DOES RADIO HAVE A PLACE IN THE ELEMENTARY SCHOOL CURRICULUM

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DOES RADIO HAVE A PLACE IN THE ELEMENTARY
SCHOOL CURRICULUM

THESIS

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MASTER OF SCIENCE

By

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Mineral Wells, Texas
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CHAPTER I

INTRODUCTION

How the Writer Became Interested in the Study

The present study grew out of the writer's thirteen years of experience of teaching in the elementary school, and a desire to evaluate an activity, which had become a "must" to the eighth-graders of a particular system. Each spring brought this cry, "Please, may we have a radio program like the others had?" The class, used in this study, had the reputation of being unusually slow. It was understood that the teacher must use all of the motivation possible. The question in the mind of the writer was, "Will the time spent in an organized radio activity provide a part of the needed motivation?"

The Purpose of the Study

"No curriculum worthy of the name can remain static while an ever-changing society makes new demands upon its members."

Would a well-organized listening and broadcasting radio activity do its part to avoid a static curriculum and meet the demands of a modern society? Would this activity help promote a dynamic school program? Would

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this pupil-interest make any noticeable contribution to a richer, well-rounded curriculum? Could this use of the radio have any effect upon the ambition, behavior and learning of the child? If it had any effect, could it be determined and measured in such a manner as to draw reasonable conclusions?

It is generally conceded that the pupil learns more quickly, if his interests are properly guided, and if proper motivation is used. The purpose of this study is to see if the use of the radio, for listening and broadcasting, could cause the child to go about his school activities with a purpose. There should be a reason for collecting, evaluating, and organizing facts.

Tests have been constructed that measure, with some degree of accuracy, certain attributes of individuals. Likewise, one is able to find numerous standardized achievement tests, which will determine the extent of advancement made in certain fields. The purpose of this study is to compare the measurable responses of the children, who have had the radio activity, with those who have not had this experience, to see if there are any appreciable differences.

The Scene of the Experiment

This study was made in the elementary schools of Mineral Wells, Texas, which is a thriving inland town with a population of approximately ten thousand in the year 1948. The
radio station used was KORC, which had been in the city only a few months when this study was conceived and originated. This new station offered time, free of charge, to any school group that would be totally responsible for a fifteen minute program each week.

The pupils of two eighth grades of this small city system were used in this study. For convenience the grade having the radio activity will be referred to as Group 2 or the experimental group. The class which followed the traditional curriculum will be known as Group 1 or the controlled group. Three grammar schools and one high school were conveniently located in the city to accommodate the public. The location of a large army training camp in this place made more building space necessary. However, this growth in the school plant was equally distributed throughout the city. No school had better facilities than any other school.

How the Study Was Initiated

In this particular system, there were three grammar schools, each of which had one section of the eighth grade. The two groups chosen for this study were judged to have equal physical and social opportunities. The writer secured the consent of one of the other eighth-grade teachers to help with the experiment. Her group was to be the controlled group. The superintendent of the city schools rated the three eighth-grade teachers equal in training, teaching ability, and personality.
In order to have further evidence of the equality of the two grades used in this study, a Range of Information Test and the Harlow Battery Achievement Test, Form I, were given. These tests were given by the respective teachers of each grade. This seemed to be the best plan to follow in order to have the most natural situation for testing. It is well to note at this point that when the study began the controlled group had an enrollment of sixteen, and the experimental group had twenty-four. Within a very short time both grades had about the same number of members. The average class membership for both groups throughout the year was twenty-three.

Table 1 shows that a greater number of the pupils in the experimental group made a score of 90-100 than did the other group. However, the class averages on this Range of Information Test were unusually close. The class average for the controlled group was 83; that for the experimental group was 81.5. It will be noted on the Range of Information Test shown on page 34 in the Appendix that the highest possible score was 100.

There were two purposes for giving the Harlow Battery Achievement Test, Form I, in September. First, the writer wanted to graph the results of the first test in order to find more evidence of the equal rating of the groups. This result is shown in Figure 1. Second, a comparison of the scores, made on Form I, given in September, with those made
TABLE 1
DISTRIBUTION OF GRADES MADE BY THE TWO GROUPS
ON THE RANGE OF INFORMATION TESTS

<table>
<thead>
<tr>
<th>Grades</th>
<th>Group 1</th>
<th></th>
<th>Group 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>100-90</td>
<td>3</td>
<td>18.7</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>90-80</td>
<td>2</td>
<td>12.5</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>80-70</td>
<td>5</td>
<td>31.2</td>
<td>5</td>
<td>20.8</td>
</tr>
<tr>
<td>70-60</td>
<td>1</td>
<td>6.2</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>60-0</td>
<td>5</td>
<td>31.2</td>
<td>5</td>
<td>20.8</td>
</tr>
</tbody>
</table>

on Form II, to be given in May, would measure the advancement made during the nine months.

This test was divided into three major divisions, Language Arts, Social Studies, and Arithmetic. For this study only English, Word Meaning, Reading Comprehension and History were used. The English tests deal primarily with grammar. The Word Meaning test has to do with correct word usage. Reading Comprehension is an excellent silent reading test. The History phase of this test is purely objective.

Evidence that the groups under study were equated groups is shown in Figure 1. There is no noticeable difference in their averages, except in the Word Meaning test.

This suggests that the controlled group was unusually high in the understanding of words, but was not able to use them in reading comprehension. Whereas, the experimental class raised the score for reading comprehension above that for word meaning.
<table>
<thead>
<tr>
<th>English</th>
<th>Word Meaning</th>
<th>Reading Comp.</th>
<th>History</th>
<th>Edu. Age</th>
<th>Chron. Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14.6</td>
</tr>
<tr>
<td>40</td>
<td>Norm for End of 8th Grade</td>
<td></td>
<td></td>
<td>13.10</td>
<td></td>
</tr>
<tr>
<td>35 -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13.6</td>
</tr>
<tr>
<td>30 -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig. 1.—The comparison of the class average made by Groups 1 and 2 on the Harlow Battery Achievement Test, Form I, given in September.

Soon after the above mentioned tests were given, a test to determine behavior problems among the children was used. It was hoped that by checking the behavior problems of each child at the beginning and close of the year, changes in behavior of the pupils, if there were any, could be measured. The Haggerty-Olson-Wickman Behavior Rating Schedules were used in this study.

**Children's Attitude toward Activities Undertaken in Study**

The children were accustomed to taking tests. The Harlow Battery Achievement Tests had been given the preceding year. Previous to that time the Harlow Achievement Tests had been used.
When the radio charts, one of which is shown in Table 5 in the Appendix, were posted in each room, the pupils became curious. A frank explanation of the purpose and planned activities was given them and their response to the explanation was very favorable. They showed a great interest in the plans for the year, and displayed a feeling of pride in having an opportunity to help with a worthwhile study.
CHAPTER II

RADIO ACTIVITIES OF GROUP 2

It has been previously stated that Group 1 carried on
the work of the eighth grade in the traditional manner,
without the use of the radio. This chapter is to deal pri-
marily with the activities of Group 2, whose integrated
program was built around the use of the radio. The two
phases of the "use of the radio," with which this study is
most concerned, are listening and broadcasting.

