12-8-1936

UA37/23 WHAS Broadcast No. 46

WHAS
Western Kentucky University
Earl Moore

Follow this and additional works at: http://digitalcommons.wku.edu/dlsc_ua_records

Part of the Broadcast and Video Studies Commons, Higher Education Administration Commons, Mass Communication Commons, Public Relations and Advertising Commons, Social History Commons, Social Influence and Political Communication Commons, Sociology Commons, Speech and Rhetorical Studies Commons, and the Student Counseling and Personnel Services Commons

Recommended Citation
WHAS; Western Kentucky University; and Moore, Earl, "UA37/23 WHAS Broadcast No. 46" (1936). WKU Archives Records. Paper 4265.
http://digitalcommons.wku.edu/dlsc_ua_records/4265

This Transcription is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in WKU Archives Records by an authorized administrator of TopSCHOLAR®. For more information, please contact topscholar@wku.edu.
WHAS Broadcast No. 46
December 8, 1936
4:00-4:30 p.m.
From 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.

Vibraphone
Chords.

1:10
Moore
Please note that one week from today the program of Western Teachers College will be a Christmas oratorio to be presented by our chorus of one hundred sixty voices and symphony orchestra. The program on that day will begin one-half hour earlier than usual, at 3:30 instead of 4:00. It will continue until 4:30 as usual.

Our program today is opened by a clarinet trio composed of Miss Leona Van Dusen, of Cleveland Heights, Ohio; Mr. Melvin Briedenbach, of Belleville, Illinois; and Mr. Gilbert Scarbrough, of Lenoir City, Tennessee. All of these musicians are freshmen. With M. Chester N. Channon at the piano, they play "Merriment Polka," by George D. Barnard.

1:50
Clarinet Trio
"Merriment Polka."

Before resuming our musical program we present Dr. William R. Spriegel, of Western's Department of Economics and Sociology. He is a University of Michigan man. He served for some eleven years in important administrative positions in manufacturing plants. He is co-author of four books in the field of economics and business. He will talk to us a few minutes on vocational guidance. Dr. Spriegel.
One of the outstanding challenges to our educational system today is the problem of guidance. In its broader aspects it includes not only guidance within the school itself but it also has an influence upon the student in later life. Guidance is not confined to young men and women but is equally applicable to adult educational activities.

Our educational philosophers have never fully agreed among themselves regarding the proper emphasis to be placed upon the respective objectives in education. This is a wholesome sign even tho somewhat confusing at times. The rapid changes that have been taking place during the last fifteen years have caused many to think that our previous "sign posts" must be rejected. As a matter of fact all we have been doing is to straighten out some of the curves on the broad highway of life. This has left certain occupations off the main road and introduced both new ones and increased the number of the old ones. All we really need to do is to shift the "signs" to new locations. They are still needed and are essentially as reliable as ever. Change in occupations is not new. In reality we are undergoing no greater change today in our economic and social development than England experienced some one hundred and twenty-five years ago. Changed processes created great suffering, unemployment, and the shifting of population at that time... We have the advantage today of an awakened social consciousness of group responsibility that did not formerly exist. There is one "road sign" on which we may rely with considerable assurance for future adjustments. It is "Be prepared for further changes."

With these two ideas in mind, namely: the fact that old sign posts are still reliable even tho their locations may have to be shifted; and that changing social and economic conditions are not at all peculiar to our present age; let us ask the question—shall we drift in the future as we have quite largely done in the past,
or shall we attempt a guidance program in education? Recently two successful educators—one with a national reputation and the other well known in Kentucky were dining together. The conversation drifted to guidance in education. The educator with a national reputation said, "I drifted by chance into my chosen field.” The other educator said, "So did I." Both of these able men were of the opinion that very little could be done to help men in general make intelligent decisions relative to their life’s work, yet each educator was eager to counsel others relative to his chosen profession. These two opinions are all too typical of the past as well as the present. The sweeping claims made by overly enthusiastic counsellors has strengthened rather than weakened this attitude on the part of the public.

Is there a need for guidance? An illustration from Western State Teachers College's present student body enrolled for the four-year course will make the situation clear. Approximately four out of five of these students have elected courses leading to high school certification. In the state of Kentucky the total available teaching positions are almost in the reverse ratio, namely: four grade or rural teachers for each high school teacher. Should this condition continue much longer, stark tragedy awaits many of our young people. Let it be recalled that this situation exists in a professional school in which the major selection of a career has already been made, but in which specific guidance toward available jobs is becoming imperative. If this is true in a specialized school, how much greater must the problem be in the senior high schools where the great majority of the decisions or indecisions are being faced. The old road sign of "supply and demand" should be erected on more curves. Young and old alike should be given information regarding possible opportunities in the various fields of endeavor.
Not only should information be given regarding the needs and densities of the various professions and occupations, but information concerning the requirements for entrance and the anticipated compensations should be made readily available. Here again an old guide post may be used—"Get the facts before setting out on a journey, most especially life's journey." Since there are no Automobile Associations providing road maps to opportunity, where can such information be found? The answer is that the schools, both secondary and collegiate, are the logical agencies for this work.

