher should have made tentative plans for their correlation.⁹

The programs as planned and presented were broadcast daily from 1:15 to 1:30 p. m. On Monday a social-relations program presented by the Radio Workshop from Dallas and Fort Worth was broadcast. Dramatizations based upon selected children's stories with social themes pertinent to good citizenship were chosen for presentation to the elementary grades. The following list shows the stories that were broadcast the first year of the Texas School of the Air:

"Lassie Come Home."

"Columbus Sails."

"Blue Willow."

"Legend of Sleepy Hollow."

"Mother Carey's Chickens."

"A Tale of Sergeant York."

"Our Pilgrim Fathers."

"Swiss Family Robinson."

"The Blue Bird."

"Christmas Nightingale."

"The Angry God and the People of Corn."

"Boy with a Pack."

"Thor's Visit to the Giants."

⁹Ibid., p. 19.

- "High Water."
- "A Dutch Boy Fifty Years After."
- "A Midsummer Night's Dream."
- "How Robin Hood Became an Outlaw."
- "Father of Our Country."
- "The Blue Bonnet."
- "The Cat Who Went to Heaven."
- "Down, Down the Mountain."
- "Riding West on the Pony Express."
- "The Liberator."
- "Pedro's Pirate."
- "Seraphina Todd."
- "Pecos Bill."

It can be seen that in the preparation of the stories, the ones to be used were selected for their entertainment value, for their literary qualities, for appropriate occasions, and for the attitudes and aptitudes possible to develop from them.¹⁰

"Open Your Eyes" was Tuesday's natural-science broadcast. It was presented by the North Texas State Teachers College and the Texas State College for Women. A central group of characters, composed of a Texas boy and his sister, their classmates, their teachers, and their parents, as well as a Negro maid, formed the nucleus for dramatizing adventures

¹⁰Ibid., p. 24.

in learning for elementary grade pupils. The adventures were intended to get the children to "open their eyes" to the ordinary things around them in their everyday life. The following list of titles¹¹ gives some indication of this type of broadcast:

"Entering the Aluminum Age."

"Maps."

"Cotton."

"Figures of Speech."

"Books."

"American Junior Red Cross."

"Tides and the Moon."

"Soy Beans for Food and Industry."

"The Vitamin Land of Texas."

"What We Defend."

"Clocks."

"Bread."

"Soap."

"Cellophane."

"Stamp Collecting."

"Bells."

"Indian Tribes in Texas."

"Contributions of Mexico to Texas Civilization."

"Gardens."

¹¹Ibid., p. 54.

"Tramp, Tramp, Tramp, the Shoes Are Marching."

"He Waddles When He Walks."

"Barnacles."

"Caves."

"Conservation."

"Safety."

"Backward Glance over Traveled Roads."

While the teachers were asked to follow the manual in the main, discretion was advocated. Teachers, according to their needs and interests, could adapt the program in any way to their own particular situations.

Wednesday's broadcast was "Reading Is Adventure." This was a language-arts series presented by the University of Texas, and dramatizations and discussions were based upon books selected by junior and senior high school pupils. The programs were designed to stimulate pupils to read more widely and discriminately. Fifteen books¹² were selected for use the first year, as follows:

Just for Fun.

Frontlines of Freedom.

Cactus, Coyote, and Cowboy.

Amigos del sur.

Other People's Lives.

¹²Ibid., p. 82.

So That's Poetry.

Mysteries Solved and Unsolved.

Footprints on the Sands of Time.

Animal Friends and Heroes.

Wish You Were Here.

Problems of the Daily Diplomat.

Keep 'Em Flying.

Other People's Thoughts.

In the Realm of Whodunit.

On the High Seas.

Significant episodes in the book were dramatized in such a manner as to create suspense and arouse interest in knowing more about the story, the characters, and the ending. The ultimate aim was to get the children to read books that were worthwhile as well as entertaining.

Thursday's broadcast was "Jobs Ahead." This was a vocational guidance series presented by the Agricultural and Mechanical College of Texas, and dramatizations and discussions were based upon occupational opportunities and requirements for success in the major vocations. Grade level was for high school students and adults. The first series dealt "mostly about people," and was given under the following titles¹³:

¹³Ibid., p. 99.

"The Ground Beneath Your Feet."

"The Color of the Collar."

"Brass Tacks."

"The Little Things."

"Two and Two and Then Some."

"Quicker Than the Eye."

"The Horse Traders."

"The Button Pushers."

"The Seekers."

"Mightier Than the Sword."

"Bread upon the Waters."

"Beauty in Overalls."

"Shooting the Sun."

The second series of the broadcasts dealt with the job situation and the following titles¹⁴ indicate the nature of the programs:

"Folks, Facts, and Fancies."