Near the end of the first week of school, the pupils
of the eighth grade had completed the organization of a
make-believe city, and had drawn up some aims for its citi-
zens. Alamo City was selected as the name of the newly
organized city. The officers chosen corresponded to those
of any incorporated town: mayor, health officer, chief-of-
police, secretary, welfare chairman, publicity chairman,
and all the officers and committeemen necessary to run this
make-believe city. The goals for the citizens of Alamo City
ranged from city welfare work to a weekly broadcast over the
local radio station.

The mayor presided over the meeting, which elected a
radio committee to contact the management of the local
station and secure broadcast time. The citizens discussed
points of courtesy, tact, and approach which the committee should remember. If time were given, the station would want to know the name of the program to be published on their radio-log.

What should this name be? It must be striking, they all agreed. The type of program, of course, would determine the name to be chosen. One boy remarked, "So many people know so little about the history of our democracy, and so few people like to study history, I believe we would help make better citizens if we could have programs about history." This suggestion brought on a barrage of questions. Would the radio audience like history? Could we write interesting scripts on such a subject? Would it be possible to have a variety in the programs? What name could be given a program about history? Several periods were spent discussing these questions before the group decided the program should be named "History Can Be Fun."

When the committee made a favorable report to the class, a new problem arose. The program director of the local radio station suggested that the class choose a theme song, to be played by a pupil, and that a pupil be selected as an announcer. "School Days" was selected as the theme song, and a pianist and an assistant were selected. The selection of an announcer was not so simple. The class discussed desirable characteristics for a successful announcer. It was decided that this position should be filled on a competitive basis.
A date was set for the contest, which was opened to every citizen of Alamo City, but was not compulsory. Each contestant was to read a selection to the group. The winner was chosen on his ability to read well, his voice, his posture, and his interpretation of the selection he chose. Again the mayor presided, and the announcer and assistant announcer were elected. Never did the teacher take part in these elections except to guide in the correct parliamentary procedures.

Now the big problem was to prove that "History Can Be Fun." The question of how it could be done gave rise to days of worthwhile discussions. A score card was made by which all of their programs would be measured. The outlines of the history and civics texts were studied for what, at that early part of the year, seemed to be the most outstanding events in the growth of a democracy. As time passed, some chosen topics were replaced by what seemed to be more important ones. These topics were listed on the board, and assigned a date for broadcast. The first topic to be broadcast over the air was assigned for October 10, and all of the other topics were to be listed about five weeks in advance. Since there were twenty-three pupils in class, four or five pupils were assigned a particular topic to be used in the preparation of a script. Figure 2 is a photograph of the pupils as they were working on the scripts. The reader will observe that they worked in groups.
Fig. 2.--Writing the script

Writing the script was a problem which demanded hours of research and study of correct form. The class, as a whole, discussed types of programs which would assure variety and, at the same time, be appropriate for the theme of the broadcast. For example, the topic of the Declaration of Independence was presented in the form of a debate. The subject for this debate was "Resolved That the Colonists Were Justified in Declaring Their Independence from England." The story of early explorations of the Southwest was a playlet. The program given during Christmas holidays was "How Christmas Is Celebrated around the World." Members of the class represented some five or six countries, and told, in story and song, the history of Christmas in his native land. The group, which was to prepare a script for April 21,
asked the citizens to write about "My Favorite Texas Hero." The five best papers were to be read on the broadcast. This group also selected favorite Texas songs. These are only a few of the types of programs used. Of course, variety was not the only point to be considered in a script. Three of the scripts written by the pupils are in the Appendix.

It was the duty of each group to prepare the script for actual broadcast. The pupils had access to a good library, which was filled with priceless books for research. Mondays were set aside for script writing. However, a group could work any time its members were not otherwise engaged. The illustration on page 11 shows the pupils busily engaged in planning their work. The question of timing, form, conversation, choice of words, authenticity of facts, appropriate music and selection of characters was settled in these meetings. It was interesting to note the discussion concerning who should or could play the various parts. Usually, it took about two or three weeks to get a script ready for a final copy to be made. After carefully checking the script, one pupil was selected, by his or her group, to make a copy to be presented to the teacher. All scripts were typed for use in the broadcasts. Approximately thirty-two scripts were prepared and broadcast during the year. Not any two of these scripts were prepared by the same boys and girls. When a group finished its assigned task, each member
chose his place with another group, which was working on a topic of his interest.

It is hoped that the reader has not decided this activity was all reading and writing. Arithmetic had its place, too. A trip to the studio helped determine what properties were needed for rehearsals. The class figured the amount of lumber needed, and built all properties including tables and microphone stands. The microphone was suspended from its wooden stand by a string, making the height of the microphone adjustable. During some broadcasts the pupils were seated at a table, and for others they stood around the microphone. This equipment was kept in the music room, where all rehearsals were staged.

The first thirty minutes of each day were spent in rehearsing for broadcast. Poor readers were given individual help by the teacher or a classmate. All pupils worked on diction, correct pronunciation, expression, voice and speed of reading. If there were music, as there usually was, it was practiced too. In fact, twice each day the complete program was rehearsed. It was not long until each pupil had developed a consciousness for correct timing, position, voice, and interpretation. He accepted the responsibility that was his. Some of the real values came in rehearsals, because the pupils worked to overcome defects, and make their own best better.

Their reward came when a successful broadcast had been
completed, and when favorable response came from the community. The pupils were happy that they could make a worthwhile contribution to the life of the community. They thoroughly enjoyed their radio-participation activity, as is shown in Figure 3.

Fig. 3.—Broadcasting

The child of today is definitely radio conscious. Good or bad, no person can escape the influence of radio.

F. M. Branley said:

Part of the educational responsibility of the school is to acquaint the child with his environment. But more than this, the school is responsible for interpreting this environment and for giving the child an appreciation and perspective. This means the kind of appreciation that will enable the child to better enjoy living, and
ultimately contribute something worth-while to society.1

When the class made a set of criteria for their broadcasts, they began to measure programs, to which they listened, by it. Immediately, there came from the class such remarks as, "I don't like that program," or "Cavalcade of America was interesting last night," These statements led into a discussion of desirable and undesirable radio programs. There was quite a range of interests. The writer seized this opportunity to attempt to guide the pupils to profitable listening habits.

Table 5 in the Appendix shows a chart similar to the ones that were posted in each of the eighth-grade rooms. The pupils identified with a red mark the programs with which they were not familiar. Each pupil was asked to place a check in the proper column by his or her name, every time he heard one of the listed programs. It was the duty of the radio chairman of the experimental group to encourage regular checking of the chart.

Two programs on the chart were heard as a class activity. They were "History Can Be Fun" and "Texas School of the Air," The "History Can Be Fun" program was of their own making, and needed no follow-up, except to find the good and bad points. This they did, because it was a means of carrying

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1 F. W. Branley, "What Is Radio?" The Grade Teacher, LXV (December, 1947), 60.
out the motto they adopted at the beginning of their broadcasting. The motto was "Make each program better than the preceding ones."

Manuals for the "Texas School of the Air" were placed on the reading table and used before and after each broadcast. The "Story Parade" was primarily for younger pupils, but was heard regularly by the citizens of Alamo City. From this program they learned the art of telling a story well. It was interesting to listen for voice control, diction, expression, and sound effects. Their favorite programs of this series were "Reading Is Adventure" and "Music Is Yours."

