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UA37/23 WHAS Broadcast No. 44

WHAS

Western Kentucky University

Earl Moore

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WRAS
Broadcast No. 44
November 24, 1936
4:00-4:30 p.m.

"College Heights."
Western Kentucky State Teachers College greets you all both great and small with the words of our college motto — —

"Life More Life."

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

"The Little Brown Church in the Vale."

You have just heard the voices of a group of boys and girls who are pupils in Western's Rural Training School. They were singing about their little rock School in the vale. And that is just what our Rural Training School is—of picturesque white limestone, in its own rural setting at the foot of the Hill on our campus. The school includes the first six grades. Its teacher and its forty pupils are presenting our program this afternoon. The teacher is Miss Ethel Clark, who during the last ten years has established an enviable reputation for herself and her school. First, Mrs. Nell Gooch Travelstead, who supervises public school music at Western, will direct the children in some songs. After that Miss Clark will take charge. Mrs. Travelstead.

The music of a rural school should correlate with all other subjects. The stories in the readers, the study of countries in geography, the seasons of the year and special days suggest the songs to be selected. Enough sight reading should be carried on to enable the children to learn the songs more quickly and to learn some of the easier ones without the aid of the teacher.

A flute-like quality of tone is required at all times and the proper interpretation of the text is another thing we work for.
rural school should include folk dancing, rhythm orchestra, rote songs, sight reading, listening to compositions on the victrola or radio, and the memorization of many permanent songs.

One of our ambitions is to keep on pitch. We are always quite pleased when we do and quite chagrined when we don't.

We enjoy singing and always show this in our faces and I hope you will hear it in our voices.

Our first number is "Harvest Home" followed by "Good-bye Robin Redbreast."

3:55 Children's Chorus

"Harvest Home."

5:03

"Good-bye Robin Redbreast."

5:50 Clark

The one-room rural school is frequently spoken of as an antiquated educational institution. This classification is rightly made if one has in mind the traditional little red school house on the hill, or if he is thinking about many of the one-room schools of today. No description of these schools is necessary, for they have been discussed and commented upon until most of us are familiar with the situation. The remedy seems to be to rid the country of them --every one--and put in their places consolidated schools.

I have no quarrel with those who favor consolidation. The consolidated school buildings are far superior to the one-room school buildings, but school buildings, whether large or small, do not make or mar good teaching. The story of Mark Hopkins and the boy sitting on a log should be retold to educators who put too much emphasis on buildings and not enough on classroom instruction.

There are, I believe, many communities in Kentucky, as well as in other states, where consolidation is hardly possible or feasible. It is in these districts that I should like to see the transformed one-teacher rural school. There are spots now throughout the United States where we find such schools, and the teachers are getting very fine results. As a rule they are in isolated places,
and therefore have been less noticed and publicized than the so-called highly privileged schools.

May I tell you very briefly about the work that is being done in some of these schools. In the first place the teacher is not working alone. She has the community back of her. She has organized the patrons and other citizens in the neighborhood into a working group. Everyone is enlisted, from the leaders to the seemingly insignificant individuals. The wise teacher knows that every patron can do some one thing well and so she seeks him out and he too becomes a part of the school where his children spend so much of their time. To be sure there are a few loafers and knockers in every community, but they unwittingly serve, for their prediction that the school will be unable to do anything worthwhile seems to arouse the others to even greater efforts; so the school goes marching on. With the teacher as leader they change the dilapidated building into a clean, comfortable, sanitary home with all the necessary equipment. They continue to add, from time to time, many of the things that every earnest teacher devoutly wishes for—a victrola, a piano, a radio, perhaps an additional room that may serve as a play room, a lunch room, or a place for teaching industrial arts. The one-teacher school is not necessarily a one-room school. Indeed in the transformed one-teacher rural school there should be many rooms for special activities.