"Uncle Sam's Labels."

"The Professions."

"The Boss Does a Job, Too."

"Clerical and Sales Jobs."

"Craftsmen."

"Operatives."

"Domestic Service."

¹⁴Ibid.

"Protective Service Workers."

"Other Service Workers."

"Laborers."

"A Peek Inside."

"Prescription for a Job."

The purpose of these broadcasts was to stimulate an accurate self-analysis, and to supply relevant data about the workaday world.

Friday was music day for the broadcast. A music series was presented for the public schools from the University of Texas, and was designed for the upper elementary and junior high school students. The series was divided into three parts: vocal music, instrumental music, and folk songs and dances programs. The objectives for the series were:

1. To induce the student to discover the place of music as a functional part of life.
2. To provide enjoyable experiences in music.
3. To encourage children to participate actively in music.
4. To inspire children to enhance and improve their musical discrimination.¹⁵

The list of vocal music programs used in the broadcasting was composed of the following topics¹⁶:

"Music Is Yours."

"Your Voice and Mine."

¹⁵"Texas School of the Air Program," Texas Outlook, XXVI (September, 1942), 25.

¹⁶The Texas School of the Air, Teacher's Manual and Classroom Guide, Bulletin 411, Texas State Department of Education, p. 131.

"Living Songs."

"Singing Together."

"Songs from Opera."

"Songs of Today."

"Sacred Song."

"What Song Is This?"

"Christmas Songs and Carols."

"Christmas Program from Radio House, University of Texas."

Instrumental music programs¹⁷ were:

"Yesterday's Orchestra and Today."

"The Violin Family."

"The Violin Family" (continued).

"The Woodwind Instruments."

"The Woodwind Instruments" (continued).

"The Brass Family."

"Woodwind and Brass Combined."

"The Full Orchestra."

Folk songs and dance programs¹⁸ were:

"Cowboy Songs."

"Negro Folk Music."

"Negro Sinful Music."

"Mexican Folk Music."

"English-Scotch-Irish Folk Music."

¹⁷Ibid.

¹⁸Ibid.

"French-German-Czech Folk Music."

"Dances."

"Quiz Program."

At the end of the school year of 1941 an appraisal was made of the results accomplished from the above series of programs. At that time more than one thousand schools had joined the Texas School of the Air as bona-fide members, and the programs had been used in more than three thousand schools as a supplementary aid to learning, with increasing satisfaction to both teachers and pupils. In the spring of 1941 the Texas State Department of Education conducted a survey of audio-visual education in approximately five thousand Texas schools to determine, among other things, the number and types of schools actually using the programs of the Texas School of the Air to supplement regular classroom work. The results, in brief, of this survey were as follows:

1. Number of schools reporting data.....	3,616
2. Number of schools reporting the use of classroom radio equipment.....	3,073
3. Number of schools reporting regular classroom use of the programs of the Texas School of the Air.....	2,765
4. Approximate number of teachers and pu- pils in schools reporting the use of Texas School of the Air programs:	
Teachers.....	20,000
Pupils.....	500,000 ¹⁹

¹⁹Ibid., p. 16.

These figures were based upon the number of schools that returned the questionnaires sent out by the State Department of Education.

The conclusions reached from the survey of the use that Texas schools made of the Texas School of the Air were:

1. Two schools out of every three in Texas have radio equipment.
2. More than fifty per cent of all schools in Texas now use the programs of the Texas School of the Air to supplement regular instruction.
3. Approximately ninety per cent of all schools in the primary coverage of the Texas Quality Network, that have radio equipment, use the Texas School of the Air programs.²⁰

The Forty-seventh Legislature of Texas recognized the success of the Texas School of the Air and its possibilities as an aid in educating the school children of the state. It passed an act appropriating funds for the 1941-1943 biennium with which to establish a department of radio education in the State Department of Education, of which the Texas School of the Air is an integral part.²¹ With state support, radio education in Texas was now able to carry on and to look forward to the future with increasing fields of service.

The same general plan was followed in the new biennium for the Texas School of the Air. The broadcasts were divided into the same sections as previously: "Stories Plus," "Open Your Eyes," "Reading Is Adventure," "Jobs

²⁰Ibid.

²¹Ibid., p. 11.