Their schoolroom listening was not confined to these two series. Anytime a program of national, state, or local interest was on the air, the class heard it. It was determined by the entire class whether or not a program should be heard. These "unscheduled" listening periods proved very profitable, because they kept the class abreast with the times. The pupils felt that they were a part of the democracy in which they lived.

Every day some of the pupils reported a bit of exciting news or an enjoyable program they had heard. This contribution was not compulsory, but was encouraged. Sometimes it came in social studies lesson ("Cavalcade of America" or "CBS Is There"), sometimes in music, and many times concerning correct or incorrect English used on the air. The "listening" program made the curriculum for this eighth
grade a dynamic curriculum, because it was not a finished product as is the printed page. It could be changed.
CHAPTER III

RESULTS AND INTERPRETATION OF TESTS

Survey of Opinions on Radio

Late in the year, an outline concerning characteristics and values of good radio programs was given to each pupil of grades used in this study. The children were asked to give their own opinions on the various divisions of the survey. The purpose of this survey was to determine if there were any appreciable differences in the opinions of the class having radio to those of the group following the traditional plan. All pupils in both groups did not fill all blanks in the survey. The six most common answers given are listed in Table 2, in the order of importance given them by the pupils.

In the first section (A) of Table 2, Requirements for a Good Radio Program, the experimental group placed greatest value on "correct English" and "interesting"; the controlled group gave its highest vote to "interesting" and "comical." The two groups indicated the same two items, "pleasing voice" and "correct English," as the most important ones in section B. The figures of section C show a higher vote given by Group 2 on "Good I may gain from broadcasting." However, points 1 and 5 received the highest vote from both groups. This indicates both classes had about the same opinion on
<table>
<thead>
<tr>
<th>Items Listed</th>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Requirements for good radio programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Correct English.</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>2. Interesting.</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>3. Comical--clean humor</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>4. Musical.</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>5. Mystery.</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6. Educational.</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>B. Desirable qualities for announcer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Pleasing voice</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>2. Diction (good)</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>3. Correct English</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>4. Interest</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5. Accurate timing ability</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>6. Courtesy</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>C. Good I may gain through broadcasting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Voice control</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>2. Correct word usage</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>3. Possible training for vocation</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>4. Poise.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5. Quick thinking (on feet)</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>6. Sense of responsibility</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>D. Good I may gain from listening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Education.</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>2. Develops good listening</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>3. Recognition of correct English</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>4. Recreation</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>5. Evaluation of good programs</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>6. Appreciation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>E. Value to community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Latest news</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>2. Recreational</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>3. Educational</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>4. Weather forecasts</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>5. Emergency announcements</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>6. Religious broadcasts</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
what was most important. However, the fact that more members of Group 2 completed this section reflects that their experience in broadcasting caused them to see the values to be gained from such experiences. In section D, "Good I may gain by listening," more members of Group 2 filled blanks than did those of Group 1. Again, both groups agreed, to a marked degree, on importance of the same items, 1 and 2. It is evident that Group 2 seemed to have a greater appreciation for the values to be gained from listening to the radio. "Latest news" and "develops local talent" (section E) received the greatest emphasis from both groups. The opinions of both classes seem to be more evenly distributed in section E than in any of the others. This could be due to a study of the community in social studies, rather than to their having had or not having had a radio activity. The radio station was, at the time of the experiment, a young enterprise for this city, and it had the interest and good will of a large percentage of the population.

Better Listeners Chart

An effort was made to determine if the radio activity would have any measurable influence on the pupils' choice of programs. Would their standards for programs be influenced? Would they place greater values, educational and recreational, on some programs than on others? These values will change with individuals and time. To locate values independent of the valuer would be traditional. The modern education would
locate values in the organism of the valuer.\textsuperscript{1} What has values to do with the Better Listeners Chart? It was not the intention of the writer to force personal values on the pupils, but to guide the class into adopting values for the entire class. With this in mind the class was asked to select eight programs which it considered desirable. Out of this discussion came the programs listed in Table 3.

\begin{table}[h]
\centering
\caption{A RECORD OF NEW LISTENERS FOR GROUP 2}
\begin{tabular}{|l|c|c|}
\hline
Program & New Listeners & Per Cen of Class \\
\hline
Cavalcade of America & 8 & 34.7 \\
Quiz Kids & 12 & 52.2 \\
Telephone Hour & 11 & 47.6 \\
Can You Top This & 5 & 21.7 \\
Texas School of the Air & 23 & 100.0 \\
CBS Is There & 13 & 56.5 \\
History Can Be Fun & 25 & 100.0 \\
News Reports & 2 & 8.7 \\
\hline
\end{tabular}
\end{table}

Since the controlled group did not keep its record, this discussion will be confined to the results shown by the experimental group. Table 5 in the Appendix shows that every member of the class, except one, heard one or more of the programs, to which he had never listened.

It is conceded that family likes and dislikes might have determined the location of the dial on the family radio.

\textsuperscript{1}Brubacher, John S., \textit{Modern Philosophies of Education}, pp. 76-99.
However, most of the pupils of the experimental group reported they could hear programs of their own choice. It will be noted that news reports were heard more than any other program. Table 3 shows that only 8.7 per cent of the class were new listeners to the new reports. This is probably due to the popularity of news reports with the entire family. The next greatest per cent of new listeners was to the "CBS Is There" program. The fact that this broadcast deals with important historical events, and that the pupils' own program, "History Can Be Fun," also dealt with history, indicates their increased interest in history. The increase in listeners to "Texas School of the Air" and "History Can Be Fun" is not being considered in this discussion, because both were new and both were heard as a class activity. The first named program was new in that it was on the air only during school months.

Harlow Battery Achievement Tests

The greatest appreciable results in the experiment are evident in the facts shown in Figure 4. The group having the radio activity made measurable advancement in English, Word Meaning, Reading Comprehension, and History. The Word Meaning score for the controlled group raised from 38.5 in September to 49.2 in May. The differences in the class averages for the experimental group were not extremely great, but were consistent for all four fields of study used in the
<table>
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<th>Group</th>
<th>Comparison</th>
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</thead>
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<tr>
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<td>2</td>
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<td>History</td>
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<td>✗</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

*Fractions not shown.

Fig. 4.—A comparison of the class averages made by Groups 1 and 2 on the Harlow Battery Test, Form I (x), given in September, with the class averages on the Harlow Battery Test, Form II (#), given in May.