I am heartily in favor of consolidation if the one-teacher-family idea can be preserved. This thought brings me to my second point, which is that the one-teacher school has just the right kind of set-up that will allow the children to experience the best sort of education. They have occasion to come in contact daily with real life in its simple forms. The patrons put the school in order—the teacher and pupils must keep it so. To do this, they must work with their hands as well as with their minds. Their name is legion—the children who need just this kind of training. They must be given little responsibilities when
they are young if they are to shoulder great responsibilities when they grow up. Frequently the so-called "bad children" develop into rather fine characters if they are given some tasks for which they are made to feel responsible. In the so-called highly privileged schools this work must of necessity be assigned to a hired employee. In the transformed rural school there are many common problems to be solved and all must lend a hand. We at once see the potentialities for creative work. How much greater is the opportunity for developing leadership in each individual child in a heterogeneous group than there is in a large school system where there must be a sharp graduation of many children about the same age working together. It is much easier to direct forty children whose ages range from six to sixteen than it is to control the same number of boys and girls whose ages are practically the same. In the one-teacher school we have the family situation where the older children play the part of big brother or big sister to the smaller ones. It is the sort of situation that the real teacher feels is worth fighting for in order to retain. Of course the teacher heads the family, and she must be free to do the teaching and the directing. She should have assistants to help with the routine work, such as grading papers, making reports, supervising play, and attending to the lunch room.

A group of children have been selected to tell you what they most enjoy about the Rural Training School at Western Teachers College. Earline Manning will represent the first grade.

Manning. I like Mr. Brownfield, the big boy who takes care of us in the lunch room. The lunch hour is the time when we thank God for our nice food. We don't thank Him as much for spinach as we do when we have chicken. We are learning to eat slowly and to have nice table manners.
Clark  Eddie Diddle, who is in the second grade seems to be somewhat like his father especially in his choice of games.

Diddle  I like to swing and seesaw, but I would rather watch the older boys play football. Sometimes they let me play with them. That's when I have the most fun.

Clark  James Brownfield speaks for the third grade, that is if he hasn't marched away.

Brownfield  I like to direct the rhythm orchestra. It is fun to beat the drum, too.

I don't know which I enjoy more. I like the Victrola and the radio. We listen every Friday afternoon to Mr. Walter Damrosch's programs. Music—that's what I like.

Clark  Annie Reeves, a fourth grade girl, will tell you what she doesn't like in school.

Reeves  I like anything and everything in school except arithmetic. Multiplication is hard, especially the 8's.

Clark  Don Harris, Jr., expresses his choice of school days.

Harris  I can't ever miss school on Friday, because that is the day we have drawing. Those who enjoy it are allowed to work two hours. I should like to work even longer, because I don't seem to get tired working with colors.

Clark  Doris Blewett, who is in the sixth grade, will tell you her choice in literature.

Blewett  The place for me is in the library where I can read and read and read. The book I like best is The Story of Doctor Doolittle. Diddle, Dumps and Tot is also a favorite of mine. When We Were Very Young, by A. A. Milne is my favorite book of poetry. There are many other books that I like very much, but I don't have time to tell you about them.

Clark  Stanley Manning seems to be our gentleman and geographer.

Manning  The reason I like Geography is—I can go places and see things and never move out of my chair.
Clark

Hal Gilmore speaks for the sixth grade.

Gilmore

All of us like to study reading, because it helps us with our other work. Then, too, we enjoy reading stories and poems. When our other lessons are finished, we go into the library and read what we like. The time passes then as quickly as it does at recess.

Clark

Just a word about the teaching-learning process in a one-teacher school. It is here that the youngsters have an opportunity to get a preview, and a general survey of the work of the entire school. This situation offers a solution to the problem of taking care of the different levels of mentality that are ever present in a group of children. Instead of skipping a grade the precocious children should be allowed to do double work—the work of their grade and the one just above. Instead of demoting pupils, why should the teacher not let the slower ones review the work in the grade below in addition to their regular grade? This offers a solution to a very difficult problem—that of keeping all children profitably engaged in school work.

The library in the one-teacher school has books from the pre-primer to the eighth grade level. A sixth grade boy has just told you that children are allowed to select the books that they like. I have observed that they often choose books below or above their grade level, depending upon their ability to read or the subject that is of most interest to them. I haven't time to discuss the teaching of reading, but let me suggest that the teachers who may be listening in read the article entitled "Thoch and Lo" in the November issue of the Reader's Digest. I believe you will find it helpful.

Time does not permit me to discuss the teaching procedure in a one-teacher school. I cannot refrain from saying, however, that in every one-teacher school
the work should be divided into definite periods and the entire school should be working at the same time on the same subject. For example, if an hour and thirty minutes is given to the study of arithmetic, this does not necessarily mean that the various grades receive exactly the same length of time every day for this subject. It depends upon the kind of work a grade is doing as to the amount of time the teacher needs to spend with them. So the length of time given to each grade varies from day to day according to the needs of the class. May I announce in this connection that a place is given to the teaching of music in the one-teacher school. It has been added as one of the essentials along with reading, writing, and arithmetic. I have never seen a child who could not learn to sing if he is given the opportunity early enough. The teacher herself may not be able to sing well, but she should know enough music to be able to play the piano and to detect and correct the slightest error in the children's work. We have some in the Rural Training School of Western Teachers College who sing well enough to be in the Children's Choir. You who have been listening in since the beginning of this program have already heard them sing. At this time I am going to ask them to sing for you again. They will sing a group of six songs. The first one is entitled "September Joy" and was learned the first month of school.

