

## INCREASING THE SCHOOL USE OF RADIO

Teachers have been slow in seizing upon the radio as an educational aid. Sellers of goods and candidates for public office have long recognized the radio as a potent means of influence. Yet, according to the findings of the radio-visual survey conducted by the United States Office of Education, there are only 12,342 radios and centralized sound systems among the 82,297 school buildings reported in the study, an average of but one radio for every 6.7 buildings. Few classroom teachers are using the radio with any regularity, and this is true even in the state of Ohio, which has the largest proportion of radios provided for schools—one to every 1.9 buildings.

The hopeful aspect of the situation lies in the fact that each year more teachers are using the radio. This is borne out by figures collected by those in charge of the various school-broadcast programs. Nevertheless, at the present rate it will be decades before radio becomes a commonly accepted educational tool.

There are three principal reasons for the failure to embrace this new aid of learning. Perhaps the most potent is the inertia of formal education. Teaching and administrative practices tend to remain fixed and to resist any changes which necessitate readjustments of thinking or of practice. To overcome such inertia requires strong motivation—both the marshalling of facts and the appeal to the emotions. Facts will be supplied by research and careful experimentation; emotional appeal will come from the enthusiasm of those who have used the radio successfully and from those who wish to adventure into new fields.

The second reason for the reluctance to adopt the radio in teaching is the cost of equipment. While receiving sets can now be purchased for comparatively small sums, even these amounts are still too much for many boards of education which hesitate

to make such unorthodox purchases. This makes necessary the gathering of funds in other ways—through donations from parent groups, by money-raising activities, and the like. Frequently, too, operation of a radio means the wiring of classrooms hitherto unequipped electrically. As the installation of outlets, however, makes possible the operation of motion-picture projectors and other equipment as well as radios, the necessary funds can usually be squeezed from the regular budget. The most expensive equipment, of course, is the centralized sound system; but even these have come down in price so that a satisfactory system for a twelve-room building can be purchased for a few hundred dollars.

A beginning in the use of radio can well be made with a single cheap set, and as interest and usefulness develop, better equipment may be added. Certainly, the factor of expense is not a valid reason for ignoring the radio when receiving sets can be purchased at the reasonable prices which now prevail.

A third cause is decidedly important. This is the lack of training in the proper use of the radio. Like all other innovations, the radio, if it is to be used effectively, requires a certain amount of special training. This should be acquired both as in-service training and as a part of preparation for teaching.

A few steps may be suggested as ways of initiating and spreading the use of the radio in the school. The teacher who has become convinced of its usefulness can begin either by taking a short course in a summer school or after-school class, or by reading as much as he can on the subject. Cline Koon's *School Use of Radio*, which can be purchased from the University of Wyoming at Laramie for 50 cents, is suggested as beginning reading, together with *Radio: the Assistant Teacher*, by Ben Darrow. This may be purchased for \$1.50 from Mr. Darrow, State Office Building, Columbus, Ohio. The Bureau of Educa-

tional Research at Ohio State University will shortly issue a bulletin, "Radio in the Classroom."

Next, the teacher will need actually to experiment with the radio in his classroom. If his classes have been of a formal recitation type, he will tend to prefer the more direct-teaching type of broadcast. If he is accustomed to a variety of activities in the classroom, the radio becomes another valuable extension of the outreach of the school into the world. The success and enthusiasm of one instructor usually result in the attempt of others to achieve the same results. Even doubtful administrators are frequently "sold" on radio because of the experience of a capable teacher. Good ideas spread when carried out intelligently.

Principals and superintendents have other techniques at their disposal for initiating the use of radio. Teachers with enthusiasm and a sense of adventure may be encouraged to attempt its use; committees may be appointed to study the experience of other communities; professional meetings may be devoted to discussions and reports about radio; and in cities with course-of-study programs, each committee may be asked to examine the possibilities of the use of radio in its field.

Both teachers and administrators interested in spreading the usefulness of radio in schoolrooms can suggest that the topic be included in the program of institutes, conferences, and conventions, and large cities can well afford a special conference devoted to the subject with appropriate reports and demonstrations.

Many worth-while programs are now on the air, and it is tragic that so few teachers or administrators have appropriated the radio for extending the educational experience of boys and girls. The next few years should see a rapid growth in the use of this valuable teaching aid.—I. KEITH TYLER, in *The News-Letter*, November, 1936.

## NEW LIBRARY SERVICE IN U. S. OFFICE OF EDUCATION

**F**OSTERING the development of public and school library service throughout the United States will be one of the major activities of the Federal Government's new library agency in the U. S. Office of Education. Services of the new agency will include:

- (1) Making surveys, studies, investigations, and reports regarding public, school, college, university, and other libraries.
- (2) Co-ordinating library service on the national level with other forms of adult education.
- (3) Developing library participation in federal projects.
- (4) Fostering nation-wide co-ordination of research materials among the more scholarly libraries, inter-state library co-operation, and development of public, school, and other library service throughout the country.

Congress recently approved establishment of a Federal Library Service Division in the Office of Education, U. S. Department of the Interior, authorizing an appropriation of \$25,000 for the fiscal year 1936-37. Commissioner John W. Studebaker believes that the amount of money allowed by Congress for the new library service work during 1936-37 will mean employment of Office of Education staff specialists in school and public libraries, and necessary clerical personnel, all appointed under Federal Civil Service regulations.

The American Library Association, with a 12,000 membership representing practically all libraries in the United States, highly recommended establishment of this new Government library service in the Office of Education. Carleton B. Joeckel, chairman of the American Library Association's