With the exception of the Word Meaning test, no measurable increase in the class averages was made by the controlled group. Their averages on Form II of the test were lower than the averages made on Form I. The futility of meaningless word drill is apparent in the results shown in Figure 4. The facts indicate that the pupils were not
able to make proper use of the words they had learned. Had this word-learning been a part of a purposeful activity, they probably would have raised the scores on all of the tests. An integrated program provides the most desirable learning situations. The measurable advancement made by the experimental group is a splendid example of such a program. The pupils of this group wanted to learn correct English, correct form, correct spelling, and wise choice of words in order to produce interesting scripts. In their search for authoritative historical facts to be used in the scripts, they developed the ability to comprehend that which they read. They learned to evaluate facts. Their reading was not all silent, because broadcasting necessitated oral reading. Those who were poor oral readers were not eliminated from broadcasts. Their first broadcast role was a minor one, and as they improved more reading on the program was given them. Each rehearsal brought more improvement for the readers. To do a broadcast meant more than calling words correctly; it meant reading a particular character into the words. This reading experience did much for the improvement made in the four tests given. These pupils wanted to learn history and the part it played in the growth of our democracy. They wanted to know it well enough to convince their radio audience that "History Can Be Fun." Table 6 in the Appendix shows that their class average in the history test was raised from 40.7, Form I, to 44.9, Form II.
Many factors could enter into these results, such as lack of interest, which is sometimes common among boys and girls of early adolescence. It cannot be said that the lack of the radio activity caused the low scores of the controlled group. Neither can it be said that the increase of class average for the experimental group was a direct result of their radio activity. However, it can be safely concluded that the motivation of such an activity would have much to do with the learning process.

Table 6 in the Appendix shows a comparison of the class averages for both groups with the score of an average eighth grade, as set up by the standardized achievement test. Both groups scored above these averages on every phase of the test in Form I and Form II.

The point with which this study is concerned is the comparison of the advancement made by the two groups. The advancements made by the radio-participating group were greater than that of the class not having this activity.

Behavior Rating Schedule

Haggerty- Olson-Wickman Behavior Rating Schedules were used in this study. The schedules are divided into two divisions, A and B. A will be considered first. The Behavior Problem Record, Schedule A, is a list of behavior problems which have been listed on the schedule in the order of their frequency, as reported for a group of elementary school
children. To use the schedule, the teacher records on it the problems manifested during her experience with each child. The frequency of occurrence of each problem determines the rating assigned. Each problem and each level of occurrence have been assigned a statistical weighting based on seriousness and frequency. The score for a child is the sum of the weightings for the problems recorded. High scores indicate the presence of numerous and serious problems, while low scores indicate the presence of few and less serious problems.

The Behavior Rating Scale, Schedule B, consists of a graphic rating scale for each of thirty-five intellectual, physical, social, and emotional traits. Below the scale for each trait appear five descriptive phrases to assist the rater in making a quantitative judgment. Schedule A is designed to locate problem children through a record of overt behavior problems, while Schedule B covers personal characteristics on a variety of traits, regardless of whether or not the behavior described would be called a behavior problem. The amount of each trait in Schedule B has been assigned a weighting in terms of its relationship to Schedule A.

The term "behavior problem" will be used to represent the discrepancy between the capacities of the individual to adjust himself, and the demands of his environment. Since it was necessary to get the behavior ratings of each child early in the year, and to hedge against the possibility of one teacher checking in such a way as to assure improvements,
the seventh-grade teachers, who knew the children well, made the first check of behavior in September. The second test was given late in May with the hope that the changes, if any, in behavior problems, could be detected. The respective eighth-grade teachers had a schedule for each individual in her class, and checked it, as behavior problems became evident.

Table 7 in the Appendix shows the scores made on the first and last ratings of all pupils of both groups. The overt behavior problems became more noticeable for some pupils; for some, there was noticeable improvement. Schedule A records the ratings of the items that indicate undesirable behavior, varying in seriousness. Cases 1, 5, 12, 9, 10, 11, 13, and 18 of Group 1 and cases 1, 2, 3, 8, 17, 18, and 19 of Group 2 showed evidence of becoming greater problems. This increase could be due to their being at that period of life when there is a physical change taking place. A child's entrance into adolescence is marked by physical and social changes. There were increases of behavior problems, listed on Schedule B, in both groups.

This study is primarily concerned with the measurable improvements made by these pupils. Table 4 summarizes these findings for both groups. Referring to Table 4 the reader will notice that 32.3 per cent of the controlled group made improvement in the behavior items listed in Schedule A. The pupils having the radio activity had 45.5 per cent of its
TABLE 4

DISTRIBUTION OF IMPROVEMENT SHOWN BY GROUPS 1 AND 2 ON THE HAGGERTY-OLSON-WICKMAN BEHAVIOR RATING SCHEDULES

<table>
<thead>
<tr>
<th>Rating Schedules</th>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupils</td>
<td>Per Cent of Class</td>
</tr>
<tr>
<td>Schedule A</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>Schedule B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td>II</td>
<td>6</td>
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<td>III</td>
<td>12</td>
<td>59.5</td>
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<td>IV</td>
<td>8</td>
<td>53.0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>59.5</td>
</tr>
</tbody>
</table>

Membership making improvement in the items listed in Schedule A. Division I of Schedule B has to do with intellectual traits. It was in this division that the experimental group had its greatest improvement—69.5 per cent of its membership showed improvement. There was not a great deal of difference in the per cent of class improvement experienced by both groups in Division II, which deals with physical traits. It will be noted that the controlled group had a greater percentage of class improvement in the social traits than did the other group. This was the division in which the controlled group had its greatest percentage of improvement. There was only 1.1 per cent difference in the increase of both groups in the emotional traits, Division IV.
CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

In this study differences were found in the improvement made in program evaluation, achievement, and behavior by pupils following the traditional curriculum and those having the radio experiences. Practically the only difference in the two groups on their opinions of radio and its value was the indication that the experimental group seemed to place greatest value on items that normally are considered of real educational value. In the survey the experimental group ranked "correct English" and "interesting" as the most important characteristics for a good radio program. In this same division the controlled group placed its emphasis on "interesting" and "comical." More pupils of the experimental group filled the blanks on the survey than did those of the controlled group. This could be due to their being more closely related to radio and its possibilities. The Better Listeners Chart held the interest of the experimental group from the time it was posted until the close of the school term. The other group kept its chart checked for a short time and then lost it. In all of the four fields checked by the Harlow Battery Achievement Test, the
pupils of the experimental group showed measurable advancement. On this same test the controlled group made lower scores at the end of the year than were made in September, except for the Word Meaning test. These was evidence that they knew words, but were not able to use them.

It was also apparent that behavior traits were improved during the course of the year. Group 2 had the highest percent of pupils showing improvement in five of the six divisions of the test. Group 1 excelled in improvement made in social traits. The radio-activity group had 10.2 per cent more of its members showing improvement on the total score for the Behavior Problems (Schedule A).