The critics of the foregoing suggestion hasten to say that teachers are not equipped either by experience or training to provide such a diversity of information. This criticism is absolutely correct if we think of the school as being confined to the individual classroom, but fortunately the schools' influence and resources are not so narrowly circumscribed. In a very real sense and to a very large degree the fortunes of any school system are committed to the hands of the citizenry of the community and state. The school that undertakes a guidance program without making use of the agencies of the community is doomed to failure at its inception. Not every classroom teacher is equipped by temperament, training, or leadership ability to direct such a program. The teacher who has an interest in this type of work and who possesses the general leadership qualities should be given specific training in this field before undertaking it.

The groundwork for a guidance program should be carefully laid. Simple yet complete records should be kept of each student. The program should not be too ambitious in the beginning. A good guide will be "to do a few things well rather than to dissipate energy in spreading out too much." Carefully edited monographs on all of the more important professions and occupations are available. These will provide a minimum background for the interested students.
What are some of the community agencies that are available for helping the school enlarge its program? The agencies may be classified under three general headings: (1) youth groups--Boy Scouts, Girl Scouts, Hi-Y Clubs, Future Farmers of America, Four-H Clubs, Y.M.C.A.'s, etc.; (2) adult groups interested in guidance--service clubs, parent-teacher associations, A.A.U.W., women's clubs, chambers of commerce, farm bureaus, grange, the various professional groups, etc.; (3) public and similar agencies--the library, recreation department, juvenile court, public employment agencies, county agent, health department, C.C.C. camps, etc. Some of these groups are found in all communities, even in the rural areas. Many of them have vocational guidance committees that are eager for a chance to serve. The schools can coordinate the efforts of these various agencies with mutual profit to both. Such a program will bring a personal touch to the school's efforts, thus vitalizing its offerings by bringing the services of experts in the respective fields to the students. It will bring about a closer relationship between the schools and the general public. Many a farmer boy or the son of a mechanic will be brought into personal contact with an opening that would otherwise be only a dream to him. Nearness to reality may divert him from that which he thought he desired to do when viewed from afar.

The methods in which community agencies may assist in the school's guidance program has been clearly expressed by Professor George E. Myers, a counsellor of national reputation.

1. Providing the individual who is to be guided with exploratory experiences as a means of revealing his personal assets and liabilities--aptitudes, limitations, personality traits, etc.

2. Bringing together information concerning this individual that will be helpful in understanding him.
3. Aiding the individual to obtain information concerning possible courses of action open to him; e.g., concerning occupations or recreations among which he may choose.

4. Counseling the individual--helping him to weigh and evaluate known information concerning himself in terms of the requirements and opportunities of the courses of action he decides on.

6. Helping the individual to enter upon and progress in chosen courses of action.

The foregoing is a rather comprehensive program. Most of it is well within the possibility of realization in practically any community. It may well be noted that excellent work is now being carried on in a few counties in Kentucky. Rural areas need such a program quite as much as the cities.

After all the possible helps have been made available, the individual must make his own decision. Educational guidance programs can bring to the inquiring student information upon which to make his decision. Not only can it do this but it can foster the development of attitudes of thoroughness, reliability, and a realization that the price of success is honest effort. It can avoid narrow specialization and encourage the development of adaptability in a changing era. While the machine age and specialization force many men to change their occupations, these same factors make it easier for him to change from one type of work to another.

One parting observation--granting that the student knows definitely what he wants to do--what can the schools do to help him when even experienced men in his chosen field are unemployed? There is one very definite thing it can do. The schools can encourage the student to do well the work he may be able to get and to continue to prepare himself for the job toward which he is striving. This will give an objective toward which he moves and will add materially to the richness of life and success in the task at hand.
The mere fact that complete success is not to be realized is no excuse for continuing to drift. Real educational guidance in its broadest sense offers a challenge to the schools and community at large.

16:36 Moore  Thank you, Dr. Spriegel.

And now Mr. Chester N. Channon, of our music faculty, director of our studio ensemble, will be heard in a series of piano solos. His first number Chopin's "Etude in C Sharp Minor."

16:45 Channon  "Etude in C Sharp Minor."

Moore  Mr. Channon is heard next in another Chopin number, "Waltz in D Flat."

20:45 Channon  "Waltz in D. Flat."

22:45 Moore  From Chopin Mr. Channon turns to Debussy's "The Minstrels."

22:50 Channon  "The Minstrels."

24:50 Moore  Mr. Channon closes with a selection from one of our great contemporary composers and pianists, the Russian Rachmaninoff. The selection is his "Humoreske."

25:04 Channon  "Humoreske."

28:14 Strings  "College Heights," fading for:

18:12 Moore  You are listening to the program of Western Kentucky State Teachers College, which has brought you this afternoon a clarinet trio composed of Miss Leona Van Dusen, Mr. Melvin Briedenbach, and Mr. Gilbert Scarbrough, a talk on vocational guidance by Dr. William R. Spriegel, and piano solos by Professor Chester N. Channon.

All our listeners are asked to make note of the fact that our program next Tuesday will be our annual Christmas oratorio and will be one hour in length, beginning at 3:30 and continuing until 4:30.

There will be no interruption of programs on this series during the school holidays.

On December 22 the Alumni Association will present the program and on December 29 the facilities of this studio will be used by the Bowling Green Music Club.

This program comes to you from the auditorium of Western Teachers College in Bowling Green. Earl Moore is speaking. We wish you Life More Life.

(Strings up and continue)