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Western Teachers College

WHAS Broadcast No. 68

Tuesday, November 30, 1937
3:30-4:00 P.M.

From Extension Studio in Bowling Green

"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.

Chords

Heard on today's program will be Western's Girls' Glee Club, a girls' sextette, a talk written by the registrar of the College, Mr. E.H. Canon, and presented by Dr. Gordon Wilson, Head of the English Department at Western Teachers College, a series of interviews with students.

The Girls' Glee Club, under the direction of Mrs. Nelle Gooch Travelstead, and with Miss Hazel Oates at the piano, now sings "A Bird Flew," by Clokey.

"A Bird Flew."

The Glee Club continues with "Giddy-Up, Little Rockin' Horse."

"Giddy-Up, Little Rockin' Horse."

And now we present a sextette from the personnel of the Glee Club. The members are Myrtle Page, of Barlow, Kentucky; Martha Taylor, Louisville; Olive Seaton, Paducah; Lillie Lee Miller, Lebanon Junction; Barbara Beyer, Henderson; and Barbara Ford, Greenville. They sing "Venetian Love Song," by Ethelbert Nevin. Miss Oates at the piano.
Sexette Rybski

The Registrar of Western Teachers College has had many years of experience in dealing with the academic and the personal problems of college students.

We have asked him to present some of the results of his thinking on the very important subject of "Vocational Guidance."

Unfortunately, due to a sudden illness, Mr. E. H. Canon is unable to be with us today. Dr. Gordon Wilson, Head of the English Department, has graciously consented to present Mr. Canon's conclusions about vocational guidance.

Dr. Gordon Wilson

In a democracy, every individual deserves a place in the great scheme of everyday work. He approaches the responsibilities of life with potential capacities determined by inherited tendencies, physical make-ups, spiritual attitudes, community and family traditions. Every normal person has a desire to be useful, to maintain a reputation which commends him to his associates. The quality of self-respect is engendered when a man is able to do well some type of work from which he may realize a measure of material return, to be used in procuring food, clothing, and shelter.

Much of the failure and disappointment in life, and probably much of the crime that happens, may be attributed to the fact that so large a proportion of our youth go out of our public schools imperfectly prepared, to meet the demands of the world in which they find themselves compelled to make some kind of living. Accepting as sufficient for all purposes the elementary training that the law may force upon them, a vast army of children, several million strong, drop out from our public schools each year to
Those who succeeded to a comfortable position in life did so largely as a result of moral character rather than of training— as a result of a favorable opportunity rather than of schooling. Those who are living unhappy lives of discouragement and failure were possibly lacking in moral qualities, and may not have had an equal opportunity. The fact remains that in the lives of most men there has been a great loss of time and energy in the search for their place in the world's work. The main cause for this great economic loss may be laid at the door of our public schools. We have failed to inspire our youth with the necessity for an aim in life. We have held out the ideal of education as a means to professional careers and have ignored the fact that the right sort of study in preparation for other careers is just as worthy and just as necessary as for those designated by high-sounding titles. There is need for a program that will dignify labor, and the world today needs trained contractors, skilled electricians, efficient plumbers, and prepared workmen in every field of endeavor. One definition is that education is learning to use intelligently the tools which a race has found indispensable. The program of training boys and girls to a state of some assurance of how life's material problems may be met is one of the responsibilities shared in by the home, the school, and the political government. In the American philosophy of government there is included the notion that the state should furnish to the child an education. There has evolved in recent years a notion that this education should be of such a character that the child may be guided into and receive training for a vocation by means of which he can best serve the social order in which he lives and, incidentally or directly, make a living.
One-fifth of our law infractions are committed by persons less than the voting age. Crime in America is costing each American citizen a minimum of $120 per year. A juvenile delinquent today is the criminal of tomorrow. We are told that approximately sixty per cent of the wealth of the country is in control of ten per cent of the people. This means that only ten per cent of our population live on the profits made from business enterprise while ninety per cent are on salaries or wages. The relief rolls of America are largely made up of names of men who during their years of formal schooling had no direction or training for performing some useful task. There is a demand for a readjustment of our educational procedures in which due account may be taken of the potentialities of youth and definite instructions given to individuals regarding the opportunities for vocations in life. Such a program is calculated to contribute not only to the economic and social order in general but to the individual in particular. Over and over our attention is called to striking examples of maladjustment of individuals in the occupations which they pursue. The big problem to be solved is how to satisfactorily adjust in the economic life of our country individuals whose capacities do not provide them with leadership in the upper bracket. There is an educational service designed to determine in a general way the particular field in which the child can use to the best advantage his inherited and acquired qualities. This service is known as vocational guidance.

Guidance may begin in the elementary grades and be serviceable through the high school and even into the early years of
Standardized objective tests will measure the student's background and the influence of past environments and other information which is thought to be necessary in guiding the individual into choosing the field in which he should concentrate his training.

The personal conference accompanying such guidance is indispensable. In determining the fitness for particular vocations, the personality of the individual is analyzed to determine certain qualities which carry importance in the particular line of endeavor which the individual is to follow. Among these may be mentioned personal strength, personal attractiveness, capacity to meet people, patience, perseverance, desire to excel, freedom from vanity, originality, sympathy, and health.

Analysis is also made of the occupations available and such topics are studied as follows: Health requirements of an occupation, outstanding problems and handicaps, capital necessary to start, income to be expected, how to get the job, and does holding the position require continued study?

We have invited five college students to appear for a brief interview at this time.

Wilson: What is your name, please?
Smith: My name is Charles Smith.