Conclusions

The results found in this study seem to justify the conclusion that radio activities can motivate learning. It may also be concluded that educators should accept the challenge thrust upon them by modern means of communication. Radio provides an educational medium radically different from the traditional methods of personal discourse and the printed page. Once a fact is printed there is danger of its becoming static. Radio is ever changing, and can do much to make the public school curriculum dynamic. All programs are not classed as educational, but in practically all programs there can be found a wedge which may open a way to the pupils' interest. Once the interest is found, values can be located. It is values not interests that motivate.
Another conclusion arrived at in this study is that it is reasonably safe to conclude that a radio activity can influence the behavior of pupils. They can be guided into more desirable intellectual, physical, social, and emotional traits through an activity in which they have a genuine interest, and one in which they can see real values.
APPENDIX
CHARACTERISTICS AND VALUES OF GOOD RADIO PROGRAMS

I. Requirements for a good radio program.
   A.
   B.
   C.
   D.

II. Desirable qualities for an announcer.
   A.
   B.
   C.
   D.
   E.
   F.

III. Value of radio to a community.
   A.
   B.
   C.
   D.
   E.
   F.

IV. Good I may gain from:
   A. Broadcast participation
      1.
      2.
      3.
      4.
      5.
   B. Good listening
      1.
      2.
      3.
      4.
      5.
RANGE OF INFORMATION TEST

1. Name all the large towns or cities you can think of in this state.
   (1)       (2)       (3)
   (4)       (5)       (6)
   (7)       (8)

2. Name all the kinds of automobiles that you know of besides Fords.
   (1)       (2)       (3)
   (4)       (5)       (6)
   (7)       (8)

3. Name all the kinds of fruits (or crops) that are grown in this state.
   (1)       (2)       (3)
   (4)       (5)       (6)
   (7)       (8)

4. Name all the games that adults play in this state.
   (1)       (2)       (3)
   (4)       (5)       (6)
   (7)       (8)

5. Name all the jobs or occupations that you can think of besides teachers.
   (1)       (2)       (3)
   (4)       (5)       (6)
   (7)       (8)

6. Give the names of five states that are close to this state.
   (1)       (2)       (3)
   (4)       (5)

7. Give the names of all the shade trees (not fruit trees) that grow in this state.
   (1)       (2)       (3)
   (4)       (5)       (6)
   (7)       (8)

8. Name eight things which people use to travel by from place to place besides bicycles.
   (1)       (2)       (3)
   (4)       (5)       (6)
   (7)       (8)
9. Name all the things for which buildings are used besides schools.

<p>| | | |</p>
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<tr>
<td>(7)</td>
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</table>

10. How much do we pay for:

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<td>(1) A daily paper</td>
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<td>(2) A small loaf of bread</td>
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<td></td>
</tr>
<tr>
<td>(3) A quart of milk</td>
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<td></td>
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<tr>
<td>(4) A pound of butter</td>
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<td>(5) A pound of coffee</td>
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</tr>
<tr>
<td>(6) A pair of shoes</td>
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<tr>
<td>(7) Postage to another state</td>
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<tr>
<td>(8) Air-mail postage</td>
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<td></td>
</tr>
<tr>
<td>(9) Rail fare to Albany</td>
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<td>(10) A new Ford sedan</td>
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TABLE 5
A RADIO-LISTENING RECORD FOR THE EXPERIMENTAL GROUP

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<th>Pupil</th>
<th>Cavalcade of America</th>
<th>Quiz Kids</th>
<th>Telephone Hour</th>
<th>Can You Top This</th>
<th>Texas School of the Air</th>
<th>CBS Is There</th>
<th>History Can Be Fun</th>
<th>News Report</th>
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<td>#</td>
<td>34</td>
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</tbody>
</table>

*Programs not previously heard.
#Programs heard in class.

aFigures represent number of times pupil heard programs.
### TABLE 6
A COMPARISON OF THE SCORES MADE BY GROUPS 1 AND 2 ON THE HARLOW BATTERY
ACHIEVEMENT TESTS, FORMS I AND II

<table>
<thead>
<tr>
<th>Score</th>
<th>Form I</th>
<th>Form II</th>
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<tbody>
<tr>
<td>Highest score made.</td>
<td>53</td>
<td>53</td>
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<tr>
<td>Average for eighth grade</td>
<td>32-50</td>
<td>32-49</td>
</tr>
<tr>
<td>Class average</td>
<td>41.6</td>
<td>38.5</td>
</tr>
<tr>
<td>Highest possible score</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Lowest score made.</td>
<td>10</td>
<td>24</td>
</tr>
</tbody>
</table>

**Group 1**

| Highest score made.          | 55     | 56      | 56      | 58    | 57     | 60      | 55      | 57    |
| Average for eighth grade     | 32-50  | 32-49   | 28-52   | 30-50 | 35-44  | 32-52   | 32-49   | 34-46 |
| Class average                | 41.6   | 45      | 39.7    | 40.7  | 45.4   | 47.4    | 40.2    | 44.9  |
| Highest possible score       | 60     | 60      | 60      | 60    | 60     | 60      | 60      | 60    |
| Lowest score made.           | 15     | 24      | 10      | 10    | 32     | 26      | 20      | 26    |
SCHEDULE A: THE BEHAVIOR PROBLEM RECORD

1. Disinterest in School Work
2. Cheating
3. Unnecessary Tardiness
4. Lying
5. Defiance to Discipline
6. Marked Overactivity
7. Unpopular with Children
8. Temper Outbursts
9. Bullying
10. Speech Difficulties
11. Imaginative Lying
12. Sex Offenses
13. Stealing
14. Truancy
15. Obscene Notes, Talk, or Pictures
SCHEDULE B: BEHAVIOR RATING SCALE

Division I  Intellectual Traits
1. How intelligent is he?
2. Is he abstracted or wide awake?
3. Is his attention sustained?
4. Is he slow or quick thinking?
5. Is he slovenly or careful in his thinking?
6. Is he mentally active or lazy?
7. Is he indifferent or does he take interest in things?

Division II  Physical Traits
8. Is he slovenly or neat in personal appearance?
9. How does he impress people with his physique and bearing?
10. Can he compete with others on a physical basis?
11. What is his physical output of energy?
12. Is he easily fatigued?
13. How does he impress you with regard to masculine or feminine traits?
14. Does he lack nerve, or is he courageous?

Division III  Social Traits
15. Is he quiet or talkative?
16. Is his behavior (honesty, morals, etc.) generally acceptable according to ordinary standards?
17. What are his social habits?
18. Is he shy or bold in social relationships?
19. Is his personality attractive?
20. How does he accept authority?
21. How flexible is he?
22. Is he rude or courteous?
23. Does he give in to others or does he assert himself?
24. What tendency has he to criticize others?

**Division IV  Emotional Traits**

25. Is he even tempered or moody?
26. Is he easily discouraged or is he persistent?
27. Is he generally depressed or is he cheerful?
28. Is he sympathetic?
29. How does he react to frustrations or to unpleasant situations?
30. Does he worry or is he easy going?
31. How does he react to examination or to discussion of himself or his problems?
32. Is he suspicious or trustful?
33. Is he emotionally calm or excitable?
34. Is he negativistic or suggestible?
35. Does he act impulsively or cautiously?
<table>
<thead>
<tr>
<th>Case</th>
<th>Group</th>
<th>Date of Birth</th>
<th>Age (Yrs. Mos.)</th>
<th>Schedule A</th>
<th>Schedule B</th>
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</thead>
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<td>I</td>
<td>II</td>
</tr>
<tr>
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*Table 7: Record of scores made by groups 1 and 2 on the Haggerty-Olson-Wickman behavior rating schedules.*
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*Top score for each schedule represents score for first checking, September.*

*Bottom score for each schedule represents score for last checking, May.*
HISTORY CAN BE FUN

Theme Song:
Engineer:
Announcer:

Greetings, friends. This is your fun program from Cullen Grimes School. What? You don't think history is fun? We are really having fun, while we learn all the interesting facts about history. Our class is finding it equally as interesting trying to find types of radio programs, which we think you will enjoy. Are we succeeding?