Ahead," and "Music Is Yours." There was this difference, however: a world at war necessitated some change in the general viewpoint governing the selection of materials for all the programs. The Texas Outlook has this comment:

A radio program tailored especially for Texas' wartime children will hum over the airways next fall when the Texas School of the Air resumes its daily classroom broadcasts, according to Dr. L. A. Woods, State Superintendent of Schools. "Stories Plus," the popular Monday program, will be redesigned to fit the primary level and to give these small children emotionally satisfying stories to prevent war hysteria or injurious nervous strain.²²

The other programs were likewise to be given special attention and revised to meet changing needs in educational broadcasting programs. The Tuesday series, "Open Your Eyes," was designed to supplement the science program of elementary schools. Wartime needs were stressed in the Thursday series, "Jobs Ahead." "Music Is Yours," the Friday series, which received a citation of honor in the Sixth Annual Exhibition of Recordings of Educational Radio Programs at Ohio State University, Columbus, Ohio, followed the new spirit dominating the programs and broadcast musical selections designed to spiritually alleviate the problems facing young America in a time of war.²³

Curtailment of the manufacture of radios, due to wartime needs, will no doubt retard the expansion of the use of the Texas School of the Air during the duration. The

²²"Texas School of the Air Has New Series," Texas Outlook, XXVI (August, 1942), 32.

²³Ibid.

future of educational broadcasting, however, is so full of possibilities as to be almost beyond present imagination. There is no doubt that wartime experiments are going to revolutionize radio broadcasting in the future; in spirit and in equipment, the schools of the nation will take advantage of every new invention. The successful contributions of educational broadcasts over the nation and in Texas have demonstrated that radio has a definite place in the schools, and point to the conclusion that the use of radio as a technique in instruction is now firmly established in the minds of both educators and laymen.

Late surveys made by Texas educators on the increased use of radio broadcasts substantiate the above statements. The Texas School of the Air conducted a survey²⁴ of 6,750 school units during the month of May, 1943, to determine, among other things, the number of schools, classes, and pupils and teachers using the Texas School of the Air broadcasts during the 1942-1943 school year. A school unit means an elementary, junior high, or senior high school.

The survey showed that out of the 6,750 units surveyed, 4,725 used the broadcasts. Approximately 26,625 classes utilized the broadcasts, and 750,000 pupils were thus reached. A number of school units, 1,147 in all, reported no radio

²⁴"Texas School of the Air Survey," a mimeographed sheet issued by the Texas State Department of Education, 1943.

facilities for receiving programs, but expressed a desire to use the broadcasts. Three hundred and thirty-seven school units reported inability to use broadcasts because of schedule conflicts or other causes. The number of counties represented by school units reporting was 205. Those counties outside the coverage area of the Texas Quality Network were not included in the survey.

Another survey has dealt with the adult audiences of the Texas School of the Air. Hooper,²⁵ in 1942, made a study of adult listeners to the School of the Air program, and he found that forty-three per cent of all radios tuned in during the survey were listening to it. This was a high rating for an early afternoon program. Thus it is clear that the radio broadcasts of the Texas School of the Air are reaching a high percentage of the students and their parents.

²⁵John W. Gunstream, "Largest School of the Air Begins Fourth Year," Texas Outlook, XXVII (March, 1943), 44.

CHAPTER V

CONCLUSIONS

This study has been a survey of educational broadcasting in the schools of the United States, with particular attention being given to the broadcasts in Texas schools. The following conclusions have been reached from the study:

1. Educational radio broadcasts have the same general purposes as education.
2. Educational broadcasts supplement regular classroom work and aid in correlating different phases of the school program.
3. Educational broadcasts serve to give the children a more intimate acquaintance with other parts of our country and other parts of the world.
4. Radio may increase the number, variety, and intensity of children's interests.
5. Initiation of educational broadcasts in the schools of the United States has been attended with many difficulties, but steady progress has been made. Lack of funds for sponsoring broadcasts, and lack of facilities for receiving broadcasts in the schoolroom have been the major factors retarding the movement.

6. A well-planned effort has been made by the State Department of Education in Texas to inaugurate and carry on a state-supported plan for broadcasting supplementary programs to the school children of all Texas.

7. The Texas School of the Air was inaugurated in 1938, and a recent survey of the results of this program show that:

- a. Sixty-six and two thirds per cent of the schools in Texas have radio equipment.
- b. More than fifty per cent of all schools in Texas use the programs of the Texas School of the Air to supplement regular instruction.
- c. Approximately ninety per cent of all schools in Texas within the primary coverage of the Texas Quality Network that have radio equipment use the Texas School of the Air programs.

8. The general conclusion reached from the study is that educational radio broadcasting has achieved itself an integral place in the curricula of the nation's schools. It has grown steadily, in spite of numerous difficulties, and progress is being made every day in improving and extending its advantages. Its importance in the future can hardly be over-estimated or imagined, because of the many

scientific discoveries being made and the intensive research that is being conducted. The schools of tomorrow will, in all probability, be altogether different from those of today, and one of the major causes of the forecast differences will be educational broadcasting.

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