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WHAS

Western Kentucky University

Earl Moore

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Whas Broadcast No. 83
Tuesday, March 15, 1938.
3:30-4:00 p.m.

From Extension Studio in Bowling Green.

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.

Piano Chords.

Training School Orchestra "Liebeslied."
Sterett (against orchestra) The orchestra of our Training School, under
the baton of Mr. Weldon Hart, is playing Beethoven's "Liebeslied."
Moore That was the Training School orchestra. Other musical organizations
of the Training School, under the direction of Mr. Hart, and some of the
student soloists, will be heard in a few moments.

But first, just a word of explanation. What is meant by "Training
School?" A teachers college seeks to give prospective teachers not only
a command of the subject matter that they are to teach, but also a know-
ledge of the latest and best methods to be used in actual teaching. There
are three ways to learn how a thing is done: first, to read about it and
listen to talks on it; second, to watch it being done; third, to do it.
Western uses all three. In order that prospective teachers may see good
teaching being done and may actually do some of it themselves, the
presence of children is indispensable. So Western maintains a Training
School, including all grades from the kindergarten through high school,
with a corps of competent critic teachers. The Training School is
therefore the laboratory of the teachers college.
Sterrett  The music on our program today is contributed exclusively by pupils in the grades and high school. At this time Tommy Smith, a junior in high school, plays a xylophone solo, "Czardas," by Czerwonky. Mr. Chester N. Channon is at the piano.

Smith  "Czardas."

Sterrett  The Boys' Glee Club of Western's Training School sings "Piping Tim of Galway," by Frederick Wick.

Boys' Glee Club  "Piping Tim of Galway."

Sterrett  And now a flute solo by a sophomore in the Training School, Cornelia Willey. She will be accompanied by her sister Evelyn. She plays "Schn Trotsmarin," by Fritz Kreisler.

Willey  "Schn Trotsmarin."

Sterrett  The efficient director of the Training School of Western Teachers College is Mr. W. L. Matthews. This year he has the honor of being Governor of District 161 of Rotary International, comprising Western Kentucky. He is also chairman of a special state-wide Committee on Character Education, appointed by the Parent-Teachers Association of the State. He speaks briefly on the tremendously important subject of "Character Education." Mr. Matthews.

Matthews  "Character" is a highly fascinating term; and all educators, young and old, experienced and inexperienced, toy with the expression, and at times write or talk about character formation with the assumption that all understand clearly what is meant when we use the term character. Sometimes I am afraid that our discussions turn out to be the mere witchery of words; yet I am frank to confess that there is a certain point toward which we are thinking when we discuss character and character education.

Emerson said: "Character is centrality, the impossibility of being displaced or overcast"; while H. G. Wells has phrased it, "Character is
a gravitational center". We might, for the purpose of this talk, say that character is the ability to remain true to a guiding principle. Character education concerns itself chiefly with the qualities that go for the building of good character, although we must not be unmindful that the word character includes both good and bad.

The modern school in its efforts to visualize its responsibilities has set for itself three major tasks. First the school recognizes the value of experience, which the school maintains, helps the child on toward the triumph of the "better self". Basing school activities on this philosophy, the curriculum sets about at once to furnish experience and experiment as methods of learning; children experience the same thing many, many times and from the memories of these incidents is produced finally the capacity for a single experience. Someone has said that man is man because he remembers. Remembering experience, both first hand and second hand, gives one a part of the raw material out of which character is built.

In the second place the school has set for itself in the program of character building the problem of mental training. Any worthwhile character building program must help the child to develop the mind. Intellectual training requires systematic effort; and the child needs, regardless of the subject matter he is studying, to acquire mental habits, such as concentration, precision, perseverance in thinking, intellectual curiosity, etc.

Moving with caution but with firm conviction the school in the third task comes face to face with its major problem in character education. How is character made? In our every day expressions we say, "Character is what a man makes of himself." Assuming that we all agree on this major point, someone will say, "True, but how is it done?" There are
three schools of thought on this point worthy of our attention at this time. One says the way to improve man is to do away with ignorance by substituting knowledge and light. The second school of thought says that the world is governed and ruled by sentiments, by great longings, and by powerful passions. They deny the governing rule of ideas and look to the solution of the problem by controlling the sentiments and longings of men. Then comes that third group of thinkers who believe that character is built and that man is made better only through the "unity of virtue and knowledge."

We who teach, in the main, subscribe to this third school of thought and add to this belief the additional thought that character is made by doing, and that good character is made by doing good deeds. It is not enough to teach boys and girls the difference between right and wrong and stop there. They must be "doers" of that which is right both intellectually and physically if they would acquire that strong character which parents so much desire for their children. To sum up, the school must strive to give the child an opportunity to broaden and enrich his life through experience, to develop correct mental habits, and to build his character through the performance of good deeds.

Sterrett Thank you, Mr. Matthews. And now the Girls' Glee Club of Western's Training School, Mr. Hart conducting, sings "My Love Has Gone to Sea," by Hopkinson.

Girls' Glee Club "My Love Has Gone to Sea."

Sterrett A violin solo is played by James Coleman, a junior in the high school, with Hazel Oates at the piano. His selection is the first movement of Nardini's "Concerto in E Minor."

Coleman "Concerto in E Minor."

Sterrett Again the Training High School Orchestra is heard in the andante movement of Haydn's "Surprise Symphony."

Training School Orchestra "Surprise Symphony."
Moore

With the number now being played concludes the seventy-ninth in this series of programs coming to you each Tuesday from the campus of Western Teachers College in Bowling Green. The Training School had charge of the program today. You have heard the orchestra, the boys' glee club, and the girls' glee club of the Training School, all directed by Mr. Weldon Hart; Tommy Smith, Cornelia Willey, and James Coleman, Training School students, as soloists; and the Director of the School, Mr. W. L. Matthews, speaking on "Character Education."

And now, Mr. Sterrett, what are we to hear next Tuesday?

Sterrett

One of the globe-trotting members of our faculty, Miss Elizabeth Woods, will tell us about her most recent trip, to South America, and some of our students will entertain with music.

Strings

"College Heights," fading for:

Moore

This is Earl Moore — —

Sterrett

And J. Reid Sterrett saying goodbye until next Tuesday at the same time — —

Moore

And wishing you Life More Life.

(Strings up and continue)