Frances Stephens, age 14, Jackie Kethley, age 13, Charlotte Murray, age 12, and Truman Owens, age 15, were assigned to prepare today's script and program for you. They wanted to be different, so they have an interesting panel discussion for us to enjoy.

The leader for this discussion is Frances Stephens.

The mike is yours, Frances.

Frances: Thank you, Bruce. We want to discuss some of the early settlements in America. As you know we—I say we with pride, because I think it is a real privilege to be a part of this great nation of ours—Well, as I was going to say, we have not always been a great nation. In 1607, the first permanent settlement was made. Truman, where was this first settlement?
Truman: Jamestown was the first permanent settlement. It got its name from King James, the great king of England.

Charlotte: I would like to ask this question, if I may. What happened that made Jamestown permanent, when many of the other early settlements vanished?

Truman: At one time the colony would probably have disappeared, had not a strong man, Captain John Smith, taken command.

Frances: Yes, he made the lazy people work. I guess his motto must have been, "No work--No eat." (laugh)

Charlotte, how did democracy get started in the colonies, and what does it mean?

Charlotte: Democracy was started in the Virginia colony in 1619, when the House of Burgesses held its first meeting. Out of this, and other similar meetings, grew the idea of a government of the people, by the people, and for the people.

Jackie: Someone tell me what the House of Burgesses was.

Truman: The House of Burgesses was a body of men chosen by the colonists to serve as their law-makers.

Frances: Were the Spanish governed like the English colonies?

Charlotte: The methods of rule were very different. The Spanish colonies were ruled by their king, while the English colonies helped rule themselves.
Truman: How did the people in these two colonies differ in religious practices?

Jackie: The Spaniards were forced to belong to the Catholic Church, and the English enjoyed religious freedom.

Truman: Where did the Spanish settle in the new world?

Charlotte: St. Augustine, the first Spanish settlement, was founded in 1565. It is the oldest city in the United States. It is in the present state of Florida.

Frances: In what section of the new world did most of the Spanish settle?

Truman: I think most of the settlements were made in Mexico and Texas.

Jackie: The Spanish were not able to do much about permanent settlements until the war-like Indians of Mexico were conquered. This task was accomplished by Cortes, a famous Spanish explorer.

Truman: Did he have much trouble conquering the Aztec Indians?

Frances: Yes, and no. They were defeated after two years of bloody war, which lasted from 1519 to 1521. Cortez and his men climbed to the high plains of the Aztecs, entered the city there, and captured the Indian king, Montezuma. Two years from the start of the conquest, Cortez was Master of Mexico. He destroyed the Aztec capital, and began to build the present Mexico City on the same site.
Truman: Why did the English and Spanish come to America in the first place?

Charlotte: The English came to America for freedom, fertile lands, self-government, gold, and adventure. The Spanish came to America for gold and adventure.

Frances: Did they find what they came for?

Jackie: Yes, the English found almost everything they came for. The Spanish found little gold, but they certainly did find adventure.

Frances: Speaking of adventure, I think it would be lots of fun and excitement to visit the state of Florida. Incidentally, who discovered Florida?

Truman: A Spanish explorer named Ponce de Leon discovered Florida, while seeking gold and the Fountain of Youth. He was killed, in 1521, by Indians, when he tried to make a settlement in Florida.

Jackie: I believe it was Narvaez, another Spanish explorer, who came to Florida to make a settlement. He went inland to find a location for his settlement. When he returned to the coast, he found all of his fleet gone.

Frances: It seemed that all efforts by the Spanish to settle in Florida were in vain. There were more successful in the Southwest. Will you tell us about the settlement of New Mexico, Charlotte?

Charlotte: In 1609 Spaniards from Mexico founded a mission called Sante Fe in what is now the state of New Mexico.
Then they tried, notice I said tried, to make the Indians give up their old religion. The missionaries found it hard to convert the Pueblo Indians. The Spanish also tried to compel the Indians to pay tribute. For many years the Indians did not resist. In 1680 the Indians rose, and drove the Spanish away. The houses and church buildings of the little mission were completely destroyed. Twelve years later, however, the Spaniards came back and persuaded the Pueblos to surrender. Santa Fe was rebuilt, and once more in the land of New Mexico the songs of the Christians were heard.

Jackie: Did the Spanish have anything to do with the settlement of Texas?

Frances: Missionaries from the New Mexico missions made many visits into what is now Texas. Spaniards from Mexico came to Texas to destroy a French expedition, which had landed in that region in 1685.

Truman: The settlements of Mexico spread until the Mexican frontier reached the Rio Grande. Then the Spaniards moved a second time into Texas. Beginning in 1715 they established several missions and forts in eastern Texas.

Jackie: While we are talking about Texas, let's sing our state song, "Texas Our Texas."

All: Yes, let's do.

Song:

Charlotte: When I was reading my history lesson the other day, I read something about the Mestizos. Who were they?
Frances: The Mestizos were neither Spanish nor Indians. They were of mixed blood—a mixture of Spanish and Indian. Both Indians and Mestizos lived under very poor conditions. They owned little or nothing. They are now known as Mexicans. I don't mean to leave the impression that all Mexicans have low standards of living. Those conditions existed years and years ago. Texas is proud of the friendly relations we enjoy with Mexico.

Truman: I've read that the work put on the Mestizos and Indians in the early days was really backbreaking. This, probably, was one cause of their lack of progress.

Jackie: Let's talk about something less heartbreaking.

(laugh)

Truman: Like what?

Jackie: Oh—the French.

Frances: In what ways were the French interested in the Indians?

Charlotte: The Jesuit missionaries came from France to North America for the purpose of converting the Indians to the Christian religion.

Frances: Jackie, since you were the one who suggested that we discuss the French, can you tell us of another reason for their interest in the Indians?

Jackie: I know that the fur traders went to trade with the Indians. It is an accepted fact that they went as far
north as the present state of Wisconsin. The French traded blankets, tools, utensils, and trinkets for furs. They were so successful with their trade that New France became the most important fur trading colony in North America.

Bruce: Frances, I hate to stop your interesting discussion, but I must. You know we must stop when the clock gets close to 1:45. Before we leave the air, I want to say, radio friends, that we have planned a very good program for next week about the American Indians. Won't you listen? Bye, now.

Theme song:
HISTORY CAN BE FUN

Theme song:

Engineer:

Announcer:

Greetings, friends. This is Bruce Harris, your announcer from Alamo City, bringing you "History Can Be Fun." For fear that you, radio friends, still aren't convinced that history can be fun, five citizens from Alamo City came with me today to prove that it is fun. These citizens are Faybert Dozier, Terry Quinn, Homer Ingle, Jimmy Price, and of course Norma Jane Ronhovde is at the piano.

I want to remind you that the historical skits presented on these broadcasts are written and prepared for radio presentation by members of the eighth grade. We work in groups of four or five. When one program is completed, the pupils are re-grouped, and given a new topic to prepare for broadcasts. We have worked hard to prepare some interesting programs for you, and we hope you don't miss a single one of them.

Today's skit takes us back into the sixteenth century. We are to go on an expedition with the Spanish explorer, Coronado. His travels and expeditions had as much to do with the history of our own-beloved state as they did that of the United States.