15:45 Children's Chorus "September Joy."
Clark The second song is "October's Bright Blue Weather," which we learned last month.

16:45 Children's Chorus "October's Bright Blue Weather."
Clark The third one which we have recently learned is entitled "November."

17:45 Children's Chorus "November."
Clark "A Winter's Day" and "In Winter," the fourth and fifth in the group, were introduced in school the day of our first snowfall this year.
19:10 Children's Chorus

"A Winter's Day."

"In Winter."

Clark The closing song in this group is the one we learned for the approaching Thanksgiving Day. It is a well-known hymn entitled, "Come, Ye Thankful People, Come."

20:05

Clark We hope later on to have a verse speaking choir. Just now the children are enjoying choral reading, and at this time a group of pupils will read for you a poem entitled "A Picture of the Rural School" written by Mrs. H. R. Matthews.

21:25 Verse Speaking Choir

I'm glad our school is a little house
Of white stone, with a vine
That says "Good morning" when I come
And welcomes bees to dine.

Our little school has a friendly heart
That neither fears nor scorns,
That feels the joy of dancing leaves
And rose tints of the Morns.

The tiger lilies bend their heads
And tempt the butterflies,
Which cast bright gleams across
the pool
Where gold fish dip and rise.
The birds find refuge in our trees
And away the iris stalks;
And children love to stray along
The elm-tree bordered walks.

Clark: Let me add very briefly in closing that the one teacher's tenure should be assured. This is real economy both from a financial viewpoint and from the results obtained. The teacher who returns to the same school from year to year loses little time in organization. Teacher and pupils know each other so well that class work may begin on the first day of school. Moreover, the teacher who is to assist the children in their three-fold development must have a long period of time to work with them—to lay the foundation for happiness, good character, and intelligent citizenship. I believe that long association with the right sort of teacher will help to accomplish the desired results. Needless to say that her salary should be commensurate with the kind of service rendered.

I trust that you who are listening have a picture of the transformed rural school which is briefly this:

1. The teacher is not working alone; she has the community back of her.
2. She has a comfortable building and adequate equipment, combined with an ideal set-up, which is the one-teacher-family idea.
3. The periods of teaching should be long or short, depending upon the type of work to be done.
4. In consolidating schools the one-teacher idea should prevail with helpers to do the routine work.
5. The salary is sufficient to attract the best teacher and to hold her services year after year.
6. Finally, music is an essential and fundamental part of the daily program. It is fitting, therefore that the children should close this part of the program with singing. Their first song is "Harvest Home."
Children's Chorus  "Song of Harvest Home."

Clark  Their concluding number is "Farewell to Summer."

Children's Chorus  "Farewell to Summer."

Strings  "Aria," fading for:

Moore  You are listening to the program of Western Kentucky Teachers College, presented today by the teacher of Western's Rural Training School, Miss Ethel Clark, together with the pupils of the School, who range in age from six to twelve. The songs were directed by Mrs. Travelstead. "September Joy" and "November," heard on this program, are from Dr. Hollis Dann's Sixth Year Music used by special permission of the publishers, the American Book Company. "October's Bright Blue Weather" is from Dr. Dann's Fifth Year Music, "Winter Day" and "In Winter" from Foresman's Fourth Book of Songs, both published by the American Book Company and used with their permission. "Come, Ye Thankful People, Come" and "Song of Harvest Home" are from the Music Hour Series and sung by special permission of the copyright owners, Silver Burdett Company.

Strings  "College Heights," fading for:

Moore  We leave with you today the words of Thoreau:

"If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them."

This program has come to you from Bowling Green.

We invite you to be with us again next Tuesday afternoon, same hour, same station, when William Gleichmann, violinist, and James Arnold, tenor, will be heard with Dr. W. M. Pearce, who will speak on adult education.

Your master of ceremonies is Earl Moore. We wish you Life MoreLife.

(Strings up and continue)