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Earl Moore

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Strings and Voices  "College Heights."

Moore  Western Kentucky State Teachers College greets you all both
great and small with the words of our college motto - - -

Voices  Life More Life.

Moore  Life More Life is our motto and our wish for all our listeners.

Vibraphone  Chords.

Moore  An important part of the organization of a teachers college is
its training school, which serves as a laboratory in connection with
the professional training of teachers. Western's Training School in­
cludes all grades from the kindergarten through the senior high school,
besides a rural school. We are turning our program over this afternoon
to the Training School. Its able Director, Mr. W. L. Matthews, will
have charge. Music will be furnished by the College High School
orchestra of forty pieces, under the direction of Mr. Weldon Hart.
There will be four panel discussions by members of the Training
School faculty. We turn now to the Director of the Training School,
Mr. Matthews.

Matthews  The Training School has recently established a library to be
used by the students of the primary grades. The books, pictures,
and murals are all in keeping with the needs of primary children;
and we think this is a very great addition to our school. But I am
wondering, Mrs. Seward, if you as Kindergarten teacher, can tell us
how this Junior Library can be of service to the children of your
department?
Seward  The Junior Library with its bright colored curtains, shelves of attractive books, and walls covered with murals provides an ideal situation for the kindergarten children to share pleasure of the highest type. The library offers an opportunity for developing book mindedness. The child learns that it is to the bound pages that we go for information. Stories read from books build up in the child's mind a connection between stories and books, books and reading. This association fosters a desirable curiosity to know more about books. The children are given an incentive to know what the printed symbols say and an opportunity to develop a genuine desire to learn to read.

Matthews  Miss Hunter, as teacher of the first grade, what are some of the books you would recommend for the Junior Library that would be of service to first grade children?

Hunter  Never before have so many attractive and appealing books for young children been available. Among the newer ones are:

Johnny's Crows New Garden
Snippy and Snappy
The Angus Books
Millions of Cats
I Know A Surprise
The Snipp, Snapp, Snurr Series
Babar the Little White Elephant
Everyday Children

and

Down, Down the Mountain, a story of the Kentucky Mountains.

Many editions of Mother Goose are available ranging in price from ten cents up. Some outstanding editions are: The Real Mother Goose, illustrated by Blanche Fisher Wright, and The Little Mother Goose, illustrated by Jessie Wilcox Smith. For a more complete list of books for young children, giving authors and publishers, I would suggest one recently compiled by the Literature Committee of the Association for Childhood Education.
Matthews  In the library room there is also to be developed the workshop idea. In what way, Miss Reeder, do you find this service contributing to the second grade children?

Reeder  The Junior Library is used to direct tendencies, to inculcate study habits, and to foster the creative. In its attractive surroundings reading attitudes are encouraged and desirable objectives accomplished. Recently in nature study the second grade needed to find out more about deer. The class went to the library where research of all available data was instituted. Some material had to be read to the class, but real study habits were illustrated. The new printing equipment gives freedom with guidance that leads to creative activities. Thus the workshop develops self-reliance and new powers and growths.

Matthews  Miss Barnard, as third grade teacher, how are you planning to make this library serve the children of that grade?

Bernard  In my judgment the "Junior Library" will have a pronounced influence for good on the development of personality in the third grade. The child at the third grade level has arrived at a very important period in life. His interests and attention are changing from his own inner needs to the things in the world about him, and his personality traits are being rapidly developed either for good or bad. As the great coordinator of the many forces which make up the environment of the child the teacher may provide situations and set the stage for encouraging desirable tendencies and overcoming undesirable traits. Wisely directed reading may do much toward improving children's choices of modes of action. The boys and girls of the third grade appreciate our new library with its lovely books and attractive atmosphere.
Orchestra  "The Toy Parade."

Matthews  In our reading program for the intermediate grades I would like for Miss Taylor to tell us what she considers the most serious difficulties to overcome.

Taylor  I would say to that question, Mr. Matthews, what one individual considers the hardest difficulty to overcome some other teacher would think the easiest to overcome, but in my experience I'd list **lack of interest and limited vocabulary**. To overcome the first I've found the following suggestions helpful:

- **First**: The materials should be highly interesting to the pupil.
- **Second**: The materials should be of proper difficulty.
- **Third**: The stories should be of various types, such as humorous material, factual selections.
- **Fourth**: An abundance of easy reading should be provided.

To overcome the second difficulty listed I've found the following helpful:

- Word games.
- Use of an abundance of work and play type materials.
- Child's experience with poems and rhymes.

Matthews  Mrs. Riggs, what are some of the sources of silent reading material to develop comprehension in fifth grade?

Riggs  In the first place I would say that from eighty to ninety percent of the time spent in reading in the fifth grade is devoted to silent reading. The common sources for silent reading in the intermediate grades are history, travel stories, stories of commerce, geography, animal and plant life, physical sciences, and materials on citizenship. One may readily see that the material for silent reading should be factual rather than literary in style and purpose. The material must be relatively simple and such that objective tests can be made to show the facts involved.
Matthews Miss Scoville, we would like to know what are some of the goals you are striving for in your sixth grade reading program?