Go with me to a small, but serviceable home in Old
Mexico. I believe we can hear what Coronado is saying to his wife as he enters the home. Listen.

Coronado: Hello, dear, I'm home. Please have the maid pack a bag for me. I am to leave immediately on another expedition.

Wife: What do you mean, Francisco?

Coronado: I mean that I am going farther north into the new world, where I hope to find the seven golden cities. I have heard from many sources that the cities are really there. Won't it be wonderful if I can find these golden cities? You know this unexplored new world holds many opportunities for those who are willing to explore it.

Wife: But what will happen to me, Francisco? When you go on these expeditions, I am so lonely. Please don't go. So many things could happen to you, especially since you will be in uninhabited country.

Coronado: Don't worry, dear. I'll return safe, sound, and rich.

Announcer: And with these words plans got under way for Coronado's departure.

Only a few days passed until Coronado and his army of 300 men set out to find the famous cities. Cibola, the most famous of these cities, was their first goal.

They were able to travel very short distances each day. Often they rested many hours, during which time they planned and dreamed of the riches that would some day be theirs.
During one of these rest periods, Coronado called his men together, and made this statement to them:

"Men, Friar Marcos, the Franciscan priest, whom I sent to find real facts about Cibola, has returned. He says that he has found a beautiful city of wealth and riches, where the streets and houses are made of gold and precious jewels.---Let us not delay any longer---prepare to proceed at once."

Coronado and his faithful men traveled for many days, following the directions of Friar Marcos. At last the day arrived when they should view the city. Do you notice the joy and excitement in Coronado's voice as he speaks to his men? Listen. . . .

Coronado: Men, Friar Marcos has told me that the city before you is Cibola. Let us enter with care, for fear we will meet hostile Indians. Look--back of that tree--I see Indians. They seem to be a bit afraid of us. Move with caution, fellows.

Soldier: But, Captain, I see no streets of gold, nor any houses made of precious jewels. The houses around here are made of mud and thatch.

Coronado: I know it. That is all that I can see, too.

Look, some of his tribe are coming toward us. I shall talk to them, and see what I can learn about the cities for which we are searching.

Chief: How, Paleface!
Coronado: How, Mighty Chief! We came to see the treasures your beautiful cities hold. Of course, we came not to harm, but to admire them.

Chief: Here--Paleface, is treasure. This ring 'round my neck is my tribe's only treasure.

Coronado: But that ring is made of copper. Where is your gold?

Chief: Gold? No have gold.

Coronado: But, Friar Marcos, I thought you told me--

Friar Marcos: I know, Captain. From what the Indians said, I thought--

Coronado: The Indians? I thought you said that you saw the Golden--

F. Marcos: Well--I-I-I didn't, but--but--

Coronado: Friar Marcos, your services are no longer needed. You may return to Mexico immediately. (Pause) Now that he is gone, what do you men think we should do?

Soldier: I have found a slave, who has information about another city of gold. Here he is. Command him to tell you.

Coronado: Speak, slave. If you bring good news, I shall reward you.

Slave: Master, I know the way to Quivera, the largest of the seven cities. I was there many moons ago. It contains gold, precious jewels, and many wonders.
Coronado: Good slave, will you take me to Quivera?

I can not go back to my friends in Mexico, and tell them that I have failed. Faithful men, let's forget the disappointments, and go on our way with cheerful hearts. (Men sing Spanish song.)

Announcer: And with that we take leave of the famous Spanish explorer, Coronado, and his men.

We have learned that the army traveled for many days. They went into the vast wilderness, which is now Texas and New Mexico. In this wilderness they found Quivera. Again they were doomed to bitter disappointment, for the city contained no gold. It was a common-ordinary spot, typical of those times.

The slave was killed for having misled Coronado, and the expedition returned to Mexico—a failure. (Pause)

Carl Gene Merrell, a sixth grader of Cullen Grimes, hasn't found gold, nor any of the beautiful cities, but he has found a beautiful piece of music—"Eideiwise Glide."

Will you play it for us now, Carl Gene?

Piano selection;

Announcer: Thank you, that was beautiful. We want you to be on our programs again, Carl Gene.

Terry, since you worked on the committee, which prepared today's script, I want to ask you some questions.

Terry: Very well, Bruce. I shall try to answer them.
Announcer: Was Coronado the only important explorer of this time?

Terry: No. There were others. Some of them were Cortez, Ponce de Leon, Vasco de Gama, and Magellan.

Faybert: I know of another explorer that Terry didn't mention—which I think is important. La Salle explored the Great Lakes, and sailed down the Mississippi River. He planned to make a settlement, so he went back to France to get settlers. When he returned to the new world, he failed to find the mouth of the Mississippi River. He finally landed at Madagorda Bay, a point much farther west than where he planned to establish his colony.

Jim: I enjoyed studying about Cabeza de Vaca. He and his men were the first Europeans to visit Texas, and live to tell what they had seen. They had many interesting reports about our state.

Homer: Neither of you have mentioned the man I think is very interesting. It is possible that all of those fairy tales about the new world came from Pinada. History tells us of many exciting reports he made.

Announcer: Why did you choose Coronado, from all of those, to be your hero?

Terry: You see Coronado explored a great area in Texas, and we thought that since most of our radio audience would be Texans, they would be especially interested in Coronado.
Announcer: Do you really think that these early expeditions had a great deal to do with the growth of Texas?

Terry: I surely do. After Coronado and his men returned from their long trip to the north country with tales of hardships, everybody in Mexico knew, or thought he knew, that there was nothing of value in the region of Texas.

But there were missionaries in Mexico who believed that the souls of the red men were worth saving, even if those red men had little wealth. Now that men had explored this land of the red men, they did not fear to go into this new country.

Announcer: What evidence is there in Texas to show that the Spanish were among the early explorers?

Terry: There are old missions, names, a bit of Spanish spoken, and famous roads in Texas, New Mexico, and California. I think San Antonio is a good example of Spanish influence in Texas. In this beautiful old city are Mission San Jose and Mission Conception. Many Mexicans live there now. Also, there are many Catholics in San Antonio, and the early Spaniards were of this belief.

Announcer: Thank you, Terry. There are many questions I should like to ask you, but the clock says, "No! You must get off the air."

Thank you, radio friends for listening. Won't you tune us in again, next Friday at this same time? Bye, now.

Theme song:
HISTORY CAN BE FUN

Theme song:

Engineer:

Bruce:

Greetings, friends. This is Bruce Harris, your announcer from Alamo City, bringing you "History Can Be Fun." Today we have a most unusual skit entitled "Our Democratic World." The people taking part in this skit are Frances Stephens, Bobbie Hooper, King Hayes, Jackie Kethley, and Angy Fowler.

Thanks to the Texas Manufacturers Association for a very interesting magazine, which they send us each month. In the September issue there is an interesting story, "Down to Earth." We took this story of life among the heavenly bodies, and made our skit. Jackie Kethley is playing the part of a girl reporter, who completes a trip through the heavenly bodies. I shall turn the program over to Jackie.

Jackie: Thank you, Bruce, and good afternoon, friends. This is your glad-to-be-back-to-earth-reporter. Several weeks ago I was chosen from a group of reporters to make a trip in a rocket ship in an attempt to visit some of the heavenly bodies.

