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EDUCATIONAL COMMENT

THE PLACE OF RADIO IN EDUCATION

AT a recent discussion led by Dr. W. C. Bagley on the topic: "The Place of Radio in Education" (*Problems in Teacher Training*, ed. by Alonzo F. Myers. New York: Prentice-Hall. Pp. 109-153), Mr. Franklin Dunham, the Educational Director of the National Broadcasting System, stated that in December 1935 there were over 600 colleges giving courses in radio production and radio script writing. Admitting that these courses have been set up with only a small amount of equipment, Mr. Dunham asserted that most of them utilized at least a public address system, "so that there could be a studio or little room off the main room from which a broadcast could take place into the classroom and so that script writing could be done for that particular type of broadcast."

High schools are also growing interested in radio. In the high schools of Knoxville, Tennessee, and of Jefferson, Indiana, for instance, students are conducting radio broadcasts by direct wire from school to local station. They are assisting in program building, in the care of mechanical equip-

ment, and in making announcements. There is an increasing practice of broadcasting school bands, glee clubs, work of science classes, as well as journalism classes.

The radio is indirectly responsible for a new emphasis in speech training. Said Holland D. Roberts in his presidential address at the last annual convention of the National Council of Teachers of English: "Voice recording as a part of the program of oral development is rapidly giving speech work exactness and objectivity in all our leading schools."

But to educators the receiving end of radio is no less important than the sending end. A survey in Wisconsin and Missouri last fall showed, for instance, that high school students were spending slightly more than two hours a day listening to the radio, devoting to the radio twice as much time as they spent in reading. Teachers of high school English are awaking to the fact that they must reckon with radio as well as books as a factor in the development of literary appreciation.

Facing this new condition of life, Professor Fannie W. Dunn of Teachers College, New York, flings out a challenge to the schools: "Whether you are having anything to do with it or not, the radio is educating the public," she says. "It may not be giving the public the kind of education that you want them to have; but the public is listening to the radio hours and hours and hours a week. They are getting educated. . . ."

"Here, then, we have an unharnessed giant; and if that giant is to be harnessed for the service of education, the educational institutions have to take a responsibility; and in my judgment the teachers colleges have to take a responsibility. . . ."

"We are marking time in radio, if we aren't going backward, just because nobody is taking the responsibility for making these investigations on as scientific a scale as is necessary."