Scoville Mr. Matthews, I think it is generally agreed upon by the best authorities that the primary purpose of reading in the upper grades is to enlarge and enrich the experience of boys and girls, to stimulate their thinking powers, and to elevate their tastes. It is not enough to teach children to read, but we want life-long habits of intelligent reading to become fixed. This can be done by bringing children into contact with enough and good enough books, the kind that produce the greatest educational returns, those chosen for their value in revealing the great fields of science, industry, history, biography, invention, travel, exploration, and manners and customs of other lands.

A second reading goal should be to develop strong motives for and permanent interests in reading that will inspire the present and future life of the reader and provide for the wholesome use of leisure time. In connection with these permanent interests in reading the following attitudes, appreciations, and abilities should be developed:

a. Ability to read orally so that listeners will understand and appreciate.

b. Attitude of enjoyment of good literature.

c. An interest in and an appreciation of many fields of study.

d. A rich vocabulary.

Then we definitely aim to train pupils to go on reading so as to go on growing.

Orchestra "Russian Overture."

Matthews The Junior High School gives much time to its Hobby program. Miss Eaton, I believe you sponsor the seventh grade students. Would you tell us why you believe in a hobby program?
The children in junior high school pass through an age of emotional and physical development and change, during which they begin to lose interest in many of their childhood toys and games. Before they enter into the interests of the adult, they need something upon which to center their physical energy and creative ability. Hobbies begun in this age of enthusiasm, entertains and instructs the child during leisure time, develops him physically and affords for him an outlet for natural energy. They also furnish healthy mutual interests among children and often help the timid child to a natural and friendly contact with others. For many of the children’s hobbies grow into life long interests, as they grow older.

Mr. McGehee, as eighth grade home room teacher, discuss for us briefly types of hobbies children choose.

In a recent study of our Junior High School there was found a total of eighty-one different hobbies being pursued. Thirty-two of these were collecting hobbies, twenty-two sports, eleven in art, and sixteen of a miscellaneous nature. Stamp collecting led all other hobbies. One boy listed twenty-three different hobbies being pursued and only two reported no hobbies. An interesting comparison is seen in the average number of hobbies at each grade level. In the seventh grade the average number is 7.5 hobbies, eighth grade 4.5 hobbies, and the ninth 1.7 hobbies. It is well to state that the majority of hobbies found in the ninth grade had been pursued for two or more years, thus leading one to believe that as pupils advance in school years in our Junior High School they tend to concentrate on a fewer number of hobbies.
Matthews  Mr. Bennett, tell us how the Hobby Fair helps the Hobby program in the Training School.

Bennett  The Hobby Fair, sponsored by the local Rotary Club, gives the school children of Bowling Green and Warren County a chance to exhibit annually the results of their various hobbies. This opportunity to display their accomplishments and to compete for the prizes for the best entries has motivated some of the boys and girls to complete for exhibition the projects on which they had been working. Their interest in their own hobby and in other young people who have similar avocations has been deepened by the pleasure derived from showing their own work and the knowledge gained of what others with the same hobbies have accomplished. The Fair has also given the community an opportunity to become acquainted with the work done by the students in our schools. It seems, then, that a renewed appreciation of the pleasure and satisfaction that results from a devotion of spare time to a worthwhile hobby has evolved from the Hobby Fair.

Matthews  Miss Driskill, I understand your ninth grade home room has made quite a study of famous men and their hobbies. Could you tell us some of the findings in this study?

Driskill  There is no finer way in which school work may be related to life's activities than through hobbies. A study of the hobbies of many successful men and women reveals, among other things, the following: They collect bird's eggs, toy elephants, antiques, guns, and advertisements; they raise unusual species of birds and fish; they trace their ancestors; they tinker with radios and miniature trains; they build model airplanes and ships, paint, make pottery, and write poetry.
Much stimulation has been given to our own hobby program by the realization that every interest in life seems represented by someone who works at it for sheer fun. Our stamp collectors are glad to know that President Roosevelt, as well as the rulers of Sweden, Portugal, England, Egypt, and Siam gather stamps. In collecting coins our pupils join with Italy's king, who has collected more than 100,000 pieces.

Those interested in Indian lore point with pride to their fellow-Kentuckian Irvin Cobb, who collects Indian relics.

Nature lovers are inspired by knowing of Darwin's early collection of bugs, and Luther Burbank's boyhood love of flowers and plants. Our artists keep company with the boy Pasteur and young Joshua Reynolds. Inveterate readers say that Carnegie's hobby of reading books grew into far-flung libraries; that Bok's interest in biography began his autograph collecting, which led to his acquaintance with the great of the land.

And so, we believe that College High pupils are forming interests and hobbies that will be a source of recreation and pleasure to them all through life.