As I approached my first destination, I recognized it as the moon. The sound of voices startled me, especially when I discovered that Mother Moon was talking to her daughter, Shaula. (Slowly fade out.)
Frances: Shaula dear, you are twinkling so much better.
Bobbie: Oh, thank you, Mother. I do so want to be as
good as Electra. Am I as good as Electra, Mother Moon?
Frances: Um--Hm--You will still have to practice.
Now go ask Vineses for her Milky Way Pudding. (Slam door)--
Now that she is gone, Antares, you may practice.
Angy: Aw--Mother, all I do any more is twinkle.
Frances: I'll call Father, Son, if you disobey me.
Angy: Alright, I'm coming. (Knock is heard.) If
that's company, I don't have to practice do I?
Frances: I don't know, we'll see--Come in--Oh, hello,
Jupiter. It is so nice of you to drop by to see us, Antares,
find a nice cloud for him to sit on.
Koen: Don't bother, because I can't stay long. I just
came by to see why Antures has not been twinkling very well
lately.
Angy: But twinkling is so sissy.
Koen: But, Antures, if you don't twinkle, I shall have
to put you in the Milky Way where you will have to twinkle
all the time.
Angy: I don't want to do that.
Koen: Come here, Antures.
Angy: But--I--I--no--no--Oh----(fades out)
Cast: Oh-----
Frances: Antures has jumped out of the heavens, and
is headed right for earth.
Jackie: This is Jackie Kethley again. Since I was interested in what happened to a star after it fell, I decided to follow Antures. I was amazed when I discovered that he turned into a boy, when he hit the earth. Antures stood up and rubbed his eyes. To his surprise he was standing in front of a strange boy. Antures turned to the boy, and asked——

Angy: Where am I? What am I doing here? Who are you?
King: My name is Bennie Mack Hall, and you are at a carnival. Mother, Daddy, come here. I want you to meet some one.

Bobby: Yes, son. Who is it?
Angy: My mother calls me Antures.
King: That's too long. We'll call you Angy for short. Would you like to see the carnival with us?

Bobbie: This is Mineral Wells, Texas, a famous health resort. But who are you, and where is your home?

Angy: Well, I guess you could call me a disobedient star, because I didn't like to twinkle, and jumped over the balcony of the heavens. Here I am. Is this Venus or Mars?

Bobbie: Oh, no, neither one. This is the Good Earth. The United States of America, to be exact.

Angy: Don't you have to do anything on Good Earth but play carnival?
King: We have to work down here, just as you worked in the heavens. You see the United States is a democratic country where all of the people have a part in the rule of the government. In such a country everyone must be responsible for his share of the work—even boys and girls.

Angy: You mean there are other parts of the Good Earth where the people do not rule—where—what is it you say—the countries are not democracies?

King: That's right, kid, you catch on fast. There are some countries on the Good Earth where one small group of people rules all the rest of the people. That kind of a country is called an aristocracy. Then there are some other countries on the Good Earth where all the people are ruled by one person. That person is a dictator.

Angy: If I lived in a country where a dictator ruled, I'd chase him out.

King: It's not quite that easy, Angy. If the people, who are ruled by the dictator do not like him and do not obey him, the dictator will severely punish them. A dictator gets to be a big bully. We Americans should always be thankful that we have our democratic world.

Bobbie: Bennie Mack, let's show our new friend the fair. I imagine he'll learn a lot about democracy right here by using his eyes and ears. Look, Angy, see how the breeze causes the flags to ripple and sway gaily. Tell him what the colors of our flag say, son.
King: Red says, "Be brave." Blue says, "Be true."
White says, "Be pure."

Angy: I don't understand how colors can talk.

King: Well they do. The colors of our flag are symbols. They stand for things we believe in, such as freedom and independence and the right to lead our own lives. Our flag means that the people rule. That they are free to do what they think will be for the good of all. There are no printed words on the flags and they cannot actually make sounds, but they do say things to us.

Angy: I see that I have a lot to learn, if I am to become a good citizen of this country.

Koen: (Playing the part of a Barker.) Step right up folks, and see the freaks of the side shows. Just for a dime, folks. Come one! Come all!

Bobbie: Boys, I hear the announcement that it is time for the speaking. Let's go into the stadium early, so we can get good seats. (Faint strains of the Star Spangled Banner heard in background.) Wait, we must stand at attention until that song is finished. (Pause until music is finished.)

Angy: Why does everyone stand at attention when that song is being sung?

King: We Americans do it because we love our flag and all it stands for,
Koen: Yes, parades and holiday carnivals are just the thing to make us feel our love for our great democratic country.

But to be truly patriotic means much more than simply saluting the flag as it goes by. It means obeying the laws, and voting for good laws. Each American has a chance to live his life with his share of those things our country has for all. (Pause)

Angy: Mr. Hall, I heard that man on the stage say something about freedom and liberty, while we were in the meeting. Will you tell me exactly what this "freedom" and "liberty" is?

Koen: Angy, let me tell you a favorite story of mine. Then, I believe, you will have the answer to your question. (Reads story.)

In a small town there once lived two families, whose sons worked in the same factory. The father of one of the boys demanded that his son work hard and make as much money as he could. Each pay day, the father took all of the money his son had made. Only a small part of this was given the boy to spend as he desired.

Now the other father encouraged his son to work efficiently, and to be a good citizen. This boy was allowed to keep all of the money he made. However, he and his father discussed wise saving and spending of his money.
Both sons had to work hard, but which one do you think had liberty and freedom?

Angy: The one that could do things for himself.

Koen: That's right. Freedom means hard work, but not because someone is forcing you to work. (Pause)

Jackie: This is your roving reporter, Jackie, asking you to try to imagine two tired, but happy, boys as they lie in their comfortable beds after a full day at the carnival. Listen as Angy says--

Angy: Benny Mack, I want to stay here on Good Earth, and learn to be a good citizen. Will you help me to learn?

King: Of course I will. I still have a lot to learn myself. We'll learn together. You must go to school with me when it starts in September.

Angy: I'd like that. It will keep me from getting homesick. I feel as if I were back home with Mother Moon, learning my twinkling lessons.

King: Well, in school you'll be learning what good citizenship is and how to practice it, too. Miss Hamilton, our teacher, says it's plenty important to practice what you preach. She says our jails are full of people who know the Ten Commandments but fail to practice them.

Angy: Just like our Milky Way is filled with stars who know how to twinkle, but fail to practice what they know. But tell me, just how do you learn to be a good citizen. Will it be hard?
King: Jeepers, no. It won't be hard in Miss Hamilton's room. We'll be learning how the settlers came here to our country so they could be free and rule themselves, and how, from that little beginning, democracy marched clear across the United States—from sea to shining sea—just like it says in the song you will learn at school. But Miss Hamilton makes learning just like a game. We listen to stories, make things, take trips, talk to people, write plays and give programs.

Angy: Will you sing that song for me?

King: You can hum as I sing-----------{Sing and hum song. Fade away.}

Bruce: Thank you, Jackie. We really did enjoy that.

The clock says it is time to go now, so "Bye until next Friday."
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