Wilson: From what high school did you graduate?
Smith: I graduated from Finney High School in Barren County.
Wilson  How are you classified in Western Teachers College?

Smith  I am classified as a junior.

Wilson  What profession have you selected?

Smith  I have selected the ministry as my profession.

Wilson  Did you receive formal vocational guidance in your elementary or high school?

Smith  I did not.

Wilson  What preparation are you making for your life's work?

Smith  After graduation from Western Teachers College, I shall attend Southwestern Theological Seminary.

Wilson  How many were in your high school graduating class?

Smith  Seven.

Wilson  Do you know how many of your graduating class have enrolled in college?

Smith  Four of them have enrolled in college.

Wilson  What is your name?

Cantrell  My name is J. C. Cantrell.

Wilson  From what high school did you graduate?

Cantrell  I graduated from Trimble County High School at Bedford, Kentucky.

Wilson  What profession have you selected as your life's work?

Cantrell  I have selected the field of law as my profession.
Wilson
Did you have any vocational guidance in your elementary and
high school experience?

Cantrell
I had no formal guidance.

Wilson
Have your experiences in college served to confirm you in your
decision to study law?

Cantrell
Yes.

Wilson
How many were in your high school graduating class?

Cantrell
There were thirteen in my graduating class.

Wilson
Of these, how many have entered college?

Cantrell
Four of these have attended college.

Wilson
What is your name, please?

Beyer
My name is Barbara Beyer.

Wilson
From what high school did you graduate?

Beyer
Barrett High School at Henderson, Kentucky.

Wilson
Did you have the advantage of formal vocational guidance in your
elementary or high school experiences?

Beyer
I did not.

Wilson
What profession have you chosen?

Beyer
I have selected teaching as my profession.

Wilson
What is your classification in Western Teachers College?

Beyer
I am classified as a senior.

Wilson
How many were in your graduating class in high school?

Beyer
There were fifty-two in my class.

Wilson
How many of these have attended college?

Beyer
About twenty.
What influenced you to select the field of teaching?

After entering Western I learned that the field of teaching was an opportunity for me to serve, and primarily from these experiences my choice was made.

What is your name, please?

My name is Scott McAlister.

From what high school did you graduate?

I graduated from Finchville High School in Shelby County.

What profession do you expect to follow?

I have selected the profession of medicine.

What specific guidance did you receive in the elementary or high school?

I had none.

What influence contributed to your selecting medicine as a life's work?

The courses in physical and biological science in high school were interesting, and physicians whom I knew as a boy were held in high respect in my community and were able to render a valuable service to society.

How many were in your high school graduating class?

There were ten.

How many of your class have enrolled in college?

Three.
What is your name, please?

My name is J. Robert Kirby.

From what high school did you graduate?

I am a graduate of Smiths Grove High School in Warren County.

What is your classification in Western Kentucky State Teachers College?

I am a freshman in Western Teachers College.

Have you selected your profession?

I have selected the profession of engineering.

Do any members of your family engage in this type of work?

My father and my grandfather have both engaged in the field of engineering.

Did you have the benefit of vocational guidance in your elementary or high school experiences?

I did not.

How many were in your graduating class in high school?

There were nine.

Do you know how many of that number have registered in college?

There are eight in college.

These young people, picked at random, illustrate the general situation in our society; namely, that the selection of a vocation is made with little or no systematic guidance in our public schools today.

The taxpayer as never before is interested in means of preventing the ever-growing number of social dependents. He is more concerned in a program of preventive than of remedial measures. The solution to the vocational problems should reduce crime in early days, unemployment in middle life, and poverty and misery in old age.
You have just heard Dr. Dordon Wilson of Western Teachers College, in a discussion of vocational guidance and a series of brief interviews with representative students.

We turn again to the Girls' Glee Club, Mrs. Travelstead conducting. They sing "Dusk in a Garden," by Hamblen.

Girls' Glee Club       "Dusk in a Garden."

The concluding number of the Glee Club is "Hedge-Rose," by Franz Schubert.

Girls' Glee Club       "Hedge-Rose."

Strings     "College Heights," fading for:

And so concludes the sixty-fourth program in this series coming to you from the campus of Western Teachers College in Bowling Green. You have heard Dr. Gordon Wilson; brief interviews with Charles Smith, Barren County; J.C. Cantrell, Trimble County; Barbara Beyer, Henderson County; Scott McAlister, Shelby County; J. Robert Kirby, Warren County; the Girls' Glee Club, directed by Mrs. Nelle Gooch Travelstead; and a girls' sextette.

We are always glad to hear from our listeners. Address your communications to the Director of Broadcasting, Western Teachers College.

We invite you to be with us again next Tuesday at 3:30 o'clock, C.S.T., for an interesting talk by Dr. L.Y. Lancaster on the physical basis of personality, music by a brass sextette, and special greetings to certain communities in the mountain districts of Kentucky.

The music department of Western Teachers College presents their annual Christmas program. The Chorus, the College Orchestra, and the following soloists: Mrs. Wallace McGinley, Bowling Green;
Miss Cortine Jessop, Fairfield, Illinois; Mr. Charles Hilton of Lawrenceburg, Tennessee; and Mr. C.O. Evans, Jr., of Owensboro, under the direction of John Vincent will present "The Messiah," by Handel.

Western Teachers College cordially invites all of its friends and their guests to this program in Van Meter Hall, Sunday, December 18, at 3:00 o'clock.

Eugene Rybaki, in the absence of Dr. Moore, saying goodbye until next Tuesday at the same hour and wishing you Life More Life.

(Strings up and continue)