**Orchestra**

"Pomp and Chivalry"

**Matthews**

The Training School, for several years, has been using conferences and counseling as a substitute for the monthly report cards. Mrs. H. R. Matthews has seen this program from two points of view—the teacher and the parent—she will now discuss the parent's point of view of this program.

**Mrs. Matthews**

For a number of reasons the conference-counsel system adopted by the Training School has proved more satisfactory than the formal report cards previously used. After its adoption my children ceased to think of the A's, B's and C's of their classmates with
envy or pity and devoted their time to wholesome competition with themselves. They were pleased that their teachers felt inclined to write cards commending their work and attitude as a personal interest instead of as a routine report.

In talking with other parents, I found that they were whole-hearted in their approval of the conference-counsel system because of the satisfactory results obtained in their homes.

As a parent, I like the present system, for I feel assured that if my child allows himself to fall below the standard he is capable of attaining, I shall be notified immediately, and I can cooperate with the school at once in removing his difficulty or handicap.

MatthewsMiss Howard, as sponsor of the Juniors of College High, tell us what kind of reports are made to parents when reports are made at all.

HowardIf it is necessary to report a child to his parents we use a card of the following type: There is a space for the noting points in the child's favor and a space for noting his weak points. Also there are spaces in which his standing as low, high or average in any subject may be indicated. This card is either given to the student to take home or it is mailed to the parents.

Matthews Miss McClure, as home room teacher of the twelfth grade, would you give us a few sample reports that we may better understand the workings of the system?

McClureWe strive to make personal conferences and counseling with our students take the place of the report card. When we fail to get the desired results from these efforts, we send to the parents one of our improved report cards, with a personal analysis of the student concerned.
These cards are sent daily, weekly, or whenever we feel they are necessary.

Here are some sample cards as they were sent to the parents save I am using A, B, and C in the place of the student's name. A. has a fine attitude toward her work and the school but she doesn't do her best work seemingly, because of physical exhaustion. We advise that she get more sleep. B. is very polite and cheerful, but he does not take his work seriously. We suggest that you encourage him to do homework. C. has made decided improvement in her reading, but she is frequently tardy. We would appreciate your cooperation in helping her to get to school on time.

Not only has the work of our students improved, but the general standard of the school has been raised under this system.

Matthews  Mr. Winkenhofer, you have observed this new type of conference and counseling in College High for the past three years. In your judgment, how has it influenced the faculty and the student body in their relationships one to the other?

Winkenhofer  From my observation of the relationship between the students and teachers of the Training School, I have come to the conclusion that it is one of close comradeship. I believe that this has come about as the result of the policy of teacher-student conference and counseling that has been adopted in this school.

Through conferences and counseling an opportunity has been provided for both teachers and students to meet on common ground and find mutual interests. The teachers have come to realize that education does not rest solely on textbook content. The pupils have found that the teachers are human after all, and are interested in
all of the student activities regardless of where those activities may take place.

As a result of conferences and counseling with individual students the teachers have become mindful of habits, mannerisms, desires, ambitions, curiosities, and attitudes on the part of the students that are not necessarily connected with school routine, but which nevertheless contribute to the education of the students in a manner in which we as teachers have shown too little interest in the past.

Because of these mutual interests and common understandings, the teachers of the Training School are being looked up to as genuine friends, to whom all secrets, fears, disappointments, successes, desires, and ambitions, may be safely confided, and from whom will come sound, sympathetic, and dependable counseling.

You are listening to the program of Western Kentucky State Teachers College, featuring today the Training School of the institution. The program has included four panel discussions participated in by these members of the Training School faculty: Mrs. Carolyn Seward, Miss Lavinia Hunter, Miss Nancy Reeder, Miss Ethel Barnard, Miss Sara Taylor, Miss Magnolia Scoville, Mrs. Hazel Riggs, Miss Mary Frances Eaton, Miss Ruth Driskill, Mr. Ross McGehee, Mr. Joe Bennett, Mrs. H. R. Matthews, Miss Sue Howard, Miss Polly McClure, and Mr. Arnold Winkenhofer. Music has been provided by the Training High School orchestra under the direction of Mr. Weldon Hart. The whole program has been presided over by the Director of the Training School, Mr. W. L. Matthews.
Next Tuesday we begin a series of four programs to be presented by the four classes in Western Teachers College. Next Tuesday will be Freshman Day. Tune in at four o'clock C. S. T.

We leave with you today some words of George Washington, whose influence has reached across many scores of years to give us a holiday yesterday. From his schoolboy copy-book: "Labour to keep alive in your breast that little spark of celestial fire,---conscience." From the Farewell Address: "Of all the dispositions and habits which lead to political prosperity, Religion and Morality are indispensable supports."

**Strings**

"Two Gavottes" (Gavotte I).

**Strings**

"College Heights," fading for:

**Moore**

This program comes to you from Bowling Green. Earl Moore, speaking for Western Teachers College, bids you goodbye until next Tuesday and wishes you Life More Life.

(Strings